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2. General information about the applicant

The following chart is also used in the stage 1 model application form. You are required to give the same information as for stage 1.

a. Name of organisation/consortium	Stichting Woord en Daad (as lead applicant for the Woord en Daad & Red een Kind Alliance)				
b. Address	Postbus 560 4200 AN Gorinchem Nederland				
c. Tel. no. / fax no.	0183-611800 / 0183-611808				
d. Email	info@woordendaad.nl				
e. Director(s)	Ir. Jan Lock				
f. Contact person for this application	Drs. Dicky Nieuwenhuis				
g. Theme(s) of application	<ol style="list-style-type: none"> 1. Education 2. Sustainable Economic Development 3. HIV/Aids (as cross cutting issue) 				
h. If you are the lead party of a consortium, give the names of all co-applicants, their full address, directors and contact persons. You may provide this information in a numbered appendix.	Stichting Red een Kind Postbus 40169 8004 DD Zwolle E-mail: info@redeenkind.nl Director: L.D. Visser See also Appendix a.3 in Tab 13 for further details.				
i. Are you a co-applicant in another consortium that is applying for a grant under MFS II? If so, name the lead party of that consortium.	Woord en Daad is a member of the Prisma association. The Prisma association is a co-applicant in the ICCO-alliance. ICCO is the lead party of the ICCO Alliance. Also Red een Kind is a member of the Prisma association and applies via them in the ICCO-alliance subsidy request.				
j. Dutch bank account no., bank name	38.54.87.088 on the name of Woord en Daad, Gorinchem Rabobank				
k. Applicant's total annual budget	2008 Realisation	2009 budget	2010 budget	2011 budget	
	Woord en Daad €	28.137.317	34.500.000	32.586.000	35.830.000
	Red een Kind €	11.103.000	11.030.000	10.890.000	13.493.000

l. Grant amount requested, per year and total amount	2011: € 11.500.000 2012: € 11.500.000 2013: € 11.500.000 2014: € 11.500.000 2015: € 11.500.000 On average, with small deviations per year Total = € 57.622.500		
m. Programme budget (per programme per year and total amount)	2011: € 32.293.334 2012: € 33.520.066 2013: € 34.716.799 2014: € 35.805.531 2015: € 36.989.263 Total: € 173.325.000		
n. In what countries will the activities be implemented?	Benin, Burkina Faso, Sierra Leone, Chad, Ethiopia, Sudan, Kenya, Rwanda, Burundi, Uganda, Zambia, South Africa, India, Sri Lanka, Bangladesh, Thailand, Philippines, Nicaragua, Guatemala, Colombia, Haiti.		
o. Does your organisation receive any other grants from the Ministry of Foreign Affairs? If so, which grants, what are the amounts involved, what is their duration and for what activities have they been granted (activity number)? You may provide this information in a numbered appendix.	See Tab 13, appendix a.1 and appendix a.2		

3. MANAGEMENT SUMMARY

- b. Short substantive summary of the programme proposal

Where Passion meets the Market

Linking the poor to the market through entrepreneurship, skills and education

Program for Education, Employment and Income

1. Introduction

Recently the WRR published a report with the challenging title “Less pretention, more ambition”.¹ The report pleads for a stronger use of a multi-actor approach. Secondly, the report recommends a more economic approach of international cooperation and a reduced focus on the traditional social sectors like education.

The WD-REK Alliance believes in relevant and coherent linkages between the economic and social sectors. For this reason, the WD-REK program has a strong economic focus but at the same time includes a subprogram for education.

Linking the poor to the market through entrepreneurship, skills and education is the essence of our program addressing issues of *Education, Employment and Income*. The WD-REK Alliance and partners do strongly believe in creating opportunities for the poor and marginalized to enhance their lives and contribute to a reduction in poverty. The WD-REK Alliance wants to make active use of the many opportunities the private sector does create and / or actively contribute in the creation of opportunities. That is where *Passion meets the Market*. Building strong civil society actors is an important means to reach this goal.

2. Context, target groups, general objective and relation between subprograms

This program consists of five subprograms: 1) Strengthening Partner Network (SPN), 2) Enterprise Development (ED), 3) Agribusiness Development (AD), 4) Technical and Vocational Education and Training (TVET-JBS), 5) Education.

2.1. General analysis

As explained in the MFS II phase I application the WD-REK alliance focuses on Sustainable Economic Development in relation to Education. In phase I it is explained how these choices fit with global trends and developments as well as local needs and opportunities. From its Theory of Change (ToC) the Alliance has the strategy to develop its interventions from the demand in the private sector / job market back to the chain via TVET / JBS to education. In this sense the TVET / JBS subprogram has the role of bridging the market with the target group of the programs.

The ToC states that impact – the sustainable transformation of poor and vulnerable people - can only be realized when all livelihood capitals are properly addressed. The broader context in which people live, move and work needs to be taken into consideration. This requires a multi-actor approach: WD-REK partners identify gaps and cooperate and harmonize with other actors in the context, such as governments, other NGOs and private sector, in order to create synergy.

Through its ToC, the WD-REK Alliance links different subprograms. From different angles, each subprogram contributes to or helps to facilitate the increase of the livelihood capitals, necessary for sustainable transformation. The own subprograms focus primarily on the human, economic and natural capitals.

The focal point of the WD-REK alliance program is sustainable economic development directly related to the human capital component, with a focus on poor people. WD-REK approaches this from two directions, matching at the point of economic development: impacting people, civil society actors as well as the private sector. The subprograms ED and AD work on private sector development and markets in the target countries, linking the market to the poor. The TVET-JBS subprogram provides a link between the Education subprogram

¹ WRR, Minder pretentie, meer ambitie, Ontwikkelingshulp die verschil maakt, 18 January 2010.

and employment, linking the poor to the market. In this way different programs, (provided by different organizations/actors) bridge the gaps in developing countries.

The WD-REK alliance program increases the opportunities for those coming from a poor background. It gives them hope to escape from the poverty circle and enables them to contribute to their families, communities and society, acting as agents of change in their own context. It also contributes to a stronger Civil Society in the broad sense of the word.

In this way the program connects Civil Society Strengthening (CSS) to Direct Poverty Alleviation (DPA) as well as to Sustainable Economic Development (SED). **DPA** and **SED** form the backbone of four of the five subprograms: **1) Education 2) TVET- JBS 3) AD and 4) ED**. In this subsidy proposal the focus is on TVET-JBS, AD and ED. The link with Education is made to create opportunities to make education as a sector more relevant for the target group.

Implementation of the WD-REK program requires a multi-actor approach with strong links between Civil Society, Private Sector, and government. In many cases such good collaboration between Civil Society and the Private Sector does not yet exist. Besides this, government laws and rules often hinder a demand driven and flexible cooperation between Civil Society organizations and social sectors and the private sector. That is why Civil Society actors are looking for good ways to strengthen themselves in order to make the cooperation happen and to increase their relevance for their target groups and the private sector. Therefore, the strategy of Civil Society Strengthening is essential and addressed in each subprogram. Moreover, it is covered in the fifth subprogram **5) SPN**.

The third intervention strategy in the program is **policy influencing**. This strategy is an integral part of all subprograms. The purpose of this strategy is to enable all actors to play their roles in an optimal way and create room for flexible and relevant cooperation between actors.

2.2. Context, target groups and application of the subprograms

The WD-REK Alliance distinguishes three broad types of local contexts, in which it applies its five subprograms. The typology is in line with the typology the Ministry of Foreign Affairs uses: Profile I countries, Profile II countries (Fragile States) and Profile III countries (middle income countries).

The WD-REK Alliance works in the following countries on linking the poor to the market through entrepreneurship, skills and education:

Country Profile I	Country Profile II	Country Profile III
Benin, Burkina Faso, Ethiopia, Kenya, Rwanda, Uganda, Zambia, Bangladesh, Nicaragua	Burundi, Sudan, Colombia, Guatemala, Sri Lanka, Chad, Sierra Leona, Haiti	South Africa, Philippines, India

The specific context of all the countries has been described, and context relevant programs are proposed that link specific opportunities to the need of the target groups.²

The implementation of subprograms is always a combination of context and target group. The way the subprograms in these countries are combined, has been described in the context analysis of the different countries. In most countries, the WD-REK Alliance and its Southern partners implement all subprograms. In case a subprogram does not need to be applied by the WD-REK alliance, the reasons have been explained.

Generally speaking the target groups in these three types of countries can be identified as follows:

In **profile I countries** we focus among others on closer collaboration between NGOs and government. Target groups: Vulnerable children and (one parent) families in rural and urban areas; CBOs/civil society actors like management of service providers, farmer groups and community groups, pro-poor entrepreneurs; business networks; rural markets and (private) service providers. In profile I countries the private sector is the entry point, because in most cases enlarging the market creates opportunities.

² Thailand is part of the program, but because no subsidy is requested, this country is only mentioned in the relevant programs

The **profile II countries** shows a huge difference between countries in terms of fragility of states and quality of basic services. In general, more emphasis will be on direct poverty alleviation / sustainable economic development and people (especially children) in violent and risky environments.

Target groups: marginalized groups with special focus on women and (one parent) families, children and youngsters at risk; CBOs/ civil society actors, poor entrepreneurs and (if applicable) business networks and (private) service providers. In profile II countries the space to really use the private sector as an entry point strongly depends on the type of fragility. If fragility results in strong barriers for private sector development, the opportunities are limited.

In **profile III countries** the WD-REK Alliance will concentrate on enhancing public-private partnerships and collaboration between enterprises / organization of value chains. We also focus on reaching marginalized groups like (for instance tribals) with TVET-JBS (connecting them to national trends of economic and social growth) and strengthening civil society organisations in developing alternative (fundraising) strategies. Assisting marginalized people in getting access to existing government schemes is an important focal point in these countries as well.

Target groups: children and youngsters at risk, CBOs, civil society actors, pro poor entrepreneurs and business networks, tribal groups in India like in the fragile North-eastern States of India, (private) service providers.

In all profile III countries the market and the cooperation with the private sector really creates opportunities. These opportunities will be used to gradually phase out the funding component in the programs of the partners of the Alliance.

2.3. General objective and the focus of the subprograms.

As described in phase 1 the general objective of the program is:

WD-REK Alliance will concentrate on the following objectives in 2011-2015:

1. *Improvements in livelihoods of poor and vulnerable people* – with focus on human, economic and natural capitals;
2. *Increased ability of people and communities to organise themselves, take leadership and act as an 'agent of change;*
3. *Multi-actor collaborations* for increased access to and improved quality of services in the areas of Education, TVET-JBS, Agribusiness Development and Enterprise Development;
4. *The development and support of Regional Alliances for enhanced effectiveness and sustainability of members;* Organisational and institutional development of partner organisations;
5. *Change of mentality, lifestyle and policy in the North and in the South benefiting livelihoods in the South³.*

The focus of the subprograms, described in this second phase proposal is the same as in the phase I description.

The way the subprograms are applied and / or the subprograms are connected to each other heavily depends on the local context and the type of country. This is explained in chapter four for each country in the tailor-made programs.

The remaining part of this management summary describes the five subprograms and at the end it summarizes how the WD-REK Alliance addresses Monitoring, Accountability, Evaluation and Sustainability in its total program.

2.4. Role of the co-applicant

As worked out in the Alliance MOU, the cooperation in the Alliance has an added value for the applicant as well as the co-applicant. The role of the co-applicant is described in the consortium check in the phase I proposal (chapter V: 64-69)

This phase 2 application further specifies the role of the co-applicant is as follows:

- Adding capacity to the subprogram teams, making the teams stronger and diversify the expertise of the teams. This applies especially for the subprograms Education, TVET/JBS, AD and SPN;

³ Change of mentality is part of the total WD-REK Alliance program, but is *not* included in this subsidy request because no subsidy is needed.

- Adding capacity and diversity to the Southern regional alliances, making the programs stronger and linking them better to the ToC
- Creating together with the applicant to develop systems, especially in the field of ICT, serving the set up of an efficient PMEL system
- Bringing partner networks together.
- Bringing together support base to create a critical mass in advocacy in the North

The co-applicant has an equal say in the decision making process (see also the Alliance MOU in the phase one application)

The WD-REK Alliance has developed specific indicators to monitor the added value of the Alliance and the partners in the Alliance (Joint Policy Plan annex 13.c1).

2.5. Means and budget

The table below shows the budget needed for the five different subprograms. For the human resources and means with regard to systems we refer to chapter 6.

Subprogram	Total	MFS contribution	Other
EDU	€ 92.483.586	€ 17.500.000	€ 74.983.586
TVET-JBS	€ 38.202.248	€ 22.000.000	€ 16.202.248
ED	€ 18.925.278	€ 5.000.000	€ 13.925.278
AD	€ 12.201.924	€ 6.000.000	€ 6.201.924
SPN	€ 11.511.964	€ 7.122.500	€ 4.389.464
	€ 173.325.000	€ 57.622.500	€115.702.500

Amount per alliance partner	
WD	€ 140.446.288
REK	€ 32.878.712
Total	€ 173.325.000

3. Education subprogram

The Education subprogram makes a substantial contribution to the capacity of the target group for personal development, enhancing the opportunities to link successfully to skills training and and entrepreneurship/enterprise development.

Analysis of relevant challenges in the field of education

The context of the target countries of the WD-REK Alliance includes multiple challenges including limited access to education for marginalized groups, high dropout rates, poor quality of education, weak organization and underutilization of links between education and the world of work.

The objectives of the education subprogram

Based on the country-specific analyses of the context, the following overall objective for the education sub-programme of the WD-REK Alliance has been formulated:

Improved access to and quality of education, with a specific focus on transformation and mindset change, contributing to poverty reduction and empowerment in 20 target countries, on individual, family and community/regional level.

This is specified on outcome level as access, quality, organization and utilisation and relevance. Moreover attention is given to *mainstreaming* of *Gender/Family, HIV/ Aids, Child Rights* and *Leadership*, e.g. through special attention for the vulnerable position of women and girls.

The subprogram contributes to the overall MFS II objective through strengthening of civil society organizations in education (e.g. NGOs, CBOs, Parent Teacher Associations (PTAs) and networks).

Intervention strategies and main program activities of the education subprogram

Direct Poverty Reduction / Sustainable Economic Development:

The objective will be reached by making education more relevant for the society and market. The WD-REK Alliance will reach this by providing financial and technical support to partner organisations in 20 countries through:

- Provision of different types of (supplementary) education through public / private education initiatives;
- Improvement of the quality of service delivery in the field of education
- Creation and promotion of proper linkages between different levels and types of education and the job market (e.g. inclusion of pre-vocational skills, speed school approach)
- Supporting innovative educational approaches
- Involvement of the target group in planning, monitoring and evaluation.

Strengthening Civil Society:

The relevance can only be reached when educational institutions become agents of change in their context and sector and when they link up with TVET/ JBS institutions and other sectors. The WD-REK Alliance is actively involved in CSS through strengthening its partner organisations in education in 20 countries. This is realised by means of:

- capacity building of education staff of partner organisations (partly train-the-trainer approach);
- fulfilling a broker role for stimulating networking and multi-actor cooperation (with NGOs, FBOs, churches, educational institutes, the private sector, knowledge institutes and the government);
- financial and technical support to CSS through partner organisations.

Policy Influencing

Often education is hindered by laws and rules to become more relevant. The WD-REK Alliance financially and technically supports partner organisations active in advocacy related to education in 20 countries. The Alliance will advocate towards local authorities and national governments (and if applicable and relevant to international actors) for better coordination, financing, quality assurance and creation of an enabling (legal) environment for education.

The expected results for the different elements are summarized in chapter six.

Southern partners and other partners in the education subprogram

The southern partner organisations of both Alliance members are explicitly involved in, and part of, this process of realizing the (strategic) added value. In fact they designed together with the WD-REK Alliance the education programs and the result framework for education. They will play a key role in the implementation.

The WD-REK Alliance itself developed various indicators for its own role in the education program. This is done at three different levels: a) Policy and systems in the Netherlands; b) Networks, alliances and policy influencing and c) Programs and strategies. All three levels do play a role in the Education program. The WD-REK Alliance will:

- Develop joint policies on Education (for instance on Early Childhood Development and its effect on education by 2013 and Linking Education and Skill Training by 2014)
- Encourage exchange and synergy between Southern and Northern partners (expert meetings, peer reviews, etc);
- Advocate together (in the North and South) on issues related to education, WD taking the lead
- On program level, the WD-REK Alliance and their Southern partners will develop joint programs in Southern Africa, East Africa and India.

Personnel of the applicant and co applicant work in joint teams on both regional alliance level as well as thematic level.

Other main strategic partners will contribute to the Education program: Driestar Educatief and Gereformeerde Hogeschool Zwolle (exchange and research on teacher training, curriculum content and learning processes), Christelijke Agrarische Hogeschool Dronten (exchange on curriculum development and teacher training), Strømme Foundation (speed schools development in West-Africa). A MoU for thematic cooperation is signed with 11 Dutch alliances who are also involved in education and child protection and with IICD for ICT. On country level, specific trajectories are identified in cooperation with the ICCO Alliance.

4. Technical Vocational Education and Training (TVET) and Job and Business Services (JBS)

The TVET –JBS subprogram forms the core of our proposal as it prepares and links the target group to the world of work and the market, providing the base for sustainable economic development.

Analysis of relevant challenges in the field of TVET / JBS

The Woord en Daad-REK-alliance has a considerable track record in the field of TVET / JBS in Southern countries. Nevertheless several external and internal developments require an adaptation and/or innovation of the TVET / JBS program. In summary there is an increasing need for education and skills for rural development

(especially in Africa), technological innovations develop fast, access to TVET for the poor is limited, governments sometimes do not facilitate nor support TVET / JBS, teaching practices many times are poor and many TVET providers depend on donors. And last but not least there is hardly a multi actor approach in TVET.

The objectives of the TVET / JBS subprogram

Based on thorough, country-specific context analyses, the WD-REK Alliance defined the following objective of the TVET-JBS subprogram:

Provide improved and demand driven skills training and develop (self)employment opportunities, leading to more sustainable income and a better position in the labour market for the poor and marginalised.

To reach this objective, the WD-REK alliance strengthens and supports Southern Civil Society Organisations in 20 target countries⁴ which are involved in TVET-JBS.

The subprogramme contributes to the overall MFS II objective through strengthening of civil society organizations related to TVET-JBS (e.g. NGOs, CBOs, alumni associations, networks and links with other private and public actors.

This is specified on outcome level as access, quality, organization and utilisation. Moreover mainstreaming issues hiv/aids, gender/family and leadership are addressed. Outcomes are applicable to all target countries, however, specific choices will be made depending on the local contexts, leading to tailor-made programmes per country and region.

Intervention strategies and main program activities in the TVET / JBS subprogram

Direct poverty reduction / Sustainable Economic Development:

- The TVET-JBS program empowers youngsters in finding their way to the world of work by a relevant and demand driven training through different types of training including formal training, apprenticeship training, mobile training and training by local artisans;
- Job and business services facilitate the relation between the world of work, TVET providers and graduates. Furthermore they facilitate access to labour markets and stakeholders like MFIs and other private sector organisations. JBS include activities like market surveys, job and apprenticeship mediation, career counselling, support of ex-trainees in micro enterprise development, negotiation with MFIs and feedback to TVET providers.

Strengthening civil society:

The WD-REK Alliance will enhance the capacity of TVET and JBS providers by:

- Networking, set up or strengthening networks of ex-trainees like alumni associations, linking with public and private stakeholders,
- Exchange and peer reviews (South-South and South-North) between Civil Society organisations
- Using a quick scan for evaluation of the strength and position of TVET and JBS to measure and benchmark quality issues which are related to the position in Civil Society;
- Strengthening of the TVET / JBS as a sector by facilitation of teacher trainings (in topics like didactical issues, curricula, training materials, JBS tools)
- Encouraging income generation of TVET / JBS institutions to create independence and authority in the Civil Society.

Policy Influencing

The W&D-REK Alliance will advocate for the following issues:

- Fair labour (policy influencing on local level towards companies)
- Training in labour laws
- Policy influencing on funding, quality, relevance and access of TVET (towards national governments)

Southern partners and other partners in the TVET-JBS subprogram

The Southern partner organisations of both Alliance members are explicitly involved in, and part of, this process of realizing the (strategic) added value. In fact they designed together with the WD-REK Alliance the TVET / JBS programs and the result frame work for TVET / JBS. They will play an key role in the implementation. The WD-REK Alliance itself developed various indicators for its own role in the TVET / JBS subprogram. This is done at three different levels: a) Policy and systems in the Netherlands; b) Networks, alliances and policy influencing and c) Programs and strategies. All three levels do play a role in the Education program. The WD-REK Alliance will

⁴ Thailand is not included because this country is not in this MFS2 proposal

- develop joint policies on TVET-JBS,
- will encourage exchange and synergy between Southern and Northern partners (expert meetings, peer reviews, etc), and
- will advocate together (in the North and South) for more attention and support of governments for TVET-JBS.

On program level, the W&D-REK Alliance and their Southern partners will develop joint programs in Southern Africa, East Africa, the Greater Horn of Africa and India⁵.

Main other partners: the WD-REK alliance signed an MoU with the ICCO alliance for coordination and collaboration in education (including TVET) common to their respective MFSII grant proposals. Further an MoU is signed with ten other MFSII alliances regarding child and youth rights.

Two Dutch TVET-institutes (Calvijn College and Hoornbeeck College) will contribute to objectives regarding quality and organization (see chapter 5) by north-south exchange projects. CINOP, Triodos-Facet and IICD will contribute to quality issues like business skills education and the use of new technology in TVET-JBS. For Sri Lanka a letter of Intend is signed for cooperation with the alliance 'Samen voor verandering: Communities of Change' in exchange of experiences in resettlement areas. .

5. Subprogram Agribusiness Development (AD)

In a rural setting, the AD subprogram provides the link between the market and rural skills training, stimulates entrepreneurship and enhances income generation, thus contributing substantially to sustainable economic development.

The AS subprogram is a rather new program, both for Woord en Daad and Red een Kind. Although there was no specific agriculture program in the current policy period, within the Enterprise Development (ED) subprogram there are various experienced partners that are mainly involved in agriculture with a clear strategy. Based on experience with the development of ED in recent years, there is a sound base to expand the AD subprogram in the coming years.

Analysis of relevant challenges in the field of Agribusiness Development

The majority of poor people live in rural areas and many of them are involved in agriculture for livelihood. However, only a very small part of government investments and development assistance have been agriculture related in previous decades. This is also concluded by a recent study of the WRR that critically reflects on the fact that a relatively small part of the Dutch aid budget is dedicated to productive activities like agriculture.⁶ Recently, however, the need for increased support to agriculture has been recognized internationally and has resulted in increased budgets.

The country context analyses showed that the agricultural sector in Southern countries is challenged by the fact that in many countries farmers and farmer groups have limited access to proper financial services, have a weak competitive position and get new opportunities by renewed focus on agriculture. At the same time CSOs supporting farmers are often donor driven, sometimes create dependency of the target group and lack business knowledge and business attitude. CSOs supporting farmers often have a short term approach.

The objectives of the subprogram Agribusiness Development

Based on the context analysis (5.2.2.a/b), WD-REK defined the following overall objective of the AD subprogram:

To develop enterprises (chain actors and chain supporters) that empower different economic actors (producers (farmers), producer groups, traders, buyers, processors etc.), which stimulate sustainable, inclusive agribusiness relationships.

This subprogram will be executed, professionalized and become more effective in target areas in at least 15 countries where the WD-REK alliance is involved in 2011-2015.

At outcome level the AD subprogram contributes to access, organization, quality and utilization (see chapter 5 and 6).

⁵ paragraph 5.2 in the joint policy plan (Annex 13.c) for a specification of the indicators of cooperation on program level

⁶ WRR, Minder pretentie, meer ambitie, Ontwikkelingshulp die verschil maakt, January 18, 2010.

In the subprogram Civil Society Organizations (CSOs) and Business Development Organizations (BDOs) are supported to play a role as facilitator bringing together different economic actors. This will stimulate growth and equal distribution of means, and strengthen civil society, which contributes to the overall MFS II objective.

Intervention strategies and main program activities in the subprogram for Agribusiness Development

To reach the overall AD objective the three strategies (DPA / SED, CSS and PI) are combined:

- Financial Services: A sustainable and competitive agricultural sector requires investments, both short term, focused on production, as well as long term, focused on increased volumes, productivity (renewal of productive material, expansion of productive infrastructure) and added value (processing capacity, high value crops, better quality). **DPA/ SED**
- Business Development Services: In synchronized and combined interventions also non-financial (BDS) services need to be provided to increase the competitiveness of the agriculture sector.
 - a) Business oriented services: such as cost-benefit-risk analysis of crops, marketing/ quality aspects, appropriate technology, strengthening of entrepreneurial capacities. **DPA/ SED**
 - b) Technology (environment) oriented services: promotion of high value crops, crop rotation and diversification, good agricultural practices (GAP), extension services, etc. **DPA/ SED**
- Chain Organization: Inclusive agribusiness relationships should be based on the economic principle that all parties involved need to benefit and that economic actors need each other for sustainability of the agricultural sector/ value chain.
 - a) The BDO becomes a broker/ arbiter/ representative and needs to adapt its service packages to be able to perform this role. The aim is to promote/ create platforms of trust (business platforms) and increase competitiveness of the whole value chain. Specific attention and effort will be given to distribution of benefits in the value chain (increasing the value of money that flows back to the production areas), insertion of smallholders and emerging farmers in mainstream markets. **PI/ CSS**
 - b) Policy influencing related to the change of policies to improve the enabling environment for farmers, chain supporters and agro processing enterprises, will take place aiming to improve the access to services and resources as well as to improve (access to and quality of) secondary requirements for economic development such as land tenure, infrastructure/roads and electricity. **PI**

Southern partners and other partners in the Agribusiness Development subprogram

The southern partner organisations of both alliance members are explicitly involved in, and part of, this process of realizing the (strategic) added value. In fact they designed together with the WD-REK Alliance the AD subprogram, including its result frame work and indicators. In this regard the Global Enterprise Development group also plays an important role in the development of the AD subprogram.

The WD-REK Alliance itself developed various indicators for its own role in the AD subprogram. This is done at three different levels: a) policy and systems in the Netherlands; b) networks, alliances and policy influencing and c) programs and strategies. All three levels do play a role in the AD subprogram. The WD-REK Alliance will

- jointly develop policies on AD,
- will encourage exchange and synergy between Southern and Northern partners (expert meetings, peer reviews, etc), and
- will advocate together (in the North and South) for more attention and support of governments for AD investments and available resources.

On program level, the WD-REK Alliance and their Southern partners will develop joint programs in Southern Africa, East Africa, the Greater Horn of Africa and Great Lakes Region.

Main other partners: WD-REK is a member of AgriPofocus, an important network of NGOs, knowledge institutes and private sector all working at agribusiness development in Southern countries. Members include ICCO, Agriterra and many others. The network is a relevant resource for collaboration. WD-REK also has a worldwide agreement with Oikocredit and the Rabobank Foundation, both targeting rural microfinance organizations. For expertise and knowledge the collaboration with Wageningen University is worth to be mentioned.

6. Subprogram Enterprise Development (ED)

The ED subprogram connects economic activities by micro, small and medium enterprises (MSMEs) with market opportunities, using skill training, job and business services and entrepreneurship development.

Analysis of relevant challenges in the field of Enterprise Development

With the Enterprise Development subprogram the WD-REK Alliance aims on development of MSMEs in at least 15 countries. Context analyses in these focus countries make clear that MSMEs are facing challenges like weak competitive capacity, lack of strategic linking to business development support, image of high risk profile, insufficient match with Financial Institutes (FIs), low outreach of FI's in rural areas and high costs of transportation to the market and the like.

The objectives of the subprogram Enterprise Development

Based on the context analyses the WD-REK Alliance defined the following overall objective of the Enterprise Development (ED) program:

To develop enterprises (MSME's) that empower different economic actors (suppliers, producers, buyers, traders, etc.) which stimulate economic growth and reduce poverty.

At outcome level the ED subprogram defined sub objectives with regard to aspects of access, organization, quality and utilization.

The ED subprogram stimulates growth of the private sector in local, regional and national economies. Enterprises, assisted by the ED subprogram, will grow in size, become more efficient in their business processes, increase in competitiveness, innovate or a combination of these. This growth contributes to the establishment of a middle class in developing countries, empower the economic actors and strengthen the local economy. This will lead to increased demand for better products, product innovation as well as stronger civil society actors, which is the main overall objective of MFS II. At the same time it contributes to poverty alleviation as the approach creates opportunities for poor entrepreneurs, increases the demand for jobs in productive enterprises (which create income for mainly unskilled poor people) and stimulates more decent labor circumstances.

Intervention strategies and main program activities in the Enterprise Development subprogram

- **Improve access to finance/ financial services** by a) boosting the capacity of BDOs to design innovative financial products fitting the expressed need of MSMEs; b) creating access to necessary financial resources (for short term and long term investments) and c) promotion of co-investment models which meet the need for long term capital investments of BDOs, using the partnerships with Northern partners like Rabobank Foundation and members of the Business Platform of WD-REK.
- **Improve access to business development services (BDS) and improve quality of those services** by a) improving/ establishing strategic relations between financing institutions and BDS providers; b) specialization of services of BDOs; c) connecting BDOs to knowledge institutes and other partners with business experience; d) promotion of sustainability of BDOs; e) exchange of best practices in the Global ED Group.
- **Strengthen chain organization:** Inclusive growth and equal opportunities for development need additional efforts apart from assistance to individual enterprises. The following interventions will contribute to linking MSMEs to market oriented value chains: a) Stimulate suppliers as well as buyers to engage in sustainable relationships; b) Creation of platforms of trust (business platforms) and increase competitiveness of the whole value chain. Specific attention and effort will be given to promotion of pro-poor distribution of benefits, insertion of disadvantaged groups in mainstream markets/ value chains; and c) BDOs assisting small and medium entrepreneurs in improving access to markets and at the same time assist supply chain in organization and production.

Southern partners and other partners in the Enterprise Development subprogram

The Southern partner organizations of both Alliance members are explicitly involved in, and part of, this process of realizing the (strategic) added value. In fact they designed together with the WD-REK Alliance the ED subprogram, including its result framework and indicators.

The experience of Woord en Daad in enterprise development can be useful for expansion of the corresponding Red een Kind activities, including the Red een Kind Micro Enterprise activities. If interesting opportunities for enterprise development will come along in intervention areas of REK-partners, W&D (-partners) will be consulted to analyze the context from an economic point of view and to assess BDOs.

The WD-REK Alliance will play an important broker role with regard to this subprogram, linking BDOs with experience and knowledge (e.g. ISS-Erasmus University, WUR, Agriprofocus, PUM, Business Platform of WD) and capital (e.g. Oikocredit, Rabo Foundation).

7. Strengthening of Partner Network (SPN)

The overarching sub-programme SPN has CSS as main focus and gives support in organizational and institutional development for partners of all sub-programmes.

Analysis of relevant challenges in the field of ‘Strengthening Partner Network’

Civil Society is one the important actors in development. The partner network of WD-REK is part of civil society and contributes to its strengthening. Context analyses make clear that civil society organizations are challenged and often weakened by fragmentation, operating in relative isolation of other relevant actors and lower quality administrative systems.

The objectives of the subprogram ‘Strengthening Partner Network’

Based on the analyses of the context and of strengths and weakness of CSOs in the 20 countries where WD-REK has its programs, the following overall objective has been formulated:

To enhance the capacity of the WD-REK partner network in 20 countries in such a way that members of this network act as an effective agent of sustainable change both on local as on (inter)national level.

At outcome level the SPN subprogram defines sub-objectives with regard to access, organization, quality and utilization. The subprogram equips the partner network with networking skills and stimulates and supports the collaboration of different types of actors. Organizational and Institutional Development of CSOs contributes to higher effectiveness of organizations and programs. Being open minded and innovative they will be able to create energy around initiatives and bring different actors together.

Intervention strategies and main program activities of the subprogram ‘Strengthening Partner Network’

The core of the strategy is to support a development process of partners to become agents of change in their own context. This is done at two levels:

- Training and support of Regional Alliances (RA) and Regional Thematic Working Groups, organized according to one of the other subprograms as well as on PMEL. Exchange of expertise and enhancing linkages between programs and different actors are key elements.
- Training and support of staff of CSOs on different levels (local, district, national) in different programs how to become /act as an agent of change. Support, training and coaching will be done by the RA working groups as well as by specialized training institutes.

Content of the training and support is context specific but contains elements of organizational capacity enhancement (HRM, Program management, PMEL), development of institutional capacity (networking, facilitating networks, new strategies for fundraising) and strengthening capacity for Policy Influencing (PI) (within the partner network as well as in related specialized networks).

On global level a Policy Influencing Groups is formed in which expertise is shared from all regional alliances , overarching themes determined and strategies developed for PI in the South and in the North. Also a global group on Enterprise Development has been formed to develop joint policies and to advise Regional Alliances and their members on Agribusiness Development and Enterprise Development.

Southern partners and other partners in the subprogram ‘Strengthening Partner Network’

WD-REK and their partners have formed Regional Alliances (RA) with a clear mission and vision: to support each other to be more effective in sustainable in Poverty Alleviation and Sustainable Economic Development. Formulated objectives for the RA are supported by the objectives of this subprogram. Organizational capacity building plans are based on Joint Organizational Capacity Assessments. Applicant and co-applicant have mutually visited each other’s partner conferences and have organised several joint conferences.

In the implementation of this program, multidisciplinary teams of WD-REK (consisting of staff of WD and REK) will collaborate with experienced managers and staff of the partner network. Management for Development Foundation (MDF) is a strategic partner of WD-REK in the design and implementation of this subprogram. Other specialized organizations will be involved where relevant en efficient.

8. Monitoring, accountability and evaluation

The WD-REK Alliance has worked out a planning, monitoring, evaluation and learning (PMEL) system. Through regional alliance teams – ARA, CLARA, GHARA, GLARA, SARA and WARA, the regional alliances and their members are strongly supported in the development of their PMEL system. The PMEL system will focus explicitly on learning and is supported by a proper ICT architecture. Starting July 1, 2011, regional alliances and local partners are linked to the same ICT system as Woord en Daad and Red een Kind. This ICT system combines accountability (reports, figures and finances) with the content of the subprograms, enabling knowledge management and creating an enabling environment for learning for the WD-REK Alliance network, including its regional partners.

9. Sustainability

The WD-REK Alliance distinguishes sustainability at two levels (partner organization and target group and, within each level, four dimensions of sustainability:

- Institutional sustainability
- Social sustainability
- Economic sustainability
- Environmental sustainability

At both levels, partner and target group level, the four dimensions are applied in the implementation of subprograms.

3. MANAGEMENT SUMMARY

- a. Thematic summary by country
See tab 12 – compulsory appendix 1.

4. CONTEXTUAL ANALYSIS

See tab 12 – compulsory Appendix 2 according to the Model Application Form. In this Appendix 2, but also in Appendix 4 related to tab 8, reference is made to several Memoranda of Understanding (MoU). Most of these are specified per country when applicable, but in some cases also general references apply:

- General MoU ICCO Alliance; see Appendix b.1 in tab 13.
- Education - MoU - A child and youth rights initiative; see Appendix b.2 in tab 13.
- AD - Agri-ProFocus signed membership contract + joint statements for ch4 and ch 8 (Focus countries); see Appendix b.11 in tab 13.

Besides the compulsory Appendix 2 in an additional and optional Appendix for all countries involved in the Woord en Daad – Red een Kind Alliance MFSII Subsidy Request elementary maps showing the geographical area(s) of the partner activities (“Target areas of operation”) are presented. See tab 13 – optional Appendix e (13.e.01 –13.e.20).

The Contextual Analyses in tab 12, Appendix 2 are specified for the following countries:

- 2.01. Bangladesh
- 2.02. Benin
- 2.03. Burkina Faso
- 2.04. Burundi
- 2.05. Chad
- 2.06. Colombia
- 2.07. Ethiopia
- 2.08. Guatemala
- 2.09. Haiti
- 2.10. India
- 2.11. Kenya
- 2.12. Nicaragua
- 2.13. Philippines
- 2.14. Rwanda
- 2.15. Sierra Leone
- 2.16. South Africa
- 2.17. Sri Lanka
- 2.18. Sudan
- 2.19. Uganda
- 2.20. Zambia

The target areas of operation in tab 13 (Appendix e.1 – e.20) are presented for the same countries.

5.1 OBJECTIVE AND STRATEGY SUBPROGRAM EDUCATION

5.2.2a: *Objective: the programme proposal must contribute to the strengthening of civil society in the South*

From the strength-weakness analysis of local civil society in the various countries (section IV in the contextual analyses), the following common issues are identified for the education subprogram:

Strengths

- Most government policies are in line with Education for All objectives and do support involvement of civil society in reaching those objectives. Many Civil Society Organisations (CSOs) work complementary to governments in providing (supplementary) education for disadvantaged groups and the development of innovative practices for quality education.
- Where governments fail to take their responsibility, CSOs contribute to increased access to quality education.
- In some countries, civil society has a strong position to effectively negotiate with the government to ensure the right for quality and relevant education.
- Civil society actors play an important role in mobilizing communities to take up their (co)responsibility for education, as a contribution to empowerment and poverty reduction.
- Within the civil society WD-REK partners receive strong support from their communities and constituencies.

Weaknesses

- Generally, connections between different types of education and TVET and access to employment need to be more demand driven.
- There are few links between CSOs and universities or teacher training institutes, which are needed for improvements in the education system. Also cross-fertilization of good practices between the public and private sector in education does receive insufficient attention.
- Within civil society some WD-REK partners have limited experience with lobby and advocacy and currently not many links with lobby networks exist in the WD-REK partner network.
- Within civil society WD-REK partners have little experience in developing alternative fundraising strategies for long term financial support of education programmes, although some good examples exist.

The subprogram on education will address the issues from this analysis, at two levels:

A. Level WD-REK alliance (to partner organisations)

To enable partner organisations to play an effective role in education, the WD-REK alliance will use the following instruments and means:

- Support education programmes of partner organisations, contributing to improved education services for marginalised groups.
- Capacity enhancement of staff in the education programmes in the domains of a) technical educational knowledge; b) mobilizing communities; c) advocacy; d) linking different actors (incl. TVET-JBS) and e) assistance in the development of innovative approaches in education.
- A broker role for networking and multi-actor cooperation between partner organisations and other actors, knowledge institutes and networks.

B. Level partner organisations (towards broader civil society in 20¹ countries)

Partner organisations will focus on:

- Capacity building at school level to improve the quality and relevance of education, through development, implementation and follow-up of training programs for teachers and school leaders, school committees and other institutions related to education.
- A strengthened role of parents and communities in education, e.g. through Parent Teacher Associations (PTAs).

¹ Because Thailand is not part of the subsidy request, Thailand is not included in this number

- At regional and national level, networking and multi-actor cooperation will lead to knowledge development, exchange of good practices, development of relevant curricula, stronger advocacy activities and improved coordination and quality in education, e.g. through links with TVET-JBS.

For implementation, the education subprogram will make use of existing networks, programs and relations. See further: section 5.2.2c, Civil Society Strengthening.

5.2.2b: *The objective of each programme must follow on logically from the contextual analyses and be in line with the applicant's vision and mission.*

The context (see chapter 4) of the target countries of the WD-REK alliance includes multiple challenges, grouped into *access, quality, organisation and utilisation*.

1) Access: enrolment and literacy rates

Despite the fact that there has been an encouraging progress of enrolment numbers in many countries, globally still 72 million children were out of school in 2007. Even if the downward trend continues at the same pace, 56 million children will still have no access to school in 2015². Parents' inability to afford education is one of the major reasons why children are not in school, even in countries that have abolished formal school fees, since the remaining education-associated costs (uniforms, books etc.) still form a barrier. Getting children, and girls in particular, into primary school is one challenge. Keeping children in school is another. Many children drop out early and never make it till the end of primary school. In some countries (e.g. Haiti and Chad) this is about one in three children. Barriers at primary level are magnified at secondary level, for instance costs, distance to school, labour demands and - especially in the case of girls - deep-rooted social, cultural and economic barriers. Worldwide an estimated total of 759 million people lack basic reading and writing skills. South and West Asia (36%) and Sub-Saharan Africa (36%) have the highest illiteracy rates³.

2) Quality (and relevance): learning achievements and teachers

Evidence from learning achievement tests make clear that in many countries average students are performing close to, or below minimum competency levels. The problem is not just one of relative performance; absolute levels of learning achievement are very low in many countries. Furthermore, children in early grades are not mastering reading skills necessary for further learning⁴, also due to lack of teaching in the mother tongue.

Teachers are the most important resource in education to ensure quality⁵. Shortages of (trained) teachers remain a major barrier for quality education⁶. The pressure on teacher colleges to deliver high numbers of teachers competes directly with the level of skills and the quality of teachers. This influences the effectiveness and impact of education negatively. In many countries a lack of 'student-centred' and 'interactive' teaching strategies and life skills⁷ oriented curricula are weaknesses of the education sector. Unfortunately, this results in teaching which is insufficiently relevant or connected to the reality and lives of children. On top of this, overcrowding of classrooms is affecting the quality of education, e.g. in Chad the average is 65 students to 1 teacher. Finally, local and regional educational offices responsible for supervision are faced with a lack of resources and capacity.

3) Organization: Involvement of parents, communities and other actors

Parents, caretakers and communities are key stakeholders when it comes to education and development of children. Unfortunately, parents from marginalized groups are often not involved in the education process of

² UNESCO Global Monitoring Report 2010, <http://www.unesco.org/en/efareport/reports/2010-marginalization>

³ Ibid.

⁴ Ibid.

⁵ McKinsey & Company (2007) http://www.mckinsey.com/App_Media/Reports/SSO/Worlds_School_Systems_Final.pdf

⁶ See also http://www.uis.unesco.org/template/pdf/EducGeneral/Infosheet_No3_Teachers_EN.pdf

⁷ Life skills are competences for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life (WHO definition). In particular, life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others and cope with and manage their lives in a healthy and productive manner. Life skills may be directed toward personal actions or actions toward others, as well as toward actions to change the surrounding environment to make it conducive for one's own well being and that of others (Adapted from: World Health Organization, Aldinger, C., & Vince Whitman, C. (2003) WHO information Series on School Health: Skills-Based Health Education and Life Skills, p. 8)

their child(ren). The reasons are illiteracy of parents, lack of confidence in the value and system of education and lack of self confidence towards educational staff.

In a number of cases public-private partnerships in education are seen as a means to improve access, quality and equity in educational service delivery (e.g. Colombia, Haiti). However, coordination between different private and civil society actors and the government is not always functioning well. Connections between formal and non-formal education are also important points for improvement.

An integrated community development approach is needed for sustainable impact in education.

4) Utilization (and relevance): making use of learned knowledge and skills in daily life

The heart of education is to ensure that young people are equipped with the skills and attitudes they need to participate in social, economic and political life. Therefore, the ultimate measure of the success of education lies in how the acquired knowledge is applied in daily life and ultimately contributes to improved livelihoods. For that reason, proper linkages between different types of education (pre-primary, primary, secondary, tertiary and vocational education) and the world of work need to be ensured. However, in the current situation these linkages are often lacking or weak, especially in rural areas.

The vision and mission of the WD-REK alliance is linked to the worldview and related value framework of the alliance members which is reflected in the Theory of Change (ToC)⁸: enhancing or facilitating the sustainable transformation of people. Based on this mission/vision and the given reflection of the context analysis, WD-REK defined the following overall objective of the education subprogram: **Improved access to and quality of education, with a specific focus on transformation and mindset change, contributing to poverty reduction and empowerment in 20 target countries, on individual, family and community/regional level.**

This is specified at outcome level as:

1. **Access:** improved and more equal access to education and literacy, for marginalised/ disadvantaged target groups in target regions, with a specific focus on girls and drop-outs.
2. **Quality:** improvement of the quality of a number of schools/centres and the educational sector at large, through contributing to improved learning effectiveness, teacher qualifications, teaching strategies, relevant curricula and addressing language, bilingual education and leadership issues at school and policy levels.
3. **Organization:** increased participation and ownership of parents/caregivers and a strengthened role of the community and CBOs in education.
4. **Utilisation (and relevance):** Empowerment of children, youngsters and adults by applying the acquired knowledge and skills in their daily life, e.g. in further education or for earning an income. Therefore proper linkages between different types of education and the job-market are to be promoted and created.
5. Promote and facilitate **mainstreaming** of **Gender/Family, HIV/AIDS, Child Rights** and **Leadership** among others through training, inclusion in curricula and attention to vulnerable groups.

Outcomes are applicable to all target countries, Specific choices will be made depending on the local contexts, leading to tailor-made programmes per country and region.

The objectives of the education subprogram are in line with the vision and mission and ToC of the WD-REK alliance, because relevant and quality education has a vital role in empowering people and communities. It enables them to take up responsibilities for themselves and others, to increase their livelihoods and to enhance their ability to adapt to and influence changing circumstances and build capitals (WD-REK MFS II application stage 1 – Book A, p. 70-73).

5.2.2c: Each programme's strategy must derive logically from the objective(s) and assume ownership on the part of the target group or target groups.

In order to reach the outcome objectives of the education programme , a combination of different intervention strategies is used: Service Delivery (Direct Poverty Alleviation (DPA)), Civil Society Strengthening (CSS) and Policy Influencing (PI). Within these strategies, priorities, outputs and activities are defined which obviously contribute to the objectives. Cross-cutting issues (gender/family, HIV/ Aids, Child Rights and Leadership) are mainstreamed and receive specific attention in the project planning , implementation and evaluation⁹.

1. Direct Poverty Alleviation

⁸ See also MFS II Application phase I – page 70-76 and the Theory of Change document of W&D-REK Annex 40, book B

⁹ See also MFS II Application phase I – page 72 and the Theory of Change document of W&D-REK Annex 40, book B

The WD-REK Alliance provides financial and technical support to partner organisations in 20 countries which are involved in Service Delivery (DPA) in education. Through this strategy, partner organizations contribute to the primary process of education (incl. literacy) for their target groups:

- a) Partner organisations in 20 countries provide different types of (supplementary) education, through support to CBO/FBOs education initiatives, public or private schools, including schools and centres run by their own organisation. The aim is to increase **access** in areas where provision of education is insufficient and/or access is limited for girls and marginalised groups and to prevent drop-out. Depending on the needs in the context, different levels of education for the target groups are supported through payments of school-related costs and/or provision of scholarships, varying from pre-primary to higher education and functional adult literacy courses.
- b) The partner organisations improve the **quality** of service delivery in the local context. This includes investments in infrastructure and school materials, benchmarking of quality indicators for students (e.g. assessment of learning outcomes and pass rate), teachers (e.g. number of fully trained and qualified teachers) and child friendly policies (e.g. child protection policy and the use of participatory learning and teaching methods).
- c) Creation and promotion of **proper linkages between different levels and types of education** and the job market, e.g. through asking feedback from ex-students, career counselling and/or inclusion of pre-vocational skills in primary and secondary education. Literacy courses are made functional and linked up with skills training and employment opportunities. The speed-school approach connects non-formal education to formal education¹⁰.
- d) Related to transformation and **mindset change**, education programs are directed towards holistic development of children, youngsters and adults, taking into account cognitive, physical, socio-emotional and spiritual needs. The inclusion of life skills in education receives specific attention. Psycho-social counselling is provided for youngsters affected by conflict and loss, due to war, natural disasters or forms of abuse. Further ownership of education by students themselves will be stimulated too, developing their responsibilities and capabilities, also in leadership.
- e) The **target group is involved** in the process of planning, monitoring and evaluation. Children and youngsters provide input and feedback through focus group interviews, satisfaction surveys, student councils, and alumni associations. The input of parents/caretakers is taken along through PTAs, satisfaction surveys and home visits.

2. Civil Society Strengthening

The WD-REK Alliance is actively involved in CSS through strengthening its partner organisations in education in 20 countries. This is realised by means of:

- capacity building of education staff of partner organisations (partly train-the-trainer approach);
- fulfilling a broker role to stimulate networking and multi-actor cooperation;
- financial and technical support to CSS through partner organisations.

The strategy of CSS used by partner organisations contributes to an increased **quality** and relevance of education in schools and the educational sector and a strengthened **organisation** and increased participation in education. These aspects are addressed at three levels:

Level of schools

- a) Strengthening the **capacities of teachers and school leaders**. Partner organisations in 20 countries will invest in competence-development of teachers (long- and short-term training). Competencies to function as role model and to create a stimulating learning environment for students will receive specific attention. School leaders and government officials will be trained to better fulfil their educational and administrative role. Through advice and training, schools will be supported to implement curricula that are relevant in the local context and prepare for further education opportunities and responsibilities in daily life.
- b) Exchange and further elaboration of child protection policies.

Level of parents and communities

- c) Increased **parents involvement**. Partner organizations directly or via CBOs/FBOs in education, support the set-up and proper functioning of Parent Teacher Associations and help families to establish a supporting home environment for their children as students. Good practices and strategies will be continued and (further) elaborated.

¹⁰ In a strategic cooperation with Strømme Foundation

- d) Increased ownership through **involvement of communities**. Partner organizations will identify and integrate resources and services from the community to strengthen school programmes and use the potential of CBOs to ensure views of the community on education are taken into account.

Level of partner organisations in the education sector

- e) Partner organisations will establish relevant **multi actor collaborations** with other NGOs, CBOs, churches, educational institutes, the private sector, knowledge institutes and the government. Some examples for 2011: in Colombia, the networking with other NGOs active in Education and Post-conflict (Millennium Project) will be continued independently. On local level, partners will continue to establish partnerships between educational institutes, TVET and the labour market. At international level exchange with WD-REK partners in Regional Alliances and cooperation with Driestar Educatief¹¹ and other teacher training institutes and universities in The Netherlands will take place. Increased networking will strengthen the quality and sustainability of education programs, increase the opportunities to upscale good practises and will ensure synergy regarding other initiatives.

3. Policy Influencing

The WD-REK Alliance financially and technically supports partner organisations in 20 countries active in advocacy related to education in . The strategy of PI contributes mainly to increased and sustainable **access** to education for marginalised groups, improved **quality** and relevance of education and a better coordination and cooperation in the sector. Better coordination, financing, quality assurance and creation of a enabling (legal) environment for education by the government are crucial for an effective and sustainable education system.

- There is a considerable growth in the planned advocacy activities compared to previous years. In 10 countries, new contacts with specialised advocacy organisations/networks will be developed.
- Training and exchange will take place to facilitate execution of advocacy activities by partners and to develop new strategies.
- In relevant cases, a link with advocacy initiatives in The Netherlands or at international level will be established (see also chapter 5, subprogram SPN, global advocacy group).

Partner organisations will:

- a) Establish or continue relevant and structural contacts with policy makers and/or decision makers.
- b) In about 5 countries, partners execute advocacy activities as a lead party or on their own. This is the case with a number of specialised partner organisations or networks.
- c) In other countries, partners integrate advocacy activities as part of their education programmes, by cooperating with specialised lobby organisations or acting as members of advocacy networks.
- d) Advocate themselves or assist CBOs to advocate with or on behalf of the target group for the formulation of new policies and (improved) implementation of existing government education policies. Specific activities include manifestations, publications, meetings, research and exposure visits.

Ownership: the education policy of the WD-REK Alliance is developed together with partner organisations which gave their input and validation through consultations (global conference 2009, four regional conferences in 2010) and submitted partner multi annual plans for 2011-2015. The ownership and participation of the target group is included in the implementation of Service Delivery (DPA), Civil Society Strengthening and Advocacy strategies as described above.

5.2.2d: The strategic approach must be partly based on lessons learnt in the past.

The three most important sources for learning were a) the 'Woord en Daad Education Programme, Evaluation Report 2004 - 2007'¹². Outcomes and lessons from this sector wide evaluation were discussed and validated during the global partner conference in Nairobi (March 2009). b) The position paper for Basic Education¹³ based upon inputs from partners during several sessions with partner organizations to discuss lessons learned. c) The mid-term evaluation of the Basic Education program (MFS I) of Red een Kind, executed in May 2009¹⁴. The major conclusions of these documents, together with experiences from monitoring reports, led to the following lessons learnt:

¹¹ See contract between Driestar Educatief and Woord en Daad in MFS Phase 1 (Annex 63) and other universities such as Gereformeerde Hogeschool (Annex 65) and the Christian Agricultural University in Dronten.

¹² Drs. J. Fokkema/ COMMON, Akkrum, The Netherlands, February 27th 2009

¹³ Position paper Basic Education, Red een Kind, March 2009

¹⁴ Mid-term evaluation Basic Education program, Edburgh consultants, July 2009

1) Focus on quality and relevance

In many countries access to education has increased enormously the last decades, but unfortunately the quality and relevance of education is rather decreasing. The need for a shift in focus from access towards quality was acknowledged during partner conferences (Nairobi, 2009). *For example partner organisation CTF in Sierra Leone is implementing an education programme in a former refugee camp. After successful interventions led to increased access to education, problems as a high student-teacher-ratio, insufficient teaching materials and a lack of relevance of the curriculum arose. For that reason CTF shifted to a focus on quality, providing capacity building for teachers and school leaders.*

Accordingly, in the education policy specific attention is given to teacher training, curriculum content and learning processes, with a focus on CSS and PI. This is addressed through increased budget allocations. Also the need for research and exchange of information with organisations specialised in education is acknowledged, e.g. through the strategic alliance for 2011-2015 with Driestar Educatief.

2) Work with a more holistic vision on education

Within the education subprogram there has been attention for aspects as 'personal development' and changes at family, community and society level. However, these aspects did not receive enough attention in regular project execution. The newly developed 'theory of cha(i)nge' has more emphasis on mindset change and integration of programmes to reach impact in communities. Experiments of partner organisations (e.g. in the Philippines) led to more emphasis in the education policy for life skills in the curriculum, to become responsible citizens.

3) Focus on gaps related to child development within particular target areas

Education is embedded in the context. As context analyses were carried out with partner organisations, several gaps between demand and offer were identified. *For example in Burkina Faso a partner organization runs 'speed schools' with the aim to integrate children who are too old to enroll in school (age 8-12) into the regular education system.* Similar examples exist about pre-primary education in India and Ethiopia. In line with the education policy, partner organizations work demand driven. Also through PI, awareness creation at government level is aimed for these gaps.

4) Strengthen the involvement and ownership of education by parents and communities

The strategy of working through and with CBOs (e.g. PTAs) in order to ensure sustainability and to enable them to lobby with the government, was evaluated as very valuable. *Also the experience of a partner organization in Colombia was that the impact of their education program increased through a 'school for parents' with the aim to increase their involvement in education and the creation of an enabling home environment.* These lessons are reflected in the policy through more attention to parent and community involvement. Moreover CBOs will be strengthened in the area of monitoring education and PI, through capacity building and allocation of an increased amount to CSS and PI.

5.2 OBJECTIVE AND STRATEGY SUBPROGRAM TVET-JBS

5.2.2a: *Objective: the programme must contribute to the strengthening of civil society in the South*

To make clear how our TVET-JBS subprogram contributes to the strengthening of civil society, first a strengths-weaknesses analysis of Civil Society Organizations will be provided.

Strengths

- Regardless the governmental efforts, many local CBO- and CSO-initiatives for short- and long-term skills training exist.
- Substantial CBO- and CSO- skills training facilities and experience are available, complementing the government sector capacity.
- Within the CBO / CSO initiatives, the WD-REK alliance has a committed partner network with many good practices in the TVET subprogram.
- Within the CBO / CSO initiatives the link between training providers in the WD-REK partner network and the private sector is getting stronger and stronger through the concept of Job and Business Services (JBS).

Weaknesses

- The link between training providers and the private sector is often missing or not well developed.
- Skills training of CSOs is often insufficiently demand driven.
- CSOs often do not see the value policy influencing and networking have for reaching their long term goals, which may be partly explained by the fact that their mindset is more on provision of training instead of on development.
- In some countries where the WD-REK alliance works, a governmental TVET policy is lacking. In other countries too many governmental institutions share responsibility for TVET policy, leading to confusion.
- WD-REK partners often do not pay attention to opportunities for sustainable income and depend too much on donors.
- The TVET provided by the WD-REK partners is not always strong in quality, relevance and market orientation.
- The JBS-concept is not yet fully developed in all countries because the concept is rather new and not yet made available outside its own network; there is a lack of marketing the concept.

The TVET-JBS subprogram will address the elements from this analysis at two levels:

A. Level WD-REK alliance in relation to partner organisations

The WD-REK alliance strengthens the role of civil society by supporting partners with long term experience in providing TVET to the vulnerable target group. These means will be used:

- Improving the quality of TVET and JBS by using targeted action plans at partner level. These are based on the outcomes of a quality quick scan that identifies main issues for improvement.
- Capacity building of staff, related to the outcome of the quality quick scan, regarding didactical issues, training materials, demand driven curriculum and training, improving the ratio of practical versus theoretical education, etcetera.
- Linking and learning by the setup of south-south and north-south exchange projects, publication and multiplying of good practices, expert meetings and cooperation of partners in planning, joint monitoring and evaluation. A wide range of actors (education partners and Agribusiness Development (AD) and Enterprise Development (ED) partners) will be linked.

B. Level partner organisations (towards broader civil society in 21 countries)

The partner organizations of the WD-REK alliance will pay special attention to:

- Networking with local and national partners and TVET networks to multiply good practices like the JBS concept, mobile training etcetera.
- Policy influencing (at partner level or via networks) for issues such as improved access to skills training, a demand driven curriculum, certification of TVET, fair labour and increased collaboration between TVET providers.
- Setup of alumni associations, which can play a vital role in mobilising the target group.

- The link between TVET and the private sector. Strengthening the JBS-concept by use of specific tools, e.g. for career guidance, teaching business skills and quality market needs assessments.

See section 5.2.2c for more detailed information about the strategy.

5.2.2b: The objective of each programme must follow on logically from the contextual analyses and be in line with the applicant's vision and mission.

The context analyses of the 20 countries¹ where the WD-REK alliance works show some general developments. In 2001 **food prices** started to increase, especially after 2006. The expectation is that prices will stay high for a long period due to increased consumption, lower production levels and other reasons. This development calls for increased attention for agriculture, not only to provide for more food, but also to make use of the situation as an opportunity to generate employment and income for many households that live below the poverty line. The 2008 World Development Report focuses on agriculture as a key sector for development and identifies 'Education and skills for rural development' as one of the focus points.² For the TVET-JBS subprogram this means that the WD-REK alliance gives more attention to skills training in rural areas related to income generating opportunities in these areas. Where possible the TVET-JBS subprogram will cooperate with the AD subprogram.

Another important development is the continuous and fast **technological innovation**. In a globalized world this means that also in developing countries the contents of vocational training need to be aligned continuously with the changing state of technology in order to stay relevant. On the other hand, new technology is a helpful means in development projects for exchange of good practices and global access to knowledge.³ A good example is distance learning to improve access to the training.

Core trends identified and described in the context analyses can be categorized as issues of access, quality, organization and utilisation.

1. Access to demand driven skills training and fair labour

In the countries where the subprograms of the WD-REK alliance are implemented, children and youth often are the majority of the population. Youth unemployment is high in those countries. Many children and youngsters live under difficult circumstances and below the poverty line, e.g. in child headed households. They have **low access** to social services, education, skills training and employment opportunities. Especially the group of poor and marginalised needs to be assisted to access TVET.

The **capacity for skills training** is still very limited in most countries where the WD-REK alliance works. Especially in rural areas facilities for TVET are lacking. Most governments still do not pay enough attention to strengthen the TVET sector for various reasons including lack of budget, lack of vision for the relevance of TVET and lack of vision for innovative approaches of TVET. In addition there is lack of interest for TVET on the part of the general public and youngsters in particular, as they prefer general education that leads to white collar jobs. TVET generally has a low status.

In several countries the economic circumstances improved last decade, e.g. India, Colombia and the Philippines. Trainees get better job opportunities. This means also that governments in these countries will have more capacity to take over (part of) roles and responsibilities that NGOs have fulfilled, also in the area of TVET-JBS. It furthermore implies that industries need more skilled workers which calls for more TVET capacity. In countries with an increased prosperity at national level we often see an **increasing inequality** in the distribution of this prosperity. Our TVET-JBS subprogram increases the access for the poor and marginalised youngsters and adults, in urban and rural areas, to suitable TVET and JBS.

People of our target group are often exploited and when appointed in wage employment their working conditions often do not match fair labour standards. Policy influencing with regard to these issues is integrated in the TVET-JBS subprogram.

¹ Thailand not included because this country is not in this MFS2 proposal

² World Development Report 2008, English summary, 2007, p. 9, 17, 18, 19

³ The WD-REK alliance signed a MoU with IICD, which is specialized in the use of new technology for development cooperation

2. Quality of skills training

The quality of the **teaching practices** in TVET is often poor. The TVET staff often have a low pedagogical training and lack practical skills and business experience. The poor financial means of current TVET institutions exacerbate the poor image of TVET providers and the sector as a whole. A positive development, however, is that international organizations (ILO, UNESCO-UNEVOC, World Bank) continuously give attention to TVET and have an increasing influence on Southern governments to do the same. This gives opportunities to cooperate with governments to develop a demand driven TVET.

The current TVET system in many countries has a **poor linkage with the labour market**. For this linkage to be effective the TVET should be relevant (demand driven) and of sufficient quality, and people need to be supported to enter the labour market or to find self-employment. Qualitative JBS are important to advise TVET providers to become more effective, and to guide people to the world of work.

The start up of micro enterprises needs more coaching and training. The actual learning takes place while people run their business. Therefore special attention will be given to coaching young entrepreneurs in their first years of existence. Cooperation with MFIs leads to initiatives like business incubation and business hives for this target group. Where possible the TVET-JBS subprogram cooperates with the ED and AD subprograms, e.g. in market needs assessments.

3. Organization: involvement of ex-trainees, networks and other actors

The role and importance of **networks** in which various actors collaborate, will increase. To play a role in policy influencing issues and to stay informed about developments in the sector, WD-REK partners operate in relevant networks. NGOs also need to be recognised by others as competent. Public Relations Management is therefore very important.

The local context has a very direct influence on the success of training to employment. Especially aspects that are beyond the direct influence sphere are critical e.g. policies at regional and country level and access to markets. Attention will be given to a **multi stakeholder approach** to make the results more effective.

Ex- trainees play an important role in upgrading the quality of the TVET by providing feedback. Sometimes ex-trainees need re-training. They also create a network for job- and apprenticeship opportunities and mobilise the target group for policy influencing issues. Therefore all TVET- and JBS providers work with active alumni associations and other networks of ex-trainees.

4. Utilisation (and relevance): use of learnt knowledge and skills for wage- or self-employment

Low skills levels and few opportunities to generate income through wage- or self-employment are major barriers to economical and social development of the vulnerable youth. This is a poverty cycle which needs to be broken. By providing a wide range of vocational skills training based on identified market needs, enriched with life skills training, the conditions are set to find the way to sustainable employment and break the poverty cycle. To make the education more relevant, trainees are empowered through career guidance and business skills in addition to vocational training.

Based on the context analyses, we come to this TVET-JBS subprogram objective:

Provide improved and demand driven skills training and develop (self)employment opportunities, leading to more sustainable income and a better position in the labour market for the poor and marginalised.

To reach this objective, the WD-REK alliance strengthens and supports Southern Civil Society Organisations in 20 target countries⁴ which are involved in TVET-JBS.

We can summarize this information at outcome level of the TVET-JBS subprogram:

1. **Access:** Substantial numbers of poor and marginalised youngsters and adults are able to access vocational training of short and long duration which qualifies them better for the labour market and self-employment. NGOs and networks are also strengthened to advocate for access to quality training and fair labour.

⁴ Thailand not included because this country is not in this MFS2 proposal

2. **Quality:** TVET- and JBS providers continuously innovate and adapt training methods and curricula to changing circumstances. TVET- and JBS providers become financially more sustainable.
 3. **Organization:** The target group organizes itself in different groups and associations, which leads to increased trust and reciprocity (social capital). TVET and JBS providers and participate actively in TVET-JBS networks and have an active network of ex-trainees.
 4. **Utilisation:** The target group is empowered through (self-) employment and applies the acquired knowledge and skills for earning an income and/or improved livelihood. The labour market recognises the added value of the vocational training.
 5. Promote and facilitate **mainstreaming of Gender/Family, HIV/AIDS, Child Rights and Leadership** among others through training, coaching, inclusion in curricula and attention to vulnerable groups.
- These outcomes are formulated at general level. In each project specific choices will be made, depending on the local context.

The derived objectives of the TVET-JBS subprogram are completely in line with the vision and mission and the Theory of Change of the WD-REK alliance. Training vulnerable youngsters and guiding them to the world of work is a very effective means of empowering people and communities and contributes to a sustainable transformation and contributes to the effective increase of the different livelihood capitals as further elaborated in our Theory of Change⁵.

5.2.2c: Each programme's strategy must derive logically from the objective(s) and assume ownership on the part of the target group or target groups.

In order to reach the outcome objectives of the TVET-JBS subprogram, a combination of different intervention strategies is used: Service Delivery (Direct Poverty Alleviation (DPA)), Civil Society Strengthening (CSS) and Policy Influencing (PI). Within these strategies, priorities, outputs and activities are defined which obviously contribute to the objectives. Cross-cutting issues (gender/family, HIV/ Aids, Child Rights and Leadership) are mainstreamed and receive specific attention in the project planning , implementation and evaluation⁶.

Strategy 1: Direct Poverty Alleviation by provision of high quality TVET and JBS

For vulnerable people a job often is a way out of poverty. To find a decent job, vocational skills training (TVET) and the link to the job market (JBS) are crucial. For this reason the WD-REK alliance supports NGOs which are involved in TVET and JBS provision.

The way **TVET services** are organized depends on the local context and the possibilities that are available. TVET is organized by a range of service providers. The ways skills training is provided include formal training in TVET institutions, apprenticeship training in a workshop, mobile training and training through local artisans. The TVET-JBS subprogram empowers youngsters in finding their way to the world of work by a relevant and demand driven training with special attention to rural skills training and linking to agricultural development. Not only vocational skills are included in the training, but also life skills, work ethics and business skills. Leadership training and awareness raising for HIV-Aids are integrated as well. The TVET is linked with regular education by career guidance, integration of basic vocational skills in regular education and exposure for students to a vocational training center.

Job and Business Services (JBS) are established to facilitate the relation between the world of work, TVET providers and youngsters and adults that have completed their training. But they will also connect youngsters with other stakeholders like an MFI and sector organizations to foster self-employment. Where possible, JBS officers will cooperate with ED and AD initiatives. The JBS have a broad approach, including market surveys, job mediation, apprenticeship mediation, career counseling, support of young ex-trainees in micro enterprise development, negotiating with micro finance providers and feedback to TVET providers. JBS are also available for other target groups than TVET trainees like entrepreneurs, jobless people and ex-trainees.

Strategy 2: Civil Society Strengthening by capacity building of providers

The WD-REK alliance enhances the capacity of TVET and JBS providers, which can be our partners themselves or local providers that are contractors to our partners.

⁵ WD-REK MFS II application stage 1 – Book A1, p. 70-73

⁶ See also MFS II Application phase I – page 72 and the Theory of Change document of W&D-REK Annex 40, book B

A **quality quick scan** for evaluating the quality of TVET and JBS projects is used to measure the quality score and benchmark quality issues. Based on the outcome of the scan an action plan is written at project level to improve the quality of teaching practices, public relation management, training delivery modes, education materials, job market surveys etcetera. A five-year goal is to bring the quality score of all projects at least to 3 on a scale of 1 to 4.

To build the capacity the WD-REK alliance facilitates **training** in topics related to TVET like didactical issues, the development of training materials, demand driven curriculum and the ratio of practical versus theoretical training. Because it is sometimes difficult to hire qualified teachers, some partners are assisted in the setup of a train-the-trainer project. Where possible this is done in collaboration with other actors. Also training in JBS skills and methods is provided, e.g. to carry out a market needs assessment.

A TVET expert meeting is planned for 2011 with 'vocational skills in rural areas' as key topic.

Networking is a key-word in the coming period for our partner organizations. All partner organizations setup or strengthen a network of ex-trainees, e.g. an alumni association, a village group or a SHG. In almost every country VTC networks exist or are newly set up in which partners and/or the WD-REK alliance participate. This collaboration with other NGOs, the private sector and the governments increases the quality and complementarity of the subprogram.

Exchange projects between southern partners or between northern and southern partners are helpful for benchmarking, exchange of good practices and increase of quality. Most of our partner organizations are able to strengthen each other in peer to peer reviews of annual plans and assessing the quality of other projects. Innovative partners get the opportunity to carry out pilot projects to find new ways of flexible and relevant TVET-JBS.

All partner organizations become more **self-sustainable** in the coming policy period. TVET and JBS projects have more than average opportunities for raising project income, e.g. by sale of products and services, broadening the target group with paying clients, funds from local government, et cetera. Job orders bring in income and a link with the business market as well.

Strategy 3: Policy Influencing initiatives

The third strategy is to implement policy influencing initiatives so that TVET-JBS providers and the communities can advocate for policies that benefit the target group on issues related to TVET and JBS, e.g. labour laws. On a limited scale this happens by advocating for fair labour in contacts with companies. A Fair Labour Score Card is developed with this purpose. Also a training in labour laws is often integrated in the curriculum. The JBS will also link trainees to labour unions and other relevant networks.

In collaboration with various actors our partner organizations advocate for the quality and access of TVET, a better link between TVET and the world of work, access to micro finance opportunities, funding of TVET by the government (e.g. certification issues), relevance of the curriculum and other more country-specific policy influencing issues identified by the WD-REK alliance as relevant for TVET-JBS.

Ownership of the target group

For the WD-REK alliance involvement of the target group is very important in policy development, planning, monitoring and evaluation of the programs. The TVET-JBS policy was developed in close cooperation with partner organizations during conferences. Representatives of the target group are involved in the development of multi annual plans of the partner organizations.

At project level, a satisfaction survey among trainees is carried out regularly. The JBS officers keep contact with ex-trainees. The feedback that is gathered, is used to improve the quality and curriculum of the training. Because JBS officers have daily contacts with companies, the feedback of the private sector is also used to improve the training.

Meetings of alumni associations, SHG's, community business networks and parent committees are also instrumental to involve the target group in the evaluation of the subprogram.

Strategic partners in The Netherlands

Strategic partners in the TVET-JBS area in the Netherlands are: CINOP, IICD, Calvin College and Hoornbeeck College. Cooperation with Triodos-Facet is being explored.⁷

5.2.2d: The strategic approach must be partly based on lessons learnt in the past.

All WD-REK projects are evaluated at least once per 4 year. In 2009 both the TVET-JBS subprograms of Woord en Daad and Red een Kind were evaluated integrally.⁸ Findings and recommendations were shared with our partner organizations and used for the write-up of this proposal. The following aspects are learnt from evaluations, work visits and partner conferences.

1) The quality of the TVET subprogram can still increase and the training should be more demand driven.

Related to this finding the WD-REK alliance defined quality of TVET as one of the focus issues and uses a TVET quality quick scan to find quality gaps and write an action plan for improvements at project level. Important issues are the quality of training materials, the didactical approach, the flexibility of the training delivery mode and the link with the world of work. The WD-REK alliance further decided to invest in exchange projects, especially between Southern partners. Visiting each other's projects and carrying out a peer to peer assessment within the regional alliance are very inspiring and stimulating to implement good practices of other projects.

2) The JBS concept meets a gap in the market, but it is still in its infancy and needs to be developed further.

Also a JBS quality quick scan is used and in the coming period the focus is on capacity building of JBS officers, use of JBS tools and exchange of good practices. Special attention is paid to the quality-improvement of market needs assessments. JBS also searches for a wider clientele, which can pay for services provided in order to become more financial sustainable.

3) The TVET-JBS subprogram and the ED subprogram should cooperate more and use opportunities for mutual strengthening. In the coming period both subprograms are linked where possible, by cooperation in business hives, business incubator projects, job market surveys, coaching of young graduated entrepreneurs in micro enterprise development, and by linking ex-trainees to MFI's.

4) Partner organizations should pay more attention for networking. Networking and exchange is strongly stimulated in the coming policy period, which is the focus of the strategic partnership between the WD-REK alliance and MDF⁹. TVET-JBS providers are stimulated and supported to become active members of and contribute in a meaningful way to a number of relevant networks, including the WD-REK alliance, VTC-networks, government networks and trade networks. Linking and learning is important to increase the quality of the subprogram.

5) In vocational training a difference should be made between students who become self-employed and those who become wage-employed. Tools are developed to assess whether students have a business attitude. These group gets an in-depth training in business skills to prepare them on self-employment. The graduates are coached after finishing the training in the first period of having their own business, e.g. by a mentor or in a business incubator project. A knowledge program will be started with focus on teaching of business skills.

6) Policy influencing can be a sustainable means of development. In the coming policy period advocacy is integrated as an important intervention that is more explicitly planned in the TVET-JBS subprogram, e.g. by advocating for fair labour, a market-driven curriculum, accreditation of TVET providers, government taking ownership of TVET, access to TVET and micro finance opportunities for youngsters.

⁷ MoU's with CINOP, Calvin College and Hoornbeeck College were included in the proposal in phase 1

⁸ Job and income program evaluation Woord en Daad, by Frans van Gerwen, MDF, 2009; SED program evaluation Red een Kind, by Frans van Gerwen, MDF, 2009

⁹ The WD-REK alliance signed a MoU with MDF (Management for Development Foundation), Ede, The Netherlands

5.3 OBJECTIVE AND STRATEGY SUBPROGRAM ENTERPRISE DEVELOPMENT

5.2.2a: Objective: the programme proposal must contribute to the strengthening of civil society in the South

In chapter 4 we indicated country specific challenges the Business Development Organizations (BDOs) in the focus countries of WD-REK Alliance are facing. The general trends in terms of strengths and weaknesses can be summarized as follows:

Strengths of BDOs as civil society organizations in focus countries:

- *BDOs internalize business orientation in service delivery as well as organizational procedures.* BDOs assist Micro, Small and Medium Enterprises (MSMEs) to respond effectively to the market. Most BDOs operate as enterprises providing services to assist MSMEs to operate in the mainstream economy. BDOs act in a competitive environment, where only efficient organizations become operational sustainable.
- *BDOs are entrepreneurship oriented instead of risk evasive.* Rather than taking their own operation and risk as a starting point for evaluation, BDOs that provide financial services (FS), take the client enterprises and their entrepreneurial capacity as point of departure.
- *Most BDOs attend the missing middle (too small/risky for commercial banks and too big for MFI's) with innovative products and service.* BDOs have shown their capacity to adapt and innovate financial and non-financial services for niche markets, e.g. the development of financial products that permit entrepreneurs to do investments in addition to more widely available services focusing on working capital.
- *BDOs have the capacity to initiate platforms of trust.* By promoting business initiatives BDOs are able to attract other investors to participate in development of specific sectors and enterprises. By their intervention BDOs (i) provide trust to private actors to invest, (ii) enable Financial Institutions (FI) to innovate financial products and (iii) stimulate government to improve the enabling environment.

Weaknesses of BDOs as civil society organizations in focus countries:

- *Segregation of financial and non-financial services.* Many BDOs focus on business development services (BDS) in order to boost capacity of entrepreneurs and enterprises, but are not strategically linked to financial services providers that could provide the necessary financial services in order to implement the improvements. While at the same time financial institutions provide financial services without linkages to BDS.
- *Subsidized BDS and BDOs hinder the development of private service providers.* Many private sector development (PSD) programs provide subsidized BDS to private actors, which places BDOs that deliver services under market conditions in competitive disadvantage. This phenomenon also weakens the long term sustainability of the BDO and hinders the establishment of private service provision to MSMEs.
- *General BDS-delivery, lack of client segmentation, weak linkages.* BDOs are often providers of general BDS (business planning, strategizing accounting, etc.) while sector/ chain specific knowledge is lacking. In many BDS programs micro enterprises (of which some of them really do not need very specific BDS) are targeted with the same standardized training as small and medium enterprises. Lack of volume (activities/ clients) in certain sectors/ chains makes it also more difficult for BDOs to effectively and efficiently link enterprises in chains.

Based on the SW analysis of the BDOs the ED subprogram will address the following:

A. From WD-REK Alliance to BDOs as important connectors between CS and the private sector (PS):

1. BDOs need to increase their capacity to attend the demand from the client groups, to become more effective and competitive agents of change.
 - a. WD-REK Alliance through its global enterprise development group (EDG) will provide a critical discussion platform, which forms part of the WD-REK Alliance structure. The EDG will fulfill the role of facilitator for networking between the different BDOs, providing input for discussions on the quality of business environment such as labor condition, business transparency and quality standards, and thereby contribute towards transformative businesses.
2. BDOs need access to a wider variety of financial resources in order to design innovative financial products contributing to long term sustainable development.
 - a. WD-REK Alliance will facilitate access to risk capital from own institutional means

- b. WD-REK Alliance will be a broker/facilitator¹ for access to international/ local resources.
- 3. BDOs need to increase institutional capacity to segment clients, to foster chain organization and to develop service packages (more specific BDS synchronized with financial services) fitting the needs and weaknesses of their (potential) clients. The WD-REK Alliance will:
 - a. Enable BDOs to be able to provide paid services to MSME's (contribution to OSS of BDO).
 - b. Assist BDOs to increase institutional capacity (ID/OD, networking, systems/procedures, etc.)
 - c. Focus on strengthening human capital/capacity by partly financing key human resources that contribute to their capacity and hence sustainability.

B. *WD-REK Alliance assisting BDO's in the provision/facilitation of services to strengthen the functioning/role of Private Sector (PS) actors and Civil Society (CS) in general.*

- 1. Instead of direct provision of services by the BDOs themselves, BDOs will be assisted to implement ED programs which stimulate the provision of services by private actors. This will make it possible to reach a broader group of clients.
- 2. BDO's disseminate within their own local networks the vision on long term sustainable enterprise development and the role of private service providers as part of the CS.
- 3. BDOs strengthen linkages between CS and PS by appealing to the social responsibility of enterprises. regarding fair labor issues, role in civil society (interdependency)
- 4. By creating platforms of trust, other, both CS and PS actors, are involved in sector development and/or more generally economic development.

The implementation of the WD-REK Alliance ED program takes the institutional capacity of partner organizations and the demand from the private sector in that particular country as a starting point in countries of profile I,II and III. Nonetheless, especially in profile II countries, the final client of the BDO is often directly related to population groups affected by violence

5.2.2b: The objective of each programme must follow on logically from the contextual analyses and be in line with the applicant's vision and mission.

Context analyses in the focus countries make clear that the MSME are facing the following reality:

- 1. *MSMEs are weak in terms of competitive capacity and exploitation of growth potential.* Many MSMEs, though they have an entrepreneurial attitude, lack capacity to do proper financial planning, market analysis, product development etc. to make their business more competitive, to increase volumes and quality standards. This limits scaling up the existing businesses.
- 2. *If MSMEs have the opportunity to obtain BDS and FS, these are often not strategically linked.* Often small and medium businesses lack access to finance because they cannot comply with bank requirements (collateral, track record etc.) and/or the systems are not yet up to standard. Available BDS often focus on the internal business procedures and lack strategy/vision to link up with FI's to obtain the FS once the business operations are up to standard. FI's on their side just evaluate payment capacity and collateral of the MSMEs without attention for business opportunities.
- 3. *FI's consider MSMEs as enterprises with a high risk profile.* The risk profile is based on the real or perceived lack of capacity of the entrepreneur, transparency in financial reporting, vulnerability to market changes, lack of collateral, etc. In many countries FI's lack the right instruments to manage these risks. FI's are risk evasive by nature and as long as less riskier options exist for banks to allocate their resources MSMEs will be underserved. In many Sub-Saharan countries banks prefer to finance government bonds rather than to engage in debt financing of the private sector.
- 4. *Products and services of FI's are not adapted to the needs of investment oriented MSMEs.* Access to working capital is relatively easy. However most financial products are not suited to the needs of investment finance
- 5. *Low outreach of FI's in rural areas is often one of the biggest complications* for rural enterprises, farmers and cooperatives.
- 6. *Logistics are very expensive in many focus countries and especially in rural areas.* MSMEs face a decrease in competitiveness because of the high logistics costs and hence are forced to focus on high value products and reach economies of scale by linking up with value chains.

¹ The broker role of WD-REK Alliance is not limited to only financial resources, but covers also components of access to business networks (W&D business platform, PUM, Rabobank Foundation) and knowledge (ISS, WUR).

The vision and mission of the WD-REK alliance is linked to the worldview and related value framework of the alliance members which is reflected in the Theory of Change (ToC): enhancing or facilitating the sustainable transformation of people. The objectives of the ED program contributes to the effective increase of the different livelihood capitals as further elaborated in 5.2.3.b.

Based on this mission/vision and the given reflection of the context analysis, WD-REK defined the following overall objective of the Enterprise Development (ED) subprogram:

To develop enterprises (SME's) that empower different economic actors (suppliers, producers, buyers, traders, etc.) which stimulate economic growth and reduce poverty.

This program will be executed, professionalized and become more effective in target areas in at least 15 countries in which the WD-REK Alliance is involved in 2011-2015.

At outcome level the ED program contributes to the four overall results areas: Access, Organization, Quality, Utilization.

Derived from the overall objective, the following sub-objectives have been defined that are grouped in financial and non-financials.

1. Improved **access** to services and resources, both financial and non-financial
 - a. Promoting (financial) inclusion from an ethical banking perspective to stimulate sustainable development of growth oriented SMEs.
 - b. Strengthen rural and micro entrepreneurs to get access to markets and finance
 - c. Increased availability of capital in society due to job creation
2. Improved **organization** based on business relationships
 - a. Promote or create platforms of trust by investing in reliable/sustainable business relations
 - b. Stimulate enterprises to create opportunities for small (micro enterprises) suppliers of products/services (integrating micro enterprises in mainstream markets)
3. Improved **quality** at different levels of intervention
 - a. Increase value chain competitiveness (volume, profit, efficiency, quality)
 - b. Create functional, competitive and sustainable business structures (enterprises, cooperatives)
4. Improvements at the previous three levels will only contribute to improved **utilization** (and sustainable transformation) if internalization takes place at the level of **the mindset of people**.
 - a. Stimulating entrepreneurs to strengthen capacities (focused on those entrepreneurs that are already in business and see opportunities to strengthen their business)
 - b. Important element is the attention in business development services to stimulate sustainable businesses. Services focused on: business planning capacity, HRM issues linked to quality of production and reliable relationships between employers and employees, environmental issues, impact of business on job creation for poorer segments of society.
5. Promote and facilitate **mainstreaming of Gender/Family, HIV/AIDS, and Leadership** among others by paying attention to it in (microfinance) group trainings.

Summarized: enterprises, assisted by the ED subprogram, will grow in size, become more efficient in their business processes, increase in competitiveness, innovate or a combination of these. This development will stimulate the private sector and strengthen the local economy. Local economic development will also stimulate other economic actors like suppliers (e.g. micro-entrepreneurs or smallholders) and buyers, private services providers, as well as employees fulfilling jobs created by the development of the enterprises. This growth of the private sector generates wealth in local, regional and national economies contributing to the establishment of a middle class in developing countries.² This will lead to increased demand for better products, product innovation as well as stronger civil society actors. At the same time it contributes to poverty alleviation as the approach creates opportunities for small enterprises (indirectly as suppliers and service providers), increases the demand for jobs in productive enterprises (which create income for mainly unskilled poor people) and stimulates more decent labor circumstances. Per country and client focus of partner BDO's specific value chains and specific actors will be supported.

² WRR, Minder pretentie, meer ambitie, Ontwikkelingshulp die verschil maakt.

<http://www.wrr.nl/dsc?c=getobject&s=obj&!sessionid=1GwqyBTagM35UqYyWNZ1zySvobBaqCs3I54qVxDY@p5K78L9!zmMl2Az1Flodrho&objectid=5213&ldsname=default&isapidir=/gvisapi/>

5.2.2c: Each programme's strategy must derive logically from the objective(s) and assume ownership on the part of the target group or target groups.

Taking into account the existing situation described in 5.2.2.a and partly 5.2.2.b, this paragraph describes the intervention of the ED subprogram to achieve the objective as described in 5.2.2.b the second part.

The intervention of the AD subprogram is aligned with the overall WD-REK program strategies:

- Direct Poverty Alleviation / Service Delivery (DPA/SED): Access to Services
- Civil Society Strengthening (CSS): Capacity building/strengthening of service providers
- Policy influencing (PI): Influencing government/semi government policies.
- Cross-cutting issues (gender/family, HIV/ Aids, and Leadership) receive attention in the planning , implementation and evaluation of group trainings³.

1. **Improve access to finance/ financial services**

To strengthen access to financial services the supply side needs to be strengthened.

- a. Product design and innovation, taking advantage of the capacity of BDOs to attend the missing middle. WD-REK Alliance will boost the capacity of BDOs to design innovative financial products matching the needs of SMEs and specific micro enterprise client groups. **DPA/SED**
- b. Create access to necessary financial resources. A sustainable and competitive sector requires investments both short term, focused on production, as well as long term, focused on increased productivity and increased added value (production capacity, better quality). BDOs will be stimulated to offer long term finance (provision of guarantees, special investment funds). **DPA/SED**
- c. Taking advantage of the entrepreneurship orientation of the BDOs, the need for long term capital investments and the broker role of WD-REK, the Alliance will promote co-investment models as an alternative option for access to capital using the partnerships with e.g. Rabobank Foundation, Oikocredit and private investors like the members of the Business Platform of WD-REK. **DPA/SED**

2. **Improve access to BDS and improve quality of those services**

Various studies indicate that financial services can generate more impact on poverty reduction⁴ if properly synchronized with business development services. BDS without access to finance reduces the impact of the services provided.

- a. Improve/establish strategic relations between FI's and BDS-providers. More focus on internal business operations and compliance with requirements of FI's will contribute to the access to finance from the demand side. **CSS**
- b. Assist BDOs to specialize their services and provide more specific BDS to MSMEs based on goals of the entrepreneur and the potential of the enterprise. **CSS**
- c. WD-REK Alliance will use their relation with the WD Business Platform, PUM, knowledge institutes (ISS,WUR) and institutions like Centre for the Promotion of Imports from Developing Countries (CBI). The Alliance will act as a broker facilitating access of partner organizations to knowledge and experience available. Co-investments by private investors in SME assisted by WD-REK can also bring in fresh knowledge and assist the enterprise to develop in terms of quality/standards. **CSS**
- d. Contribute to the development of private service providers (instead of direct service provision by BDO's). BDOs are promoted to become self sustainable as part of the BDS strategy implemented by WD-REK. **DPA/SED**
- e. In different contexts, different models and best practices are developed and applied. WD-REK Alliance will provide the platform (Global EDG) for the exchange of those experiences. **CSS**

3. **Strengthen Chain organization**

Inclusive growth and equal opportunities for development need additional efforts apart from assistance to individual enterprises. Additional impact can be realized if efforts take place to actively link enterprises at different aggregation level of chains, e.g. provide opportunities for linkages for micro and small enterprises. Chain organization will target productive enterprises at different levels of the value chain using the following interventions:

³ See also MFS II Application phase I – page 72 and the Theory of Change document of W&D-REK Annex 40, book B

⁴ Business Development Services for Sustainable Microfinance, Microfinance Summit, 2008 (source: ILO - <http://p31.itcilo.org/entdev/synergies/en/category-2>); How do we enhance entrepreneurial skills in MFI clients, Alterna Savings, 2006 (source ILO - <http://p31.itcilo.org/entdev/synergies/en/category-2>)

- a. Stimulate suppliers to engage in sustainable relationships in order to be a competitive and reliable business partner in the value chain with the aim to keep national/international clients satisfied. **DPA/SED**
- b. The BDO becomes a broker/ arbiter/ representative and so needs to adapt its service packages to be able to perform this role. The aim is to create platforms of trust (business platforms) and increase competitiveness of the whole value chain. Specific attention and effort will be given to promotion of pro-poor distribution of benefits (either through employment creation or through opportunities to supply products/services). **PI/CSS**
- c. Policy influencing related to the change of policies to improve the enabling environment for entrepreneurs aiming to improve the (i) access to services and resources and (ii) improving secondary requirements for economic development such as labor market rigidities, tax laws and rules for (starting) SMEs and (iii) improvement of infrastructure roads and electricity. **PI**

Ownership of target group

- At the partner conference in Nairobi (Kenya), held in March 2009, it was decided that certain specialization would be needed both at WD-REK level as well as at partner level. All⁵ BDOs that are active in the ED subprogram gathered in Zoutelande (The Netherlands), in March 2010, to further elaborate on the policies and to discuss the implementation models.
- Regarding the first program strategy, access to finance/financial services, the focus of social lending in any form was complemented with a modality that allows investment and co-investment. The strategy to improve access to business development services has been further defined to improve the product/market combinations. But BDS has also been defined as a risk reducing factor for financial services.
- A decision was taken to primarily focus on productive sectors/enterprises because of the impact on poverty (job creation and added value).
- Furthermore, a couple of partners are membership based organization that ensure direct influence by clients on policy of BDOs.
- BDOs operate in competitive environments, therefore the BDO has to provide the desired services for the felt need in a competitive way, otherwise clients will not pay for services. In this sense also the BDO is fully capable to represent the needs and desire of the target group. Customer/client satisfaction surveys are important means to check whether the quality of provided services is state of the art.

<p>5.2.2d: <i>The strategic approach must be partly based on lessons learnt in the past.</i></p>

During the Nairobi partner conference, held in March 2009, the present ED subprogram was extensively discussed with a selection of partner BDOs. Also an external evaluation of the Job and Income program, including the Enterprise Development Program was presented and discussed.⁶ The major conclusions of that evaluation amongst others led to the following learning points:

1. Initiated activities, scaling potential

High poverty index and low economic activity often go together. Enterprise development in these area's will bring along high start-up costs, few possibilities to scale up and for that reasons be less sustainable on the long run. The question than is how to create income opportunities in these areas?

A Zambian partner organization (ZATAC) strategically focuses on productive SMEs sourcing materials from rural areas/ small producers. By strengthening the capacity of these SMEs opportunities are created for micro enterprises to get linked to the supply chain. Stimulating economic activity in such a remote area, without a strong linkage with an SME that can create access to a more urban market, would have been far more difficult, riskier and costlier.

The ED strategy takes this lesson into account in the following way:

- The choice to invest resources to foster existing activities, which on the short term can be sustainable in the existing local business environment instead of start-ups and/or business which need more BDS and external support to get of the ground.
- Stimulating growth of SMEs demands interaction with an increasing number of economic actors (suppliers, customers, service providers). In that way the geographic radius is expanded from the centre to the periphery.

⁵ During the Zoutelande conference 15 partners were present.

⁶ <http://www.woordendaadstudies.nl/Media/view/23712/2009%20-%20FINAL%20REPORT%20+%20Response%20Job%20and%20Income%20Evaluation.pdf>

2. Value transfer is essential to stimulate businesses that can transform existing practices. Business values need to be incorporated in BDS services.

Partner organization PAC in Nicaragua has achieved that over 500 coffee smallholders changed their trading business practices. Instead of selling coffee on the spot market they entered into a long term relationships with exporters. This allowed the group to get certified and start supplying to Starbucks. And it also generated opportunities for the smallholders to access technology through the exporters.

The ED strategy takes this lesson into account in the following way:

- An important activity is the promotion of platforms of trust stimulating investments in the chain by private investors. The program also contributes to the establishment of private service providers which act according to the market demands.

3. Finance alone is insufficient, BDS should be more demand driven and growth oriented. joint implementation of BDS and financial products is very important. However both services, according to the 2003-2008 program implementation both services should be better adapted to the needs and the growth potential of the MSME.

In Bangladesh quite a number of small enterprises received a loan from our partner CSS in the past years. Most of them created a considerable number of jobs, but at the end of the loan period generally spoken almost none of them increased in business capacity/quality, improved labor circumstances, etc. or was able to access a loan from a formal FI. A recent expert mission pointed out that lack of BDS (business analysis) is a main reason. A strong recommendation for those type of services related to the assessment of the business plan and during the period the loan is used.

The ED strategy takes this lesson into account in the following way: This is reflected in the objectives to combine financial and non-financial services in effective and demand-driven service packages with clear objectives.

5.4 OBJECTIVE AND STRATEGY SUBPROGRAM AGRIBUSINESS DEVELOPMENT ¹

5.2.2a: *Objective: the programme proposal must contribute to the strengthening of civil society in the South*

Civil Society Organizations involved in agribusiness development in the focus countries of WD-REK face a couple of challenges. These challenges depend to a large extent on the local context. However several general trends in terms of strengths and weaknesses of civil society are prominent.

In the analysis of the civil society the following strengths came out:

- CSOs have strong networks and partnerships with farmers and farmer organizations, which generate the possibilities to scale up and facilitate the integration of large groups of farmers into mainstream markets and value chains.
- Sustainable agribusiness relationships (between farmers and traders/ buyers, input suppliers/ farmers, etc.) are based on trust, proper organization and fulfillment of agreements. Given their rural outreach, long term engagement with communities and technical/development expertise, CSOs are well positioned to represent farmers/farmer groups and to facilitate linkages between farming communities and other economic actors.

In the analysis of the civil society the following weaknesses came out:

- Interventions by CSOs in agriculture and pro poor value chain development are often driven by donor subsidies and not by a business case showing investments and profits. This leads to (a) unsustainable programmatic approaches at the CSO level (b) little long term changes of agricultural practices and/or of the agricultural sector.
- Many CSOs active in agriculture have a target group focus and/or a community focus using intervention models which create dependency on the CSOs (subsidies, CSO defined/donor defined products/services, donor driven target group selection, etc.). However, effective, relevant and specialized service delivery in agriculture needs to be based on sector specialization and client segmentation.
- CSOs lack expertise, knowledge and more important the attitudes to facilitate a more market oriented, private sector led change in agriculture.
- Interventions by CSOs are often short term, input oriented (lots of training and capacity building) and less long term, investment oriented (focused at crop diversification, quality/productivity improvements, productive infrastructure/technology).

Based on the SW analysis of the CSOs the AD subprogram will address the following:

A. WD-REK Alliance strengthens Business Development Organizations to become agents of change:

1. To become effective agents of change (to be able to stimulate mindset changes of target clients as well as to contribute to structural changes in the agricultural sector) services provision in the agriculture sector should become market oriented and offered/implemented according to economic and business principles. Instruments and means that will be used:
 - a. Assist CSOs to develop market oriented interventions which are implemented according to business principles, meaning CSOs will be assisted to become Business Development Organizations (BDOs) providing services to farmer groups/coops and chain supporting enterprises.
 - b. Assist BDO's to develop a strategy/ implementation models in which specialized actors and service providers get involved to offer services according to the demand of clients.
2. BDOs will be assisted to implement AD programs which stimulate investments in agriculture next to the short term activities focused on training and input supplies. Instruments and means that will be used:
 - a. Assist BDOs to develop credit products and financial services that are long term oriented, focused on creation of productive assets and that can bring about changes in farming practices.

¹ In MFS application phase 1 – this program was called Food security/Agriculture. In the meantime we changed the name of this program into Agribusiness Development, linking it very much to the approach of Enterprise Development. This choice was made based on further context analysis as well as to cover better the content of the program in the program title. FAO definition of Agribusiness: Agribusiness denotes the collective business activities that are performed from farm to fork. It covers the supply of agricultural inputs, the production and transformation of agricultural products and their distribution to final consumers. Agribusiness is one of the main generators of employment and income worldwide.

- b. Assist BDOs to develop investment oriented interventions such as agriculture/agro processing investment funds and linkages with existing investment facilities.

B. WD-REK Alliance assisting BDO's in the provision/facilitation of services to strengthen the functioning/ role of Civil Society (CS) actors and/or Private Sector (PS) actors:

3. BDOs will be stimulated to make better use of their strong relationships with farmer organizations to stimulate business linkages with buyers, processors and exporters.
 - a. Assist BDOs to develop the capacity to organize and strengthen farmer groups and to stimulate farmer groups to become strong and reliable business partners in the value chain.
 - b. Development of BDO service packages with the aim to promote commercial linkages between farmer groups, associations and cooperatives and buyers, processors and exporters.
 - c. BDOs will be stimulated to become a business partner of both the association/ cooperative as well as of other economic actors interested in provision/ sourcing of products of the associations/ cooperatives.
4. BDOs will be assisted to implement AD programs which stimulate the provision of services by private actors instead of direct provision of services by the BDOs themselves:
 - a. BDO will be assisted to design packages of services which focus on micro and small enterprises which can offer services (inputs, land preparation, post harvest services, logistics, extension, technology) to the farmers.
5. BDOs will be assisted to develop capacity to support agricultural actors to analyze their own context and to develop strategies to strengthen their position in the context.
 - a. BDOs and their clients will be assisted to develop capacity to effectively network/ collaborate with the government (e.g. through advocacy) and other agricultural actors. One aspect is the promotion of a supportive environment for the agricultural and economic development of region.

In general, BDOs in agriculture will be assisted to become business agents playing a crucial role in-between farmers/farmer groups and the trading partners of farmers, first as a broker/co-investor/service provider but more and more also as a facilitator bringing together different economic actors².

5.2.2b: The objective of each programme must follow on logically from the contextual analyses and be in line with the applicant's vision and mission.

Global development in the context related to agriculture:

- Studies from World bank³ and FAO⁴, as well as a context analysis executed by WD-REK⁵, reveal that the majority of poor people live in rural areas and many of them are involved in agriculture for livelihood. However, these studies show only a very small part of government investments and development assistance are agriculture related. This is also concluded by a recent study of the WRR that critically reflects on the fact that a relatively small part of the Dutch aid budget is dedicated to productive activities like agriculture.⁶ Budgets for those activities have even decreased in the past decade.
- Increasing food prices, especially after 2006. Universal expectation is that prices will stay high for a long time. Causes of rising food prices are: increased consumption in upcoming economies, competing claims on agricultural land (food, animal feeds and bio fuels), lower production levels, due to poor harvest of major food producing countries, and food speculation. This development requires more attention for agriculture.

Results of the country context analyses, a summary;

- Farmers and farmer groups (associations/ cooperatives) as well as small agriculture service providers and small and medium agro processing enterprises face difficulties accessing the proper financial services to sustain and grow their business.

² Different BDOs fulfill different roles in the value chain. Conflict of interest (being judge and party at the same time) needs to be identified and addressed. The way revenues, profits, losses and risks are distributed amongst value chain actors need to be taken into account.

³ Agriculture for Development, WB 2007

⁴ Agricultural investment and Productivity in developing countries. – FAO development paper 148;
<http://www.fao.org/docrep/003/x9447e/x9447e00.htm>

⁵ Refer to CA e.g. Haiti, Rwanda, Burundi

⁶ WRR, Minder pretentie, meer ambitie, Ontwikkelingshulp die verschil maakt, 18 January 2010.

- Low outreach in rural areas, risk aversion by financial institutions, products/ services that are not adapted to the needs of the agricultural sector and agriculture related enterprises.
- Lack of investment finance contributes to under-capitalization of the agricultural sector and lack of growth in the agricultural contribution to the GDP.
- The competitiveness of the agricultural sector and related agro processing sector is affected by:
 - low productivity (extensive agriculture; inappropriate technology, less developed agricultural practices, limited knowledge/ expertise),
 - relatively high costs of logistics (long distance from production area to markets, absence of adequate market mechanisms, lack of trading platforms/ information systems)
 - dispersed production by large numbers of small farmers with low levels of market oriented organization structures
 - high costs of energy (lack of grid energy / instability of supply)
 - currency risks (in case of exports).
- Globalization and trade agreements in combination with renewed focus on agriculture/ promotion of value chain developments by national governments create opportunities for emerging farmers to become integrated into mainstream markets.
 - The downside of the opening up of markets and integration of small and emerging farmers into mainstream markets is the increased dependence on regional/ world market prices and easy replacement of national crop production by imports.
 - If government spending is not at the required levels, globalization/ trade agreements could easily have a negative impact on growth of the agricultural sector.
 - Furthermore, requirements of buyers regarding good agricultural practices (GAP), certification (fair trade, eco, sustainability) and traceability become mainstream requirements for agriculture in developing countries as well.

The vision and mission of the WD-REK alliance is linked to the worldview and related value framework of the alliance members, which is reflected in the Theory of Change (ToC). It says: enhancing or facilitating the sustainable transformation of people. The objectives of the AD program contributes to the effective increase of the different livelihood capitals. See 5.2.3.b for further elaboration about this.

Based on this mission/vision and the given reflection of the context analysis, WD-REK defined the following overall objective of the Agribusiness Development (AD) subprogram:

To develop enterprises (chain actors and chain supporters) that empower different economic actors (producers (farmers), producer groups, traders, buyers, processors etc.) which stimulate sustainable, inclusive agribusiness relationships.

This subprogram will be executed, professionalized and become more effective in target areas in at least 15 countries where the WD-REK alliance is involved in 2011-2015.

At outcome level the AD program contributes to the four overall results area's: service delivery, Organization, Quality, Utilization.

1. Improved **access** to services and resources, both financial and non-financial
 - a. Promoting (financial) inclusion of farmers⁷, chain supporters and crop processing enterprises in order to stimulate scale/ growth
2. Improved **organization** based on business relationships
 - a. Promoting/creating platforms of trust (between farmers and buyers/ processors, between farmers and chain supporters, between agriculture oriented enterprises and finance institutions)
 - b. The promotion of models in value chain development that promotes the insertion of smallholders and emerging farmers in mainstream markets.
3. Improved **quality** of services at different levels of intervention
 - a. Creation of functional, competitive and sustainable agricultural enterprises
 - b. Increased value chain competitiveness (volume, profit, efficiency, quality) to utilize globalization opportunities at the one hand and being able to address risks of globalization at the other hand (substitution of domestic crops by imports).
4. Improvements at the previous three levels will only contribute to improved **utilization** (and sustainable transformation) if internalization takes place at the level of **the mindset of people**.

⁷ Please note that farmers are viewed as part of the private sector (PS actor).

- a. Business development services stimulate market orientation and implementation of business practices. More concretized the services stimulate farming as a business⁸, business orientation of farmer groups/ associations/ cooperatives, strengthening of private chain supporters (including technical assistance providers) and set-up/expansion of market oriented crop processing enterprises.
- 5. Promote and facilitate **mainstreaming of Gender/Family, HIV/AIDS, and Leadership** among others by paying attention to it in (microfinance) group trainings.

5.2.2c: Each programme's strategy must derive logically from the objective(s) and assume ownership on the part of the target group or target groups.

Taking into account the existing situation described in 5.2.2.a and partly 5.2.2.b, this paragraph describes the intervention of the AD subprogram to achieve the objective as described in 5.2.2.b the second part.

The intervention of the AD subprogram is aligned with the overall WD-REK program strategies:

- Direct Poverty Alleviation / Service Delivery (DPA/SED): Access to Services
- Civil Society Strengthening (CSS): Capacity building/strengthening of service providers
- Policy influencing (PI): Influencing government/semi government policies.
- Cross-cutting issues (gender/family, HIV/ Aids, and Leadership) receive attention in the planning , implementation and evaluation of group trainings⁹.

1. Financial Services

- a. A sustainable and competitive agricultural sector requires investments, both short term, focused on production, as well as long term, focused on increased volumes, productivity (renewal of productive material, expansion of productive infrastructure) and added value (processing capacity, high value crops, better quality). **DPA/SED**
- b. Growth of the agricultural sector needs to be inclusive in order to make impact on poverty affected regions and target groups. Therefore our financial services strategy aims to promote financial inclusion of emerging farmers, chain supporters and crop processing enterprises.
 - o Specific activities on the financial supply side are: financial product development (agro leasing, value chain finance, long term investment finance, finance/technology packages), investment facilities (innovation funds, co-investment, investment promotion), linkages to financial services providers. **DPA/SED**
 - o Specific activities on the financial demand side are: demand articulation (what type of finance is required), strengthening of groups/associations/cooperatives in e.g. financial planning/cash flow management. **CSS**

2. Business Development Services

Stimulating sustainable and inclusive agribusiness relationships demands more than increased investments. In a synchronized and combined intervention also non-financial services need to be provided to increase the competitiveness of the agriculture sector.

- a. Business oriented services: cost-benefit-risk analysis of crops, marketing/ quality aspects, appropriate technology, strengthening of entrepreneurial capacities. **DPA/SED**
- b. Technical (environmental) oriented services: promotion of high value crops, crop rotation and diversification, good agricultural practices (GAP), extension services, etc. **DPA/SED**

The aim is to contribute to the creation of functional, competitive and sustainable agricultural enterprises and to stimulate entrepreneurial attitude / stimulate mindset changes . Farming as a business and stimulating agriculture actors to become business partners (governance, administration, business planning) in a value chain are important changes that are pursued through this strategy.

⁸ Farming as a business is promoted for those farmers that are already having an entrepreneurial orientation, farmers which are mainly oriented on the market for the sales of their crops. The program is not focused on subsistence farmers as such. However at various levels of the value chain subsistence farmers might be able to sell their surplus as well.

⁹ See also MFS II Application phase I – page 72 and the Theory of Change document of W&D-REK Annex 40, book B

3. Chain Organization Services

Inclusive agribusiness relationships should be based on the economic principle that all parties involved need to benefit and that economic actors need each other for sustainability of the agricultural sector/value chain.

- a. Contracts and agreements in which one of the parties does not generate sufficient economic value are not sustainable (win-win relationships need to be strived for). Farmers/ farmer groups and buyers/ processors both face difficulties to engage in sustainable relationships. Small quantities/ volumes, variation in quality, short term price setting, neglecting formal agreements are all issues identified in agribusiness and are addressed in chain organization. **DPA/SED**
- b. Suppliers as well as buyers need to engage in sustainable relationships in order to be a competitive and reliable business partner to keep national/international clients satisfied (meetings of value chain actors, round tables) **CSS**
- c. The BDO becomes a broker/ arbiter/ representative and needs to adapt its services packages to be able to perform this role. The aim is to promote/create platforms of trust (business platforms) and increase competitiveness of the whole value chain. Specific attention and effort will be given to distribution of benefits in the value chain (increasing the value of money that flows back to the production areas), insertion of smallholders and emerging farmers in mainstream markets. **PI/CSS**
- d. Advocacy related to the change of policies to improve the enabling environment for farmers, chain supporters and agro processing enterprises aiming to improve the access to services and resources and improving secondary requirements for economic development such as land tenure, infrastructure/roads and electricity. **(PI)**

Ownership of target group

In discussion with the BDOs present at our partner conferences in Nairobi and in Zoutelande it was decided that programs aimed to stimulate economic development require specialization both at WD-REK level as well as on partner level. A decision was taken to primarily focus on productive sectors/enterprises because of the impact on poverty (job creation and added value). During the same conference several partner organizations stressed that apart from the service to individual enterprises (SME's) the program should take into account other actors in the value chain as well (chain supports and emerging farmers). Partners involved in agricultural interventions also indicated that a more sustainable approach in agribusiness development need to take place. This generated the demand to develop a specific program to stimulate enterprise development/ private sector development in the agricultural sector which we now call Agribusiness Development (AD).

CSOs and BDOs operate in a competitive environment. This implies that, in order to have a competitive offer to the clients (both the farmers/ farmer groups-suppliers as well as the chain supporters/ processing enterprises-buyers), the BDO has to provide demand driven services to get paid for it. Otherwise the target group will select other BDOs as service providers.

The described strategies were not only developed and designed in close collaboration with the partner BDOs of the WD-REK Alliance but are also reflecting the needs of the client groups as described in the context analysis in this chapter as well as in the country context analysis. BDOs/CSOs also consult producer groups, farmer coops to identify the need for BDS and other service and execute client satisfaction surveys. Some BDO are implementers of government development programs as well. Because of relationships with these and other stakeholders relevant input from those stakeholders is taken into account as well.

5.2.2d: *The strategic approach must be partly based on lessons learnt in the past.*

- During the Nairobi partner conference a number of partner BDOs came together to discuss the evaluation of the Job and Income subprograms. A number of conclusions were drawn based on the 2003-2008 Job & Income subprogram evaluation.

The two most relevant ones that have contributed to the design of the AD subprogram were:

1. *Continue exploration with partners to come to a more holistic and integrated approach within the Theory of Change*
2. *Focus on more labor intensive enterprises to generate demand for skilled people.*
 - The AD subprogram directly contributes to a more sustainable agriculture sector in the regions where WD-REK Alliance is active and hence create opportunities for other WD-REK Alliance programs

to develop agricultural skills training in relation to the requirements of the private sector (both farmers as well as service providers and processing enterprises).

Other lessons learnt:

- AD requires business oriented partners to transform assistance based agriculture programs into market oriented provision of services. A number of partners of WD-REK have experienced that agribusiness interventions need to be offered by specialized organizations. *E.g. PAC in Nicaragua the WD-REK alliance successfully transformed a subsidy/ assistance based program implemented by a multi-purpose social CSO into a self sustainable and market oriented agriculture program offered by a BDO specialized in value chain development and rural financial services.*
 - This underpins the strategy to stimulate CSOs to become more business/market oriented or to stimulate CSOs to link up with / complement existing BDOs for AD interventions.
 - Basic food security interventions are very important to reduce the vulnerability of the poorest of the poor. A competitive agricultural sector, as a driver for employment and GDP growth, needs a more investment oriented approach which can generate impact on regional/national food production on the long term. In that way the AD program can complement food security interventions by focusing on long term changes in national food production and job creation for poorer segments of society in more commercial oriented agriculture.
 - In the AD program the focus is more on emerging farmers, farmers with potential to run their farms as a business, small scale chain supporters/agro processing companies.
 - Analyze existing chain supporting networks to further scale up existing initiatives before developing new market chains. *A national level (Rwanda) assessment of initiatives of market chain development has shown existing valuable initiatives that have clear benefits for the target group.*
 - This important issue reflects clearly in the chain organization strategy and –objectives.
 - The focus on privatization of agricultural support services and on added value operations in agriculture contributes to job creation on a skills level which is attainable for the rural population
- Experience in several countries where pro poor jobs were created for unskilled labor in processing enterprises.

5.5 OBJECTIVE AND STRATEGY SUBPROGRAM STRENGTHENING PARTNER NETWORK (SPN)

5.2.2a: Objective: the programme proposal must contribute to the strengthening of civil society in the South

The WD-REK subprogram 'Strengthening the Partner Network' is of a supportive nature and has as its primary target group the CSO's which are part of the WD-REK partner network. WD-REK (being part of civil society in the North) and its partner network (part of civil society in the South) have formed 6 Regional Alliances¹ as a new way to develop joint program policies, enhance organizational capacities of its members, exchange relevant knowledge and expertise between members and with other actors and increase the use of existing and new funding opportunities by its members.

From the SWOT of civil society as presented in Chapter 4 the following strengths and weaknesses are derived, related to this sub-program. These observations are linked with developments in the past five years.

Strengths of Civil Society Organisations/WD-REK partner network

- *Broad rooting in society:* CSO's in the WD-REK partner network were started by a broad range of civil society actors and individuals who wanted to bring change within and from their own society. Some of these people originated from the poor and vulnerable target group, others came from middle class.
- *Shared values:* The relationship between WD-REK and their partners in the South started (most often) because of shared core values and a shared vision on poverty reduction.
- *Result oriented collaboration:* The collaboration is characterized by a focus on clearly defined (expected) results. Over the last 5 years more (systematic) attention has been placed on outcome and impact level.
- *Relations of trust and accountability:* WD-REK has worked for more than 35 years with Civil Society Organizations in the South. Mutual trust and systems of accountability were built up.
- *Jointly developed Chain approach:* during bilateral visits and (later on) network conferences a comprehensive – so called chain- approach was jointly developed, which has a central focus on 'bridging education and employment'. Innovative has been linking the market through TVET / JBS with education. Enterprise development actively creates job opportunities.
- *Market orientation:* all programs got more or less a market orientation stressing the importance of being 'demand-driven. Partnering with Business Development Organizations (BDO) has enriched the partner network with good examples of 'demand-driven' services that are financially sustainable.
- *Multi-disciplinary collaboration:* Funding (and monitoring) of different and interlinked programs remained an important part of support of WD-REK to their partners, but was complemented by activities as advising, training, researching, brokering and linking. Through exchange visits and peer reviews it grows into a multi lateral N-S-S-N movement.
- *Multi actor approach/networking:* From traditional collaboration with mainly social service oriented partners the WD-REK partner network has grown into a broader network which also include enterprises, business development organizations, financial institutes, universities and training institutes as well as governmental agencies. Part of the network has a focus on Policy Influencing.

Weaknesses of Civil Society Organisations/WD-REK partner network

- *Fragmentized:* The WD-REK partner network is part of an often (for different reasons) fragmentized civil society, where the activities of the different actors are not well coordinated, either by the government or by civil society itself. This leads to situations where appropriate knowledge and experience is 'around the corner', but not always utilized, and opportunities for synergy and more impact are sometimes missed.
- *Closed mind set:* Civil society initiatives which have grown into (larger) organizations have a tendency of loosing 'the open mind set' which was so characteristic for the initiative. This is partly caused by the pressure of the many internal organizational matters, partly by a (too) strong focus on requirement of donors.
- *Loosing innovation:* CSO's, including a part of the WD-REK partner network, which focus much on service delivery (DPA/SED) – often complementing governmental efforts although sometimes competing - tend to

¹ The Caribbean and Latin America Regional Alliance, the West Africa Regional Alliance, the Greater Horn of Africa Regional Alliance, the Great Lakes Regional Alliance, the Southern Africa Regional Alliance, the Asia Regional Alliance were formed in 2009 as (initially) non-registered alliances on a regional level. Each regional alliance has a steering committee chaired by one of the CEO's of the partner organizations in the region. The set up and structure of Regional Alliances is described more extensive in WD-REK MFS II application, stage 1, Annex 74.

have less energy to invest in (starting/reviving) local initiatives (of CBO's) and broader networks and lose its innovative and learning attitude.

- *Isolation*: Strong relations of the WD-REK partner network with foreign donors, which on one side open doors to the international world, has led in a number of countries to less collaboration between/with other CSO's where this would be expected. In some cases this has to do with little harmonization between donors and in other cases because of (unhealthy) competition between Southern CSO's for funding.
- *Limited Policy Influencing (PI)*: Although there is growing attention for networking (within the sector and with different actors) and for active PI towards local and national governments, practical implementation is limited. This has largely to do with insufficient (human) capacity and specific networking and PI skills.
- *Application Chain Approach*: Although the different programs in the WD-REK partner network are interlinked in policy and strategy, in practice interaction, collaboration and feedback mechanisms between the programs (and program staff) as well as with programs of other actors, can be improved.
- *Lower quality PMEL*: Organizational Capacity Analyses of the WD-REK² partner network show in general sufficient quality of the financial systems but lower quality in the administrative systems related to PMEL.
- *Limited resources for quality staff/weak HRM policies*: CSO's have to compete for quality staff with enterprises, international aid agencies and job opportunities overseas. Often the resources of CSO's are insufficient to hire well experienced (management) staff. Some CSO's lack a clear vision on quality (improvement) of their HRM.

The subprogram 'Strengthening partner network' will address the following points of the SW analysis of the CSO/WD-REK partner network at two levels (more details under paragraph b and c):

A. WD-REK support to Regional Alliances (RA)

The RA's are built on the strengths of the partner network: trust, shared values, result based experiences, joint development of programs, market orientation in programs. It brings expertise together coming from the North (WD-REK and other related Northern partners) and the South (a diverse range of CSO's). In the RA steering committee and in regional program working groups, staff of WD-REK works together with experienced managers and staff of Southern CSO's in exchanging information and experience and developing a support structure for capacity enhancement of (associated) member CSOs. This can be done directly by RA working groups or through involvement of and collaboration with other specialized organizations and training institutes (depending on relevance, effectiveness and efficiency).

Key areas for support of WD-REK to the RA are:

- Facilitating exchange of relevant expertise between RA members and associated actors
- Joint program policy development
- Enhancing linkages (and feedback mechanisms) between programs
- Development of joint PMEL system
- Facilitating a mindset change and provide skills training in networking
- Training in networking and facilitation skills of members of thematic working groups
- Set-up and functioning of global groups like for Policy Influencing and Enterprise Development
- Developing new fundraising strategies, with a local focus

B. RA Support to CSO's – RA members or associated with RA/RA members

CSO's in the WD-REK partner network can build on their strengths as being linked to different levels of civil society and having a long experience in implementation of quality programs. In the subprograms Education, TVET/JBS, AD and ED thematic objectives have been formulated to build specific capacity of partners and civil society. Examples are (technical and financial) program support, technical capacity enhancement of staff, facilitating and supporting users/community groups, set-up/support of thematic networks and linking different actors. SPN wants to support (general) organizational and institutional capacity of CSO's and to create the right mind set and conditions within organizations and to promote innovativeness.

Key areas for support of RA to CSO's are:

Organizational development

- Set-up/improving of PMEL systems and training of PMEL officers
- Developing diversified fundraising strategies

² These OCA's were executed in joint effort of WD-REK and their partners facilitated by an external consultant in the period October – December 2009 (For the Aggregated OCA report: see tab 13, Appendix h1)

- Leadership training (and in some cases: cross cultural management)
- Participating in organizational capacity assessment of CSO's

Institutional development

- Stimulate an 'open mindset' of CSO's by stimulating exchange visits/peer reviews a.o.
- enhance capacity for networking, training in skills and mindset to be able to act as 'agent of change' in starting/facilitating user groups, sectoral networks, thematic networks with different actors.
- Assist partners to take initiatives to bring a diversity of actors around a generic (not program related) theme together.
- Assist/facilitate the start up/reviving of generic networks in such a way that these networks create energy among the (potential) members. Focus is on supporting networks that enhance the 'market orientation' and linkages of different programs.
- Bring/assist in bringing together donors and CSO's around a specific and generic themes to facilitate harmonization and to create common ground for more effective collaboration.
- Enhance awareness and capacity for Policy Influencing by training of CSO staff members in PI skills and support of generic Policy Influencing initiatives and networks. A network of CSO's can also choose one of the members as lead agency in (a specific topic) of PI.

5.2.2b: The objective of each programme must follow on logically from the objective(s) analyses and be in line with the applicant's vision and mission.

Before formulating the objectives the following threats and opportunities can be derived from the country context analysis:

- The role and position of governments/government agencies differ much in the 20 countries where WD-REK alliance is active. It ranges from (almost) failing states like Haiti (where 80% of education is organized by individuals, churches, communities, NGO's) till strong states like Colombia (where government regulations for NGO's are quite strong).
- Space/freedom for critical dialogues with the governments varies also enormously. Some governments like in Ethiopia tend to restrict NGO's only to service delivery.
- Causes of vulnerabilities of target groups differ much: natural disasters (cyclones, droughts), political (tribal groups, minorities), civil war (guerrilla movement), gender-disparities; which require different approaches to the same type of vulnerability.
- 'Education for all' and 'global communication' has made target groups almost in all countries much more aware of their rights and opportunities.
- Growing awareness that impact in specific programs can only be reached by involving different actors/stakeholders.
- The private sector has been recognized as an important actor ('engine of growth') in Poverty Alleviation and Sustainable Economic Development.
- Corporate Social responsibility of the private sector has also become an important factor in a number of countries as a resource for funds as well as for knowledge and/or technical assistance.
- There is an increasing diversity of available funding for Southern NGO's/CSO's. There is an equal increasing demand on quality and PMEL systems by big donors.

Based on the above mentioned issues as well as on the strength and weaknesses of CSO's the following overall objective is formulated: ***To enhance the capacity of the WD-REK partner network in 20 countries in such a way that members of this network act as an effective agent of sustainable change both on local as on (inter)national levels.***

Specific objectives:

1. Members of the WD-REK network have better **access** to other actors in the development scene of their country: policy making bodies, knowledge and expertise, funding agencies.
 - Active involvement in networks
 - Improved negotiation skills and competencies with other actors
 - Access to various resources for funding and knowledge
2. Partner organizations are able to **organize and interact** with peers and other actors both at the level of Regional Alliances as well as in their own national environment, in such a way that programs become more effective and reach more impact.
 - Invest in collaboration at regional alliance level, which has a clear added value

- Invest in relationships both public and private sector to achieve more for less cost
3. partners have increased the level of **quality** both in their own organization and programs as well as in the level of relationship with other actors.
 - Being competitive in benchmarks within the sector
 4. Partners have internalized and **utilize** the concept of ‘agent of change³’ at all levels of their organization and programs and avoid an isolating competitive attitude. They are able to observe and to react adequate to the opportunities and threats in their own local or national context.
 - Partners demonstrate a clear ability of change management
 - Members of the WD-REK network remain open minded and innovative
 - Partners demonstrate a mindset which is obvious context/demand lead instead of donor driven.
 - Partners are often leading organizations in networks, change processes a.o. and are able to manage network dynamics.

The abovementioned objective and related outcomes are in line with the mission, vision and TOC of WD-REK because of the shared elements:

- In our mission statement it is phrased: ‘through local organizations we want to provide a decent existence for the poor’ and the second part of the sentence is explained as ‘people to be empowered and able to take responsibilities for their own livelihoods and those of their families and communities’ (mission statement WD-REK and explanation in WD-REK MFS II application stage 1 – Book A1, p. 70-71).
- The outcome objectives in our TOC have been stated as: ‘the way people are able to organize themselves effectively at different levels in society’ and ‘more effective networks of actors in development’ and ‘capacity of people to realize their own potential, to utilize their skills and creativity and take action when their context requires that’ are integral part of this subprogram (WD-REK MFS II application stage I, Book A, p. 72-73)

5.2.2c: Each programme’s strategy must derive logically from the objectives and assume ownership on the part of the target group or target groups.

As this program is of a supportive nature and focused on Strengthening the Partner network/strengthening civil society (organizations) as already described and explained in 5.2.2.a, the strategy of the program is to bring expertise of Northern and Southern CSOs together in such a way that the capacity of the partner network is enhanced.

Each member of the WD-REK partner network in 20 countries implements one to six different programs and applying one or more intervention strategies (depending on context). Each intervention strategy requires different capacities and skills. Organizational Capacity Analysis which was done together with the partners, resulted in specific action plans which address specific weaknesses in program and project management, organizational management and institutional development.

The Regional Alliances offer/facilitate specific (capacity building) assistance – financially and/or expertise – to train/coach staff of (associate/satellite) partners in needed capacities and skills which are yet underdeveloped. WD-REK has formed a strategic collaboration with MDF to assist WD-REK and the regional alliances to offer quality support to its members⁴.

In the regional alliances as well as in national contexts partners within their relevant sector look for other actors and sectors, relevant to network with. If these actors have a clear added value, they become associated to the regional alliance as satellite members, strengthening the network and strengthened by the network. Through this the network does not miss or overlook opportunities around the corner.

The core of the strategy is to support a development process of partners to become agents of change in their own context. This is done by in two phases:

- Training and support of Regional alliances and regional thematic working groups
- Training of staff of CSO’s on different levels (local, district, national) in different programs how to become/act as an agent of change

Training will be based on the Network Approach methodology used by MDF which is derived from action research of Wageningen University and Research⁵. The network approach enables networks to remain

³ This has been defined by WD-REK alliance as: ‘Different actors at different levels – from individuals to institutions – that have the skills and the power to change and transform their living context, their working context and create an enabling environment for development.

⁴ A MOU was signed between WD-REK and MDF (WD-REK MFS II Application, stage 1, annex 64)

⁵ ‘Networks with free actors’, Wielinga, HE, Zaalmink, BW et al., Wageningen 2008.

dynamic through the simultaneous focus on the link content – process. Important steps in this methodology are:

- creating energy around initiatives (at different moments/levels)
- network scanning and actor analysis
- recognize other change agents (creating synergy/momentum/win-win)
- improve negotiation and communication skills and competencies in multi-actor settings
- approaching and bringing different actors together
- approaching so called ‘gate keepers’⁶
- facilitating the start up/reviving of a group/platform/network; helping networks to go through different processes/phases
- distinguishing different roles in specific type of networks (as in the case of value chains); knowing how to prevent conflicting interests by playing different roles
- leadership in networks, free actors and managing network dynamics
- assessing/evaluating networking processes and vitality of networks

Training will be given in workshop sessions at Regional Alliance level and at CSO-partner level. Material, methodology, experiences, references will be made available through digital platforms.

Under this program specific assistance is given to the partner network as well as to specific national networks of CSO’s to act as a platform for generic Policy Influencing (PI), like the position, role and rights of civil society (organizations). Assistance for PI on thematic issues (belonging to one of the subprograms) is supported through this subprogram. Training, exchange of information and expertise on PI is facilitated (sometimes implemented) by the PI officers related to the Regional Alliances or a specialized organization/training institute. A global PI-group is formed in which expertise is shared from all regional alliances and overarching themes are determined and strategies developed for PI in the South and in the North.

Involvement target group

The target group of this subprogram is primarily the CSO’s that are part of the WD-REK partner network. These CSO’s have been involved through regional as well as global WD-REK conferences. These CSO’s have written also organizational position and country strategy papers explaining their position and role towards other stakeholders. The Regional Alliances of which both WD-REK as partners are a member of has formulated a vision⁷ and mission⁸ which clearly demonstrates the support and involvement of all members in this program. In Strategic Multi Annual Program Plans capacity enhancement on program and project management have been addressed by the partners.

Through program agreements WD-REK regulates that on grass root level communities are involved in the policy making of programs and benefit from downward accountability, in order to be sure that the CSO’s are really relevant in their own context. Involvement of other stakeholders is organized by the partners. Specific involvement of the final target group on programmatic issues is described under the other programs.

5.2.2d: *The strategic approach must be partly based on lessons learnt in the past.*

Most of the partners started as grass root level organizations and were as such relevant. Becoming bigger, these organizations have the tendency to become inward looking instead of open minded, losing its relevance in a bigger context. *In 2007 during regional alliance meetings it was possible to create a breakthrough by starting from a Theory of Change, making leadership alert of creating more connections in its own working context (Nairobi 2009, Apeldoorn 2009, Putten 2010).*

Most of the partners started from a community development approach, taking a broad spectrum of interventions, whereas other (specialized) actors were (often) more qualified and relevant. *The focus and strategic linking created in the past five years a growing awareness of the necessity to show and prove the added value of organizations and in particular the programs (regional meetings in 2007 and 2008)*

In the period 2002- 2008 WD-REK took the initiative to develop local networking. The results were very limited, due to a lack of ownership and a lack of vision on local level. *The joint and interactive dialogue on ownership between WD-REK and partners, which started in 2005, created a new dynamic on networking, where local*

⁶ ‘Gate keepers’ in this methodology are those actors that feel responsible for structure and keep risks within acceptable limits. They can make room for change, or keep the gate closed.

⁷ Vision of Regional Alliances: The alliance will substantially contribute towards poverty reduction and enhance people’s ability to bring about sustainable transformation in their lives.

⁸ Mission of Regional Alliances: To enhance the effectiveness and sustainability of member organizations through collaboration.

initiatives were the starting point and WD-REK only facilitates and enables processes. This made the networking much stronger.

After a joint decision on the formation of regional alliances, the multilateral South – South relations, peer to peer evaluations and assessments created an intrinsic dynamic that never was created by WD-REK in the past. This dynamic formed a sound foundation for the organizational assessments, the assessment of civil society participation and the influence in civil society and created a challenging and healthy competition between partners in their own context.

6.0 INTENDED RESULTS - GENERAL

5.2.3.d. The program must tie in with the Applicant's (and Co-Applicant's) capacity. The intended results must be realistic and achievable, bearing in mind the Applicant's (and Co-Applicant's) human and financial capacity.

Realistic and achievable results

Based upon the current capacity of the Applicant and Co-Applicant (respectively Woord en Daad and Red een Kind) the proposed program of the WD-REK Alliance is considered achievable and therefore realistic. In this paragraph it will be explained that the planning is realistic. Not only on the level of the applicant, but also on the level of its partner network. Due to the fact that the capacity in the organisation is both on department level as well as on the level of supporting systems and related departments, this paragraph is written in such a way that it is applicable for all subprograms. The data related to the subprograms are mentioned in sub. 5.2.3.d. of the subprogram description.

Track record

A strong track record in Education, TVET-JBS and ED forms the starting point of 2011. In stage 1 of the application a detailed description is given on the track record of the WD-REK Alliance over the last five in the concerned subprograms¹. Without repeating all details here it becomes clear that the Applicant went through a period of steady but responsible growth in the past five years (this is also true for the Co-Applicant). The income of the organisation, both from general public sources as well as from institutional donors increased in this period.

Accordingly, the outputs and outcomes enhanced in past years. For instance the number of TVET students grew from 2.100 in 2004 to 5.141 in 2008 (Applicant). At the same time the number of students supported in (pre-) primary, secondary education (both formal and non-formal) went up from 39.730 in 2004 to 52.289 in 2008 (the Co-Applicant shows a similar growth). The number of youngsters finally finding a job after completing TVET and JBS rose from 339 in 2004 to 2.745 in 2008. Continuous growth in the upcoming funding period is foreseen, with an emphasis on growth in quality.

Capacity, general; Organizational Capacity Assessment

In order to get a view on our own capacity a tool is used for Organization Capacity Assessment (OCA). This tool is adapted from the USAID-Funded New Partner's Initiative Technical Assistance Project (NuPITA) and includes sections for assessing Human Resource Management (HRM) practice and Financial Management (FM). The audit is done by an external team.

Concerning HRM and FM the 2008 and 2009 assessments show high scores. On a scale of 4 the Applicant scored 3.8 on both HRM and FM in 2008. Improvements were implemented throughout 2008 and 2009 resulting in an increased score of 3.9 regarding both HRM and FM. A summary of the Applicants OCA report is attached in Annex 13.h.1.

The Co-Applicant has started using the same OCA tool for their partners. The HRM and FM capacity of the co-applicant have been assessed by both the Applicant as well as by KPMG. In the phase I application Book B, attachment 28 and 29 the Applicant concludes that: *"based on this assessment and the auditors' report of this session that the alliance is expected to be capable of financial management and that effective and efficient implementation of the programmes can be expected"*.

The same tool has been applied for Applicants and Co-Applicants total partner network. Partners with scores below 3 were not accepted as members of the regional alliances nor participate in the subprograms unless they implement action from the action list, made after the OCA.

Human Capacity and systems in place

The Applicant and Co-applicant have capacity on three levels:

- **Level one:** the project secretariat and the financial department, handling the administrative and financial part of the program assessment and contract management (including reporting and end memo's). The project secretariat has six fte (both Applicant and Co-Applicant). At the financial department six fte are actively managing and controlling finance (both at the level of Applicant and Co-Applicant).

¹ MFS II Application, Program for Education Employment and Income, by Woord en Daad –Red een Kind Alliance, Stage 1 – Book A (Adapted version) November 2009, page 41-50.

- **Level two:** the alliance teams with seven members, consisting of experts in the field of education, TVET-JBS, basic needs, AD/ED, policy influencing and PMEL. The teams are managed by regional coordinators (functional regional management).
- **Level three:** subprogram units within departments (explained in the paragraphs with the sub program; hierarchic thematic management); members of the units are part of the alliance teams.

General capacity:

- **Policy influencing:** two fte with a co-ordinating role
- **PMEL:** three fte with a co-ordinating role.

Currently both, the Applicant and the Co-Applicant use the same software for program management. At this moment a new ICT system is developed together with the partner network. The system will be accessible for partners and is aiming to a consistent and efficient administrative and reporting system and the opportunity to share information for knowledge management and learning (LINK-IT ICT development project, to be implemented by July 1, 2011).

Financial capacity

Procedures

The WD-REK Alliance is working in line with the accountancy Framework RJ650. The Financial management and administration of Red een Kind has been arranged according to Woord en Daad standards, using the same financial software for several years already. In program management the same software is used by both Applicant and Co-Applicant.

Percentage Dutch Government subsidy

The growth in income from general public and private sector matched the growth in institutional funds during the last policy period . And for the new policy period the requested funding volume is consistent with this development. On average the Applicant expects a subsidy percentage of 26% compared to 74% from sources other than the Dutch Government. The co-applicant at the same time anticipates a percentage of 31% subsidy compared to 69% income from other sources between 2011 and 2015. Growth is in line with the capacity available.

Regarding the Applicants budget figures show a growth from € 32.586.000 in 2010 to € 40.985.000 in 2015. This is an average growth of 4.6% annually. To compare with: the growth in turnover of the applicant in the 2006 – 2010 period was from €21.596.000 in 2006 to an expected €33.500.000 in 2010, which means an growth in income of 55% in five years. For the Co-Applicant the budget grows from € 10.890.000 in 2010 to a budget of Euro 16.895.000 in 2015, meaning an average annual growth of 9,2 %.

In conclusion: The program ties in with the Applicant's (and Co-Applicant's) capacity. The intended results are realistic and achievable, bearing in mind the Applicant's (and Co-Applicant's) human and financial capacity.

The applicant and co-applicant share human resources in an efficient way. Before embarking on MFSII the available human capacity of both applicant and co-applicant will be aligned at the level of each sub program. Nearly all staff hold relevant university degrees ('relevant' meaning a degree related to the field that one is currently responsible for).

6.1 INTENDED RESULTS – SUBPROGRAM EDUCATION

5.2.3a: *The programme should indicate the intended results and should be effective.*

See tab 12, Appendix 3.1 for the compulsory chart.

The intended results of the subprogram on education are part of the 'Programme for Education, Income and Employment'. The following paragraph (5.2.3.b) describes the interconnection and conceptual interdependency between (co-)applicants' subprograms. This makes clear that not any subprogram functions without other interventions. However, the output- and outcome targets described in the results framework do not directly depend on the activities or outcomes of other (WD-REK) (sub)programs.

In the attached indicator reference sheets (IRS), definitions of and disaggregation of all key indicators are explained (annex 13.d.1).

5.2.3b: *A logical connection should exist between the programme's strategy and intended results.*

Program strategy and intended results

To reach its programme results, the WD-REK alliance uses a combination of three different intervention strategies, framing the subprograms (see par. 5.2.2c):

1. Direct Poverty Alleviation (DPA) / Service Delivery (SD) and Sustainable Economic Development (SED)
2. Civil Society Strengthening (CSS)
3. Policy Influencing (PI)

These strategies are formulated on activity level in more detailed steps and result in concrete outputs per strategy, as shown in the result framework (par 5.2.3a). An effective combination of the three interventions/outputs contributes to the desired outcomes. The outcome results (categorized as access, utilisation, organisation and quality) contribute to the overall objective on impact level, referring to changes in the quality of life of people, as described in the Theory of Change (ToC).

For the education subprogram the result-oriented objectives on output and outcome level generally focus on increased access, quality and relevance of education for marginalised groups. The use and combination of different strategies is required to reach sustainable results and impact.

- 1) The DPA/SED strategy includes service delivery in different types of education for the target groups.
- 2) Complementary CSS interventions strengthen the role of communities in education and increase the capacity of the educational sector through networking and training. This leads to an increased quality of the service delivery. Moreover, organised communities in committees and networks of schools are better equipped for advocacy.
- 3) The strategy of PI enables disadvantaged target groups or their representatives to advocate to the government for policies that contribute to an improved service delivery or better alignment and coordination in the educational sector.

The combination of strategies connected to output results is visible in the following example¹:

A WD-REK partner works in a number of rural communities in Zambia. They provide direct support to orphans and vulnerable children to follow primary education. These schools are also assisted with textbooks (strategy DPA, activities 1 and 2, output 7b). In addition, training to school committees is provided and Parent Teacher Associations are set-up (strategy CSS, activities 1 and 4, output 8b). Besides, community members are trained in the domain of policy influencing to approach local authorities for an improved implementation of education policies in their villages (strategy PI, activity 1, output 10). These three outputs will contribute to improved quality of education in the school (outcome 5) a strengthened role of the communities in education (outcome 3) and increased access to primary education in the community (outcome 1).

Interconnection and interdependency of different programs

The ToC states that impact – the sustainable transformation of poor and vulnerable people - can only be realized when all livelihood capitals are properly addressed. The broader context in which people live, move and work needs to be taken into consideration. This requires a multi-actor approach: WD-REK partners identify

¹ Numbers refer to activities and indicators in the result framework of par. 5.2.3a

gaps and cooperate and harmonize with other actors in the context, such as governments, other NGOs and private sector, to create synergy.

Through its ToC, the WD-REK Alliance interlinks different subprograms. From different angles each program contributes to the increase of human and economic livelihood capitals, necessary for sustainable transformation.

The focal point of the WD-REK alliance program is sustainable economic development directly related to the human capital component. WD-REK approaches this from two angles, matching at the point of economic development: impacting people, civil society actors as well as the private sector. The subprograms of ED and AD pay attention to the private sector development and markets in the target countries. The TVET-JBS subprogram provides a link between the Education subprogram and employment. In this way different programs, (provided by different organizations/actors) are bridging the gaps in developing countries without saying WD-REK programs at level of human beings need to be directly linked. Health and food security² are fundamental for good impact of education and reliable employment, and is at the same time interlinked with enterprise development. Long term sustainable food security at meso- and macro level depends strongly on sound agricultural production, and adequate value chain supporting agribusiness.

In the WD-REK alliance, the different interventions and subprograms are linked by information, feedback and support mechanisms (see chapter 8). To strengthen this and improve capacity of partners in CSS, the above described vision on relation between programs is sustained by the program Strengthening Partner Network (SPN). This overarching subprogram with CSS as main focus, gives support in organizational and institutional development for partners of all subprograms. Mainstreaming issues of HIV/AIDS, leadership and gender/family are also applicable to all subprograms, but have a programme-specific implementation.

Specifically for the education subprogram, it is important to stress the link with further education and TVET or employment (subprogram TVET-JBS), e.g. by aligning curricula and integration of career counselling in the curriculum. This aspect is included as key-indicator in the results framework. Besides, in tracking studies attention is given to the continuation of students from education to TVET and the labour market. Relevant skills are also a fundamental part in functional literacy courses. The relevance of curricula for education as preparation for daily life is addressed through inclusion of life skills and pre-vocational skills in primary and/or secondary education.

In a number of countries, education programmes are part of an overall community development program which also consists of other aspects of basic needs (e.g. water and sanitation, health) and TVET-JBS. The TVET-JBS subprogram bridges education with the AD/ED program / the market. There is no direct link between education and the private sector.

*5.2.3c: The programme must contain a baseline measurement*³

The results framework of the education subprogram is designed together with partner organisations (see par 5.2.3.a). For each result, an indicator reference sheet (IRS) is made with a clear definition, methods for data collection and analysis. See annex 13d1 for these indicator reference sheets for education.

For each indicator, the IRS specifies if and how and by whom baseline data are generated. With relation to baselines, indicators fall in one of the following two categories:

- 1) Output level indicators which do not need a baseline, because most of these indicators are simple counters, that start counting at zero: 'the number of persons supported in different types of education', 'the number of trained units', etc. The same applies for outcome level indicators in the category 'utilization' e.g. 'number of students who continue education or find a job after secondary education'.
- 2) Outcome level indicators which need baseline data within each project or program. For example, in the category quality, the 'quality score for schools/centres that are supported' requires that the level of quality is measured as a baseline measurement, in order to interpret measurements later in the period. This is also true for indicators in the categories 'access' (e.g. Net Enrolment Rate Primary Education) and 'organization' (e.g. parents / community involvement score).

A list of indicators for which baseline data for the education subprogram is required is available. For each region, a planning about the areas in which the education subprogram will be executed is developed. Based on this, for each region a concrete planning is made in which areas which studies are done to measure baseline

² The subprograms health and food security are not included in this proposal, but part of the ICCO alliance MFS proposal.

³ In this paragraph, the word baseline is taken literally as the situation at time t=0 for a particular situation. Not as the general circumstances and context of the program at t=0. The latter is done in context analyses. Therefore, baselines as used in this text, are directly related to indicators.

data for which indicators and with what methodologies. A representative sample of intervention areas is taken, so that representativeness and efficiency are safeguarded. This concrete planning is part of the overall PMEL planning per region (see annex 13f1). The baseline studies will be carried out before the program start in the field. This means that for instance for those programs starting on January 1, 2011, the base line studies will be executed at date. The costs for the baseline studies are part of the PMEL cost planning, see chapter 7. The studies will be coordinated regionally, jointly by WD-REK and key partners and with input from all partners. In this way, all baseline data will be available and aggregated by April 2011, before the start of the program.

All IRS (including information about baselines) are developed in six iterative regional meetings with all partners with education programmes. Many indicators are composite indicators that contain context specific elements that have been identified in the country level context analyses. Reference is made to the national education systems and its requirements for different types of education.

Since the base line studies are directly related to the indicators of the result frameworks, they are by definition the same indicators that are used for monitoring of the program during the five year period. For each indicator, frequency of monitoring is defined and annual (or biannual) targets are developed by each partner. During the first annual regional results meeting with all partners in a meeting (see par. 5.2.4.a), the results of the baseline studies will be analysed and presented. This could lead to adjustment of some indicators, or of target values for the five year period in those cases where the baseline level of the indicators is significantly higher or lower than expected. (See also par 5.2.4a, because of the integrated approach to PMEL.)

5.2.3.d. The program must tie in with the Applicant's (and Co-Applicant's) capacity. The intended results must be realistic and achievable, bearing in mind the Applicant's (and Co-Applicant's) human and financial capacity.

Based upon the current capacity of the (co-)applicants the proposed education subprogram of WD-REK is considered achievable. As the capacity in the organisation is both on programme level as well as on the level of supporting systems and departments, the latter is described in a general paragraph (see paragraph 6.0). The available capacity is explained for the whole proposal including the level of the applicants and the level of the partner network.

The applicant and co-applicant share human resources in an efficient way. Before embarking on MFSII the available human capacity of both applicant and co-applicant will be aligned at the level of each sub program.

WD- REK and their partner organisations already started with education projects and programmes for more than 25 years ago. Present staffs have experience with the education subprogram under MFS I 2007-2010:

- WD in 2009: Euro 11.378.146 Euro from which 1.335.345 MFS and Euro 10.042.801 own income
- REK in 2009: Euro 2.350.601 Euro from which 1.529.371 MFS and Euro 821.0230 own income (and also Euro 3.148.823 own income for child development)

For the coming policy period, 5 fte who already work with WD-REK are available for the subprogram on education. In total these staffs bring in 32 years of relevant work experience in The Netherlands and the South. All staffs hold master's degrees in cultural anthropology and/or educational science. Intended results for the new policy period are realistic, also compared to previous programme results on education by both organisations.

6.2 INTENDED RESULTS – SUBPROGRAM TVET-JBS

5.2.3a: *The programme should indicate the intended results and should be effective.*

See tab 12, Appendix 3.2 for the compulsory chart.

The intended results of the subprogram on TVET-JBS are part of the 'Program for Education, Income and Employment'. The following paragraph (5.2.3.b) describes the interconnection and conceptual interdependency between (co-)applicants' subprograms. This makes clear that not any subprogram functions without other interventions. However, the output- and outcome targets described in the results framework do not directly depend on the activities or outcomes of other (WD-REK) subprograms.

In the attached indicator reference sheets (IRS) for TVET-JBS, definitions of and disaggregation of all key indicators are explained (annex 13.d.2).

5.2.3b: *A logical connection should exist between the programme's strategy and intended results.*

Program strategy and intended results

To reach its program results, the WD-REK alliance uses a combination of three different intervention strategies, framing the subprograms (see par. 5.2.2c):

1. Direct Poverty Alleviation (DPA) / Service Delivery (SD) and Sustainable Economic Development (SED)
2. Civil Society Strengthening (CSS)
3. Policy Influencing (PI)

These strategies are formulated on activity level in more detailed steps and result in concrete outputs per strategy, as shown in the result framework (par 5.2.3a). An effective combination of the three interventions/outputs contributes to the desired outcomes. The outcome results (categorized as access, utilisation, organisation and quality) contribute to the overall objective on impact level, referring to changes in the quality of life of people, as described in the Theory of Change (ToC).

For the TVET-JBS subprogram the result-oriented objectives on output and outcome level generally focus on a quality skills training and increased access to fair labour. The combination of strategies connected to output results is visible in the following example:

A WD-REK partner provides vocational training in the Philippines. The partner provides direct support to marginalised youngsters to follow skills training, work ethics, business skills and life skills. The youngsters follow also career guidance and they are assisted in finding a job or starting their own business. So the youngsters escape from poverty, find a decent job, and have an income to build their livelihood. This result is related to the strategy Direct Poverty Alleviation / Sustainable Economic Development.

The WD-REK partner closely cooperates with TESDA a governmental authority for TVET. Besides that, the WD-REK partner has a strong business network in which 75 companies take part. These companies provide feedback, which results in a more market driven curriculum of the school. This result is related to the strategy Civil Society Strengthening.

The WD-REK partner starts an advocacy project together with a TVET network. The goal is to make a labour law in the Philippines more flexible. If the project is successful, it will be easier for trainees to stay in the same job for a longer period. This result is related to the strategy Policy Influencing.

Interconnection and interdependency of different programs

The ToC states that impact – the sustainable transformation of poor and vulnerable people - can only be realized when all livelihood capitals are properly addressed. The broader context in which people live, move and work needs to be taken into consideration. This requires a multi-actor approach: WD-REK partners identify gaps and cooperate and harmonize with other actors in the context, such as governments, other NGOs and private sector, to create synergy.

Through its ToC, the WD-REK alliance interlinks different subprograms. From different angles each program contributes to the increase of human and economic livelihood capitals, necessary for sustainable transformation.

The focal point of the WD-REK alliance program is sustainable economic development directly related to the human capital component. WD-REK approaches this from two angles, matching at the point of economic development: impacting people, civil society actors as well as the private sector. The subprograms of ED and AD pay attention to the private sector development and markets in the target countries. The TVET-JBS subprogram provides a link between the Education subprogram and employment. In this way, different programs, (provided by different organizations/actors) are bridging the gaps in developing countries without saying WD-REK programs at level of human beings need to be directly linked.

Sustainable impact of Enterprise- and Agribusiness Development largely depends both on the availability of appropriate Financial- and Non-Financial service providers that foster AD and ED, as well as on sufficient skilled labourers and human resources that have are economically active. TVET can only be successful if the curriculum addresses the needs of the private/production sector in that specific area or country. Only then JBS can link to (self)employment and improve their (family)income. Health and food security¹ are fundamental for good impact of education and reliable employment, and is at the same time interlinked with enterprise development. Long term sustainable food security at meso- and macro level depends strongly on sound agricultural production, and adequate value chain supporting agribusiness.

In the WD-REK alliance, the different interventions and subprograms are linked by information, feedback and support mechanisms (see chapter 8). To strengthen this and improve capacity of partners in CSS, the above described vision on relation between programs is sustained by the program Strengthening Partner Network (SPN). This overarching subprogram with CSS as main focus, gives support in organizational and institutional development for partners of all subprograms. Mainstreaming issues of HIV/AIDS, leadership and gender/family are also applicable to all subprograms, but have a programme-specific implementation.

Applying this to TVET-JBS, the TVET-JBS subprogram will cooperate with the education subprogram by providing career guidance to students in primary and secondary schools and provide them exposures to a TVET-provider. Cooperation is also possible in curriculum development of basic vocational skills and teaching these skills. This happens for example currently at primary schools in Haiti. TVET-JBS bridges education with the market / private sector.

The TVET-JBS subprogram is linked with the Basic Needs subprogram because students receive cloths, food and shelter if there is need. HIV-Aids is mainstreamed through the TVET subprogram. Besides that, students follow training in basic vocational skills to become self-supportive, e.g. agricultural skills.

The TVET-JBS subprogram is also linked with the ED- and AD subprogram. Students who have a business attitude receive an in-depth business skills training to prepare them to have an own business. The graduates are supported to start their own business by linking them to an MFI. If the trainees lack a track-record for granting a loan, a business hives project and/or a business incubation project will be started to overcome this shortcoming. If a JBS and an ED- or AD subprogram are operating in the same area, the subprograms cooperate in carrying out market needs assessments.

5.2.3c: The programme must contain a baseline measurement²

The results framework of the TVET-JBS sub-program is designed together with partner organisations (see par 5.2.3.a). For each result, an indicator reference sheet (IRS) is made with a clear definition, methods for data collection and analysis. See annex 13.d.2 for these indicator reference sheets for TVET-JBS.

For each indicator, the IRS specifies if and how and by whom baseline data are generated. With relation to baselines, indicators fall in one of the following two categories:

- 1) Most output level indicators do not need a baseline, because most of these indicators are simple counters, that start counting at zero, for example 'Nr. of trainees who are enrolled in a TVET program. The same applies for some (but very few) outcome level indicators, especially those in the category 'utilization' e.g. 'Nr. of TVET trainees and JBS clients who find employment'.
- 2) Most outcome level indicators need baseline data within each project or program. For example, the 'Quality score for TVET-providers' requires that the level of quality is measured as a baseline measurement, in order to interpret measurements later in the period. This is true for most indicators in the categories 'access', 'organization' and 'quality'.

A specific list of indicators for which baseline data are required is made per subprogram (incl. TVET-JBS) and per region. For each region, a planning is available in which specific areas the subprogram is planned. Based on this, for each region a concrete planning is made in which areas which studies are done to measure baseline data for which indicators and with what methodologies. A representative sample of intervention areas is taken, so that representativeness and efficiency are both safeguarded. This concrete planning is part of the overall PMEL planning per region (see annex 13.f.1). The baseline studies will be carried out before the program starts in the field. This means that for instance for those programs starting on January 1, 2011, the base line studies will be executed at date. The costs for the baseline studies are part of the PMEL cost planning, see chapter 7. The studies will be coordinated

¹ The subprograms health and food security are not included in this proposal, but part of the ICCO alliance MFS proposal.

² In this paragraph, the word baseline is taken literally as the situation at time t=0 for a particular situation. Not as the general circumstances and context of the program at t=0. The latter is done in context analyses. Therefore, baselines as used in this text, are directly related to indicators.

regionally, jointly by WD-REK and key partners and with input from all partners. In this way, all baseline data will be available and aggregated by May 2011.

All IRS (including information about baselines) are developed in six iterative regional meetings with all partners with TVET-JBS subprograms. Since the base line studies are directly related to the indicators of the result frameworks, they are by definition the same indicators that are used for monitoring of the program during the five year period. For each indicator, frequency of monitoring is defined and annual (or biannual) targets are developed by each partner. During the first annual regional results meeting with all partners in a meeting (see par. 5.2.4.a), the results of the baseline studies will be analysed and presented. This could lead to adjustment of some indicators, or of target values for the five year period in those cases where the baseline level of the indicators is significantly higher or lower than expected. See also par 5.2.4a, because of the integrated approach to PMEL.

5.2.3.d. The program must tie in with the Applicant's (and Co-Applicant's) capacity. The intended results must be realistic and achievable, bearing in mind the Applicant's (and Co-Applicant's) human and financial capacity.

Based upon the current capacity of the Applicant (and Co-Applicant) the proposed TVET-JBS program of WD-REK is considered achievable and therefore realistic. Due to the fact that the capacity in the organisation is both on department level as well as on the level of supporting systems and departments, this is described in a generic paragraph (see paragraph 6.0). There available capacity is explained for the whole proposal including the level of the applicant and also the level of the partner network.

The applicant and co-applicant share human resources in an efficient way. Before embarking on MFSII the available human capacity of both applicant and co-applicant will be aligned at the level of each sub program. Nearly all staff hold relevant university degrees.

Specific TVET-JBS capacity

In the implementation both at partner level and at WD-REK department efficiency is gained by overlapping capacity for TVET- and JBS activities in the same countries, and for general activities as well. In the TVET-JBS subprogram 3 fte's will be involved. Together the subprogram staff has 33 years of experience in TVET/JBS, both in The Netherlands as well as in the South.

6.3 INTENDED RESULTS – SUBPROGRAM ENTERPRISE DEVELOPMENT

5.2.3a: *The programme should indicate the intended results and should be effective.*

See tab 12, Appendix 3.1 for the compulsory chart.

In the attached indicator reference sheets (IRS, annex 13.d.3) for each indicator the definition is further explained as well how to disaggregate those key indicators to the field level. Both outputs and outcomes clearly underline the economic objectives stating the methods to contribute to poverty alleviation. Especially through the ED program we contribute to increased availability of financial capital in communities directly related to job creation. In this way we underpin the WD-REK focus on the economic livelihood capital.

The intended results of the subprogram ED are part of the 'Programme for Education, Income and Employment'. The following paragraph (5.2.3.b) describes the interconnection and conceptual interdependency between (co-)applicants' subprograms. This makes clear that not any subprogram functions without other interventions. As described next, healthy entrepreneurial farmers are important for successful Enterprise Development. However, the output- and outcome targets described in the results framework do not directly depend on the activities or outcomes of other (WD-REK) subprograms.

5.2.3b: *A logical connection should exist between the programme's strategy and intended results.*

Program strategy and intended results

To reach its programme results, the WD-REK alliance uses a combination of three different intervention strategies, framing the subprograms (see par. 5.2.2c):

1. Direct Poverty Alleviation (DPA) / Service Delivery (SD) and Sustainable Economic Development (SED)
2. Civil Society Strengthening (CSS)
3. Policy Influencing (PI)

These strategies are formulated on activity level in more detailed steps and result in concrete outputs per strategy, as shown in the result framework (par 5.2.3a). An effective combination of the three interventions/outputs contributes to the desired outcomes. The outcome results (categorized as access, utilisation, organisation and quality) contribute to the overall objective on impact level, referring to changes in the quality of life of people, as described in the Theory of Change (ToC).

The ED program strategy is formulated in line with the overall strategies, leading to a program strengthening BDOs/service providers and other value chain supporters to contribute to economic growth, working from a business oriented point of view. This is elaborated more extensive in 5.2.3.c, a few illustrative situations are mentioned here:

1. Service delivery (Intervention strategy DPA/SED)

Improving access to financial- and BDS services fitting the need of the so called missing middle with focus on business relationships (value-/supply chain actors) such as processors, growth oriented producers and relevant retailers for improved chain turnover. Those MSME's are hampered in growth and contribution to local economy and CS, because existing institutes don't provide the right investment loans and/or don't combine financial services with necessary business development services (marketing efforts) for different reasons. Providing those financial products/services with a catalyst function for growth will directly contribute to more jobs, better/stable incomes and thus more financial capital available in the society.

2. Capacity building/strengthening of service providers (Intervention strategy CSS)

As stated before financial services can generate more impact on poverty reduction if properly synchronized with business development services (BDS). Improving strategic collaboration between Financial Institutes and BDS providers increases the impact of both financial and non-financial services in the society. Capacity building of BDOs, providing knowledge in areas of organizing people, social responsibility at MSME level, fair labor conditions etc. enable partners to be agents of change in their working area.

3. Policy influencing (PI) at different level of governmental institutions

Inclusive growth and equal opportunities for development need additional efforts apart from assistance to individual enterprises. BDOs can be a broker/ arbiter/ representative for client groups in broader society. The aim is to create platforms of trust (business platforms) able to advocate and for better pro poor distribution of benefits and taking

away hurdles such as labor market rigidities, tax laws etc. discouraging entrepreneurs. At the same time to create incentives for insertion of micro- and small enterprises into mainstream markets.

Interconnection and interdependency of different programs

The ToC states that impact – the sustainable transformation of poor and vulnerable people - can only be realized when all livelihood capitals are properly addressed. The broader context in which people live, move and work needs to be taken into consideration. This requires a multi-actor approach: WD-REK partners identify gaps and cooperate and harmonize with other actors in the context, such as governments, other NGOs and private sector, to create synergy. Through its ToC, the WD-REK Alliance interlinks different subprograms. From different angles each program contributes to the increase of human and economic livelihood capitals, necessary for sustainable transformation.

The focal point of the WD-REK alliance program is sustainable economic development directly related to the human capital component. WD-REK approaches this from two angles, matching at the point of economic development: impacting people, civil society actors as well as the private sector. The subprograms of ED and AD pay attention to the private sector development and markets in the target countries. The TVET-JBS subprogram provides a link between the Education subprogram and employment. In this way different programs, (provided by different organizations/actors) are bridging the gaps in developing countries without saying WD-REK programs at level of human beings need to be directly linked.

Sustainable impact of Enterprise- and Agribusiness Development largely depends both on the availability of appropriate Financial- and Non-Financial service providers that foster AD and ED, as well as on sufficient skilled labourers and human resources that have are economically active. TVET can only be successful if the curriculum addresses the needs of the private/production sector in that specific area or country. Only then JBS can link to (self)employment and improve their (family)income. Health and food security¹ are fundamental for good impact of education and reliable employment, and is at the same time interlinked with enterprise development. Long term sustainable food security at meso- and macro level depends strongly on sound agricultural production, and adequate value chain supporting agribusiness.

In the WD-REK alliance, the different interventions and subprograms are linked by information, feedback and support mechanisms (see chapter 8). To strengthen this and improve capacity of partners in CSS, the above described vision on relation between programs is sustained by the program Strengthening Partner Network (SPN). This overarching subprogram with CSS as main focus, gives support in organizational and institutional development for partners of all subprograms. Mainstreaming issues of Hiv-Aids, leadership and gender/family are also applicable to all subprograms, but have a programme-specific implementation.

Applying these two to Enterprise Development

As expressed in the program description of Enterprise Development (5.2.2.b/c) as well as Agribusiness Development the civil society and the private sector are interrelated. Very often private sector development creates a demand to set-up related civil society organizations like trade unions, branch and/or sector representations, independent monitoring bodies like consumer rights groups (CSS). Within ED programs often interrelations between actors (small manufacturers, buyers, retailers) are promoted and actors are grouped together in order to be able to become effective business partners with sufficient power to negotiate and influence the way business is being done (DPA/CSS). On the other hand the private sector depends on the well functioning of civil society in terms of claiming rights (land rights, equal opportunities, enabling environment for business, etc.)

The ED subprogram both focus on capacity strengthening of BDOs/CSOs with the aim to deliver demand driven (based on real need of msme's/smallholders for sustainable development) services and products to msme's both in urban and rural area's. Active participation in relevant networks, linkages with the WD-REK alliances are relevant for our partners to be(come) agents of change at local and national level. Those type of networks are also relevant for TVET-JBS partners to develop curricula and other services meeting the standards of the private sector. This way TVET-JBS are enabling companies to innovate through capacities of employed properly skilled youngsters.

5.2.3c: The programme must contain a baseline measurement²

– For the integrated PMEL policy, please see par 5.2.4a/b, which describes our integrated approach to PMEL³

¹ The subprograms health and food security are not included in this proposal, but part of the ICCO alliance MFS proposal.

² In this paragraph, the word baseline is taken literally as the situation at time t=0 for a particular situation. Not as the general circumstances and context of the program at t=0. The latter is done in context analyses. Therefore, baselines as used in this text, are directly related to indicators.

- For each program, a results framework is designed together with partners. See par 5.2.3.a. For each indicator, an indicator reference sheet (IRS) is made with a clear definition, methods for data collection and analysis. See annex 13.d.3 for these indicator reference sheets per program.
- For each indicator, the IRS specifies if and how and by whom baseline data are generated. With relation to baselines, indicators fall in one of the following three categories:
 - o Output level indicators do not need a baseline, because these indicators are simple counters, that start counting at zero. The same applies for the outcome level indicator ‘# jobs created’, ‘BDS implementation’ and ‘OSS/FSS of service providers’.
 - o The outcome level indicators ‘increase in profit/turnover’, ‘assets increment’, need baseline data within each project or program. Such baseline requirements are specified in the IRS. Quality of such baseline measurements is assessed as part of the PMEL assessment of partner organisations.
 - o The remaining outcome level indicators do need a baseline measurement in order to interpret measurements later in the period. This is true for ‘access to services and resources’ and ‘Social capital score’.
- A specific list of indicators for which baseline data are required is made per program and per region. For each region, a planning is available in which specific areas the program is planned. Based on this, for each region a concrete planning is made in which areas which studies are done to measure baseline data for which indicators and with what methodologies. A representative sample of intervention areas is taken, so that representativeness and efficiency are both safeguarded. This concrete planning is part of the overall PMEL planning per region (see annex 13.f.1). The baseline studies will be carried out before the program start in the field. This means that for instance for those programs starting on January 1, 2011, the base line studies will be executed at date.
- The costs for the baseline studies are part of the PMEL cost planning, see chapter 7. The studies will be coordinated regionally jointly by W&D-REK and key partners and with input from all partners. In this way, all baseline data will be available and aggregated by April 2011, before the start of the program.
- All IRS (including information about baselines) are developed in five iterative regional meetings with all partners, and many indicators are composite indicators that contain context specific elements that have been identified in the country level context analyses.

Since the base line studies are directly related to the indicators of the result frameworks, they are by definition the same indicators that are used for monitoring of the program during the five year period. For each indicator, frequency of monitoring is defined and annual (or biannual) targets are developed by each partner. During the first annual regional results meeting with all partners in a meeting (see par. 5.2.4.a), the results of the baseline studies will be analysed and presented. This will also be done at the next global Enterprise Development Group meeting. This could lead to adjustment of some indicators, or of target values for the five year period in those cases where the baseline level of the indicators is significantly higher or lower than expected.

5.2.3.d. The program must tie in with the Applicant’s (and Co-Applicant’s) capacity. The intended results must be realistic and achievable, bearing in mind the Applicant’s (and Co-Applicant’s) human and financial capacity.

Based upon the current capacity of the Applicant (and Co-Applicant) the proposed ED program of WD-REK is considered achievable and therefore realistic. Due to the fact that the capacity in the organisation is both on department level as well as on the level of supporting systems and departments, this is describe in a generic paragraph (see paragraph 6.0). There available capacity is explained for the whole proposal including the level of the applicant and also the level of the partner network.

The applicant and co-applicant share human resources in an efficient way. Before embarking on MFSII the available human capacity of both applicant and co-applicant will be aligned at the level of each sub program. Nearly all staff hold relevant university degrees.

Specific Enterprise Development capacity

Enterprise Development requires specific expertise, which is filled by 3 fte. These three motivated persons bring in 34 years of relevant working experience into the ED subprogram.

To implement at targeted qualitative level, this is sufficient. All present staff have relevant education and working experience to facilitate, coach and partly implement this program together with professional partner organisations. In the implementation both at partner level and at WD-REK department efficiency is gained by overlapping capacity for ED and AD activities in same countries, sometimes with the same partners.

³ In this paragraph, the word baseline is taken literally as the situation at time t=0 for a particular situation. Not as the general circumstances and context of the program at t=0. The latter is done in context analyses. Therefore, baselines as used in this text, are directly related to indicators.

6.4 INTENDED RESULTS – SUBPROGRAM AGRIBUSINESS DEVELOPMENT

5.2.3a: *The programme should indicate the intended results and should be effective.*

See tab 12, Appendix 3.2 for the compulsory chart.

In the attached indicator reference sheets (IRS, annex 13.d.4) for each indicator the definition is further explained as well how to disaggregate those key indicators to the field level. Both outputs and outcomes clearly underline the economic objectives stating the methods to contribute to poverty alleviation / sustainable economic development (DPA/SED). Especially through the AD program we contribute to increased availability of financial capital in communities directly related to job creation. In this way we underpin the WD-REK focus on the economic livelihood capital.

The intended results of the subprogram AD are part of the 'Program for Education, Income and Employment'. The following paragraph (5.2.3.b) describes the interconnection and conceptual interdependency between (co-)applicants' other subprograms. This makes clear that not any subprogram functions without other interventions. As described next, healthy entrepreneurial farmers are important for successful Agribusiness Development. However, the output- and outcome targets described in the results framework do not directly depend on the activities or outcomes of other (WD-REK) subprograms.

5.2.3b: *A logical connection should exist between the programme's strategy and intended results.*

Program strategy and intended results

To reach its programme results, the WD-REK alliance uses a combination of three different intervention strategies, framing the subprograms (see par. 5.2.2c):

1. Direct Poverty Alleviation (DPA) / Service Delivery (SD) and Sustainable Economic Development (SED)
2. Civil Society Strengthening (CSS)
3. Policy Influencing (PI)

These strategies are formulated on activity level in more detailed steps and result in concrete outputs per strategy, as shown in the result framework (par 5.2.3a). An effective combination of the three interventions/outputs contributes to the desired outcomes. The outcome results (categorized as access, utilisation, organisation and quality) contribute to the overall objective on impact level, referring to changes in the quality of life of people, as described in the Theory of Change (ToC).

The AD program strategy is formulated in line with the overall strategies, leading to a program strengthening BDOs/service providers and other value chain supporters to contribute to economic growth, from a business oriented point of view. This is elaborated more extensive in 5.2.3.c, a few illustrative situations are mentioned here:

1. Service delivery (Intervention strategy DPA/SED)

Improving access to financial- and BDS services fitting the need of agribusinesses at different levels in value chains: producer, gatherers, processors, etc. as well as necessary chain supporters, such as input providers, extension service providers, MFI's and other financial institutes, all working to make the chain more productive, effective and profitable for all actors. Efforts to link / synchronize rural Financial Institutes with agri-oriented BDS providers increases the impact of both financial and non-financial services in rural area's. Providing those financial products/services will directly contribute to more jobs, better/stable incomes, improved access to tailor made services.

2. Capacity building/strengthening of service providers (Intervention strategy CSS)

Training CSO/BDO staff to become more demand driven (analyzing the real need of clients) and strengthening of groups/cooperatives etc. to do proper (financial) management. Through lack of proper business analysis addressed with the right solutions, (potential) value chains stay as thin lines instead of solid, resilient ropes. Contributing to engagement in sustainable business relationships (incl. value chains) to be competitive and at the same time improve growth and fair distribution for all chain actors improves civil society capacity.

3. Policy influencing (PI) at different level of governmental institutions

Inclusive agribusiness relationships are based on the economic principle that all parties involved need to benefit and that economic actors needs each other for sustainability of the agricultural sector/value chain. Policy influencing and advocacy to improve e.g. secondary requirements for economic development (land tenure, infrastructure etc.) is important.

Interconnection and interdependency of different programs

The ToC states that impact – the sustainable transformation of poor and vulnerable people - can only be realized when all livelihood capitals are properly addressed. The broader context in which people live, move and work needs to be taken into consideration. This requires a multi-actor approach: WD-REK partners identify gaps and cooperate and harmonize with other actors in the context, such as governments, other NGOs and private sector, to create synergy. Through its ToC, the WD-REK Alliance interlinks different subprograms. From different angles each program contributes to the increase of human and economic livelihood capitals, necessary for sustainable transformation.

The focal point of the WD-REK alliance program is sustainable economic development directly related to the human capital component. WD-REK approaches this from two angles, matching at the point of economic development: impacting people, civil society actors as well as the private sector. The subprograms of ED and AD pay attention to the private sector development and markets in the target countries. The TVET-JBS subprogram provides a link between the Education subprogram and employment. In this way different programs, (provided by different organizations/actors) are bridging the gaps in developing countries without saying WD-REK programs at level of human beings need to be directly linked.

Sustainable impact of Enterprise- and Agribusiness Development largely depends both on the availability of appropriate Financial- and Non-Financial service providers that foster AD and ED, as well as on sufficient skilled labourers and human resources that have are economically active. TVET can only be successful if the curriculum addresses the needs of the private/production sector in that specific area or country. Only then JBS can link to (self)employment and improve their (family)income. Health and food security¹ are fundamental for good impact of education and reliable employment, and is at the same time interlinked with enterprise development. Long term sustainable food security at meso- and macro level depends strongly on sound agricultural production, and adequate value chain supporting agribusiness.

In the WD-REK alliance, the different interventions and subprograms are linked by information, feedback and support mechanisms (see chapter 8). To strengthen this and improve capacity of partners in CSS, the above described vision on relation between programs is sustained by the subprogram Strengthening Partner Network (SPN). This overarching subprogram 'with CSS as main focus, gives support in organizational and institutional development for partners of all subprograms. Mainstreaming issues of HIV/AIDS, leadership and gender/family are also applicable to all subprograms, but have a programme-specific implementation..

Applying these two to Agribusiness Development

As expressed in the subprogram description of Agribusiness Development (5.2.2.b/c) civil society and private sector are interrelated. Very often private sector development creates a demand to set-up related civil society organizations like trade unions, branch and/or sector representations, independent monitoring bodies like consumer rights groups (CSS). Within AD often interrelations between actors are promoted and actors are grouped together in order to be able to become effective trading partners with sufficient power to negotiate and influence the way business is being done (DPA/CSS).

Thus the AD subprogram contributes to capacity strengthening of BDOs/CSOs to enable them to deliver services based on real need of agri processors, entrepreneurial farmers etc. to contribute to sustainable development in rural areas. BDOs/CSOs and other private service providers largely depend on sufficient skilled staff (TVET) to realise their ambition!

Active participation in relevant networks, linkages with the WD-REK alliances are relevant for partners to be(come) agents of change at local and national level. Those type of networks are also relevant for TVET/JBS partners to develop curricula and other services meeting the standards of the private sector. This way TVET/JBS are enabling companies to innovate through capacities of employed properly skilled youngsters.

AD contributes to job creation and hence to increased family income, enabling them to make choices for family life, education of children etc. which they are able to pay for.

5.2.3c: The programme must contain a baseline measurement²

– For the integrated PMEL policy, please see par 5.2.4a/b, which describes our integrated approach to PMEL³

¹ The subprograms health and food security are not included in this proposal, but part of the ICCO alliance MFS proposal.

² In this paragraph, the word baseline is taken literally as the situation at time t=0 for a particular situation. Not as the general circumstances and context of the program at t=0. The latter is done in context analyses. Therefore, baselines as used in this text, are directly related to indicators.

- For each program, a results framework is designed together with partners. See par 5.2.3.a. For each indicator, an indicator reference sheet (IRS) is made with a clear definition, methods for data collection and analysis. See annex 13d4 for these indicator reference sheets per program.
- For each indicator, the IRS specifies if and how and by whom baseline data are generated. With relation to baselines, indicators fall in one of the following three categories:
 - Output level indicators do not need a baseline, because these indicators are simple counters, that start counting at zero. The same applies for the outcome level indicator ‘# jobs created’, ‘BDS implementation’ and ‘OSS/FSS of service providers’.
 - The outcome level indicators ‘increase in profit/turnover’, ‘assets increment’, need baseline data within each project or program. Such baseline requirements are specified in the IRS. Quality of such baseline measurements is assessed as part of the PMEL assessment of partner organisations.
 - The remaining outcome level indicators do need a baseline measurement in order to interpret measurements later in the period. This is true for ‘access to services and resources’ and ‘Social capital score’.
- A specific list of indicators for which baseline data are required is made per program and per region. For each region, a planning is available in which specific areas the program is planned. Based on this, for each region a concrete planning is made in which areas which studies are done to measure baseline data for which indicators and with what methodologies. A representative sample of intervention areas is taken, so that representativeness and efficiency are both safeguarded. This concrete planning is part of the overall PMEL planning per region (see annex 13.f.1). The baseline studies will be carried out before the program starts in the field. This means that for instance for those programs starting on January 1, 2011, the base line studies will be executed at date. The costs for the baseline studies are part of the PMEL cost planning, see chapter 7. The studies will be coordinated regionally jointly by W&D-REK and key partners and with input from all partners. In this way, all baseline data will be available and aggregated by April 2011, before the start of the program.
- IRS (including information about baselines) are discussed and developed during five iterative regional meetings with all partners and during the global conference in Zoutelande with a couple of AD and ED partners being together. Some indicators are composite indicators that contain context specific elements that have been identified in the country level context analyses.

Since the base line studies are directly related to the indicators of the result frameworks, they are by definition the same indicators that are used for monitoring of the program during the five year period. For each indicator, frequency of monitoring is defined and annual (or biannual) targets are developed by each partner. During the first annual regional results meeting with all partners in a meeting (see par. 5.2.4.a), the results of the baseline studies will be analysed and presented. This will also be done at the next global Enterprise Development Group meeting. This could lead to adjustment of some indicators, or of target values for the five year period in those cases where the baseline level of the indicators is significantly higher or lower than expected.

5.2.3.d. The program must tie in with the Applicant’s (and Co-Applicant’s) capacity. The intended results must be realistic and achievable, bearing in mind the Applicant’s (and Co-Applicant’s) human and financial capacity.

Based upon the current capacity of the Applicant (and Co-Applicant) the proposed AD program of WD-REK is considered achievable and therefore realistic. Due to the fact that the capacity in the organisation is both on department level as well as on the level of supporting systems and departments, this is describe in a generic paragraph (see paragraph 6.0). There available capacity is explained for the whole proposal including the level of the applicant and also the level of the partner network.

The applicant and co-applicant share human resources in an efficient way. Before embarking on MFSII the available human capacity of both applicant and co-applicant will be aligned at the level of each sub program. Nearly all staff hold relevant university degrees.

Specific Agribusiness Development capacity

AD is a program that has derived from Enterprise Development program. For the coming program period a number of 2 fte (1fte overlapping with ED) will be available. Bringing in at least 24 years of valuable experience to give a boost to this important link in our Theory of Change. Relevant agribusiness and/or business administration level education makes this an adequate team to facilitate, coach and partly implement this program.

³ In this paragraph, the word baseline is taken literally as the situation at time t=0 for a particular situation. Not as the general circumstances and context of the program at t=0. The latter is done in context analyses. Therefore, baselines as used in this text, are directly related to indicators.

6.5 INTENDED RESULTS – SUBPROGRAM STRENGTHENING PARTNER NETWORK

5.2.3a: The programme should indicate the intended results and should be effective.

The indicators will be further defined in Indicator Reference Sheets in which the definition is further explained as well as how to disaggregate those key indicators to the field level.

The intended results of the subprogram SPN are part of the 'Programme for Education, Income and Employment'. The following paragraph (5.2.3.b) describes the interconnection and conceptual interdependency between (co-)applicants' subprograms. This makes clear that not any subprogram functions without other interventions. However, the output- and outcome targets described in the results framework do not directly depend on the activities or outcomes of other (WD-REK) (sub)programs.

5.2.3b: A logical connection should exist between the programme's strategy and intended results.

Program strategy and intended results

To reach its programme results, the WD-REK alliance uses in general a combination of three different intervention strategies, framing the subprograms (see par. 5.2.2c):

1. Direct Poverty Alleviation (DPA) / Service Delivery (SD) and Sustainable Economic Development (SED)
2. Civil Society Strengthening (CSS)
3. Policy Influencing (PI)

In case of the SPN subprogram, as this is a supportive program to the other programs, only the intervention strategies CSS and PI are of importance as the target group of this program consists of organisations of the WD-REK partner network, or linked to it. These strategies are formulated on activity level in more detailed steps and result in concrete outputs per strategy, as shown in the result framework (par 5.2.3a). The outcome results (categorized as access, utilisation, organisation and quality) contribute to the overall objective on impact level, referring to changes in the quality of life of people, as described in the Theory of Change (ToC).

Through organisational and institutional capacity enhancement of partner organisations they can play a better role as civil society actor, taking initiatives and collaborating with different actors in change processes that contribute to poverty reduction and empowerment of vulnerable people.

Strategic networks are important for exchange and development of expertise, to improve coordination and quality of different programs and start/maintain a critical dialogue with the government and influence governmental decisions and policies.

Interconnection and interdependency of different programs

The ToC states that impact – the sustainable transformation of poor and vulnerable people - can only be realized when all livelihood capitals are properly addressed. The broader context in which people live, move and work needs to be taken into consideration. This requires a multi-actor approach: WD-REK partners identify gaps and cooperate and harmonize with other actors in the context, such as governments, other NGOs and private sector, to create synergy.

Through its ToC, the WD-REK Alliance interlinks different subprograms. From different angles each program contributes to the increase of human and economic livelihood capitals, necessary for sustainable transformation. The focal point of the WD-REK alliance program is sustainable economic development directly related to the human capital component. WD-REK approaches this from two angles, matching at the point of economic development: impacting people, civil society actors as well as the private sector. The subprograms of ED and AD pay attention to the private sector development and markets in the target countries. The TVET-JBS subprogram provides a link between the Education subprogram and employment. In this way different programs, (provided by different organizations/actors) are bridging the gaps in developing countries without saying WD-REK programs at level of human beings need to be directly linked. Health and food security¹ are fundamental for good impact of education and reliable employment, and is at the same time interlinked with enterprise development. Long term sustainable food security at meso- and macro level depends strongly on sound agricultural production, and adequate value chain supporting agribusiness.

In the WD-REK alliance, the different interventions and subprograms are linked by information, feedback and support mechanisms (see chapter 8). To strengthen this and improve capacity of partners in CSS, the above described vision on relation between programs is sustained by the program Strengthening Partner Network (SPN). This overarching

¹ The subprogrammes health and food security are not included in this proposal, but part of the ICCO alliance MFS proposal.

subprogram with CSS as main focus, gives support in organizational and institutional development for partners of all subprograms. Mainstreaming issues of Hiv-Aids, leadership and gender/family are also applicable to all subprograms, but have a programme-specific implementation.

5.2.3c: The programme must contain a baseline measurement²

The results framework of the subprogram SPN is designed based on discussions with and input of partners (see par 5.2.3.a). For each result, an indicator reference sheet (IRS) will be made with a clear definition, methods for data collection and analysis. For the other subprograms this has been done already. For SPN this will be done in the second half of 2010 and serve as a starting point for the baseline study. For each indicator, the IRS specifies if and how and by whom baseline data are generated. With relation to baselines, indicators fall in one of the following two categories:

- 1) Output level indicators which do not need a baseline, because most of these indicators are (simple) counters for which information is readily available, or quality information which can simply be derived, from the last annual reports and organisational information/profiles dated 2009/2010. The same applies for some outcome level indicators.
- 2) Output and outcome level indicators which need baseline data because these data are not readily available. For these indicators specific assessments will be done. This will include all partner organisations that are currently member of the WD-REK – partner Regional Alliances.

For each region a concrete planning is made which assessments/studies need to be done to measure baseline data for which indicators and with what methodologies. This concrete planning is part of the overall PMEL planning per region (see annex 13.f.1). The baseline studies will be carried before the program starts in the field. This means that for instance for those programs starting on January 1, 2011, the base line studies will be executed at date.. The baseline study will be paid from the WD-REK PMEL budget. The studies will be coordinated regionally, jointly by WD-REK and key partners and with input from all partners. In this way, all baseline data will be available and aggregated by April 2011, before the program starts.

Many indicators are composite indicators that contain different organisational/institutional components. WD-REK has worked already in 2009 with an OCA method, which had a more procedural approach (are processes documented, know and applied). Although the OCA tool is a good instrument for mutual learning and getting insight in process, however other instruments are needed to get an overall picture of the capacities of an organization. The new approach³ will consist of using 4 different instruments:

- an (adapted) OCA (like done in 2009) focussed on the learning aspect,
- a financial/organisational audit focussed on measurement of the evidence based aspects,
- a meta evaluation of results of programs (of partner) focussed on the ability of organizations to realize planned results (and measure these reliably) at output and outcome levels for the different programs.
- Subjective and relational experience (through peer reviews, monitoring and exchange visits, collaborating as Regional Alliance members) focussed on subjective impression of peer of capacities and results.

Since the base line studies are directly related to the indicators of the result frameworks, they are by definition the same indicators that are used for monitoring of the program during the five year period. For each indicator, frequency of monitoring will be defined and annual (or biannual) targets are developed by each Regional Alliance as well as by member CSO. During the first annual regional meeting with all partners the results of the baseline studies will be analysed and presented. This could lead to adjustment of some indicators, or of target values for the five year period in those cases where the baseline level of the indicators is significantly higher or lower than expected. (See also par 5.2.4a, because of the integrated approach to PMEL.)

5.2.3.d. The program must tie in with the Applicant's (and Co-Applicant's) capacity. The intended results must be realistic and achievable, bearing in mind the Applicant's (and Co-Applicant's) human and financial capacity.

Based upon the current capacity of the (co-)applicants the proposed SPN subprogram of WD-REK is considered achievable. As the capacity in the organisation is both on program level as well as on the level of supporting systems and departments, the latter is described in a general paragraph (see paragraph 6.0). The available capacity is

² In this paragraph, the word baseline is taken literally as the situation at time t=0 for a particular situation. Not as the general circumstances and context of the program at t=0. The latter is done in context analyses. Therefore, baselines as used in this text, are directly related to indicators.

³ This new approach is one of the conclusions/recommendations of the overall OCA report 2009, Annex 13.h.1, page 21).

explained for the whole proposal including the level of the applicants and the level of the partner network. The applicant and co-applicant share human resources in an efficient way. Before embarking on MFSII the available human capacity of both applicant and co-applicant will be aligned at the level of each sub program.

WD-REK Human capacity for implementation of the SPN program consists of:

- 4 regional coordinators⁴ (3 fte) with relevant work experience in the Netherlands and the South, who will coordinate and facilitate the implementation of the SPN program.
- 6 multi disciplinary teams (one for each regional alliance), consisting of a total of 20 fte professionals (including the above mentioned regional coordinators). All staff has a relevant study on higher/university level and for 70% a relevant working experience in the Netherlands and/or the South. On Regional Alliance level thematic working groups have been formed (according to the different subprograms and separately for PMEL) consisting of one WD-REK (program) staff member and 3-10 experienced (program) staff members of partner organisations (depending on size of the Regional Alliance).
- 2 staff (2 fte) members of WD-REK have relevant expertise in Policy Influencing. They implement partly the PI work in the North (which as such is not part of this proposal) and support the partner network and the programs in the South with advise, training and linking to other PI actors.

With a strong focus on strengthening organisational and institutional development of the partner network (both on Regional Alliance level as well as on CSO-organisational level) WD-REK has started a strategic collaboration (MOU) with Management of Development Foundation (MDF). MDF will fulfil an advising and training role for the Regional alliances and a facilitating role towards partners.

⁴ Some regional coordinators are responsible for 2 regions (/regional alliances)

7. MONITORING, ACCOUNTABILITY AND EVALUATION

5.2.4a: The intended results must be monitored, ensuring contextual relevance.

For each subprogram a result framework has been developed in five regional meetings with partner organizations and a global meeting for the ED and AD subprograms. These are built on a common Theory of Change¹ and follow a generic framework with indicators at both output and outcome level. Each indicator is defined explicitly, methods for data collection and analysis are elaborated. This is done with indicator reference sheets for each indicator, see figure 7.1 below for an example of the format for these sheets. See 5.2.3a for summary of these result frameworks and annex d.1-4 for the indicator reference sheets for each subprogram.

Many indicators combine the characteristics of being universal and being context specific. In many instances the definition of the indicator includes 'according to local standards', or 'according to locally defined criteria', or 'according to existing national standards'. This gives room for adaptation to the context, but leaves no room for vagueness since each context has to define these standards explicitly.

All indicators at output level and some at outcome level are monitored and reported by the partner organizations on an annual or six monthly basis. These progress reports are also input for monitoring visits. These field visits are usually combined visits where WD – REK and a peer partner organization in the country or region visit another partner together.

A compulsory part of these regular progress reports is context monitoring, the most significant changes in context in relation to the program, and the adjustments made on the basis of these contextual changes. During field visits, combined discussions with other actors, such as government bodies and other NGOs are standard included. This is another means of context monitoring.

Data quality audits are done to ensure the data quality of these reports (reliability, validity, avoidance of double counting, documentation, etc.). These audits include an audit of the complete PMEL system and a deconstruction of selected quantitative indicators to their source documents. Other indicators are measured with specific outcome studies as a baseline (2010/2011), midterm in 2013 and end term in 2015. These studies are planned concretely (see annex 13.f for the planning of all PMEL activities in the six regions).

Using the regional alliance structure annually, there will be a meeting per region with all partner organizations including WD - REK to discuss progress against targets. For this meeting an analysis of all key indicators for each subprogram will be done with comparison between realizations and planning, comparisons with the baseline data, benchmarking between partner organizations and cost benefit analyses. Through the cost benefit analyses (based on unit costs), input monitoring is related to output and outcome monitoring so that both effectiveness and efficiency are monitored (see also 5.2.6b). A report (and presentation) of these analyses, made prior to the regional meeting, will be the input for this meeting rather than individual project reports and endless statistics. On the basis of this meeting, decisions will be made related to adaptations, additional efforts, or redirection of funding to additional of different partner organizations. The action plan will be accompanied with a clear time frame. A report of these meetings, with the analyses report, adaptation and time frame is also sent to WD - REK as a donor in order to decide if the actions proposed are sufficient and take additional action where needed. Moreover, the regional analyses of results are used for global results monitoring, reporting and feedback for each subprogram. Each partner organization also has its own internal feedback cycle in which monitoring data are used for adaptation of programs and the PMEL system of each partner is assessed in order to improve this learning cycle. But the main feedback cycle for this proposal is the regional annual results meeting explained above. Another goal of the regional annual meetings will be to discuss and evaluate changes in the national contexts and to propose possible adaptations to the subprogram. These adaptations need to be further underpinned and elaborated by partner organizations in their annual plans.

¹ MFS II application, fase I, annex 40

Indicator Reference Sheet
Name of key indicator:
Result to Which Indicator Responds:
Level of Indicator:
Description
Definition:
Unit of Measure:
Disaggregated by:
Justification / Explanation:
Data collection and aggregation
Data Collection Method & Tools:
Method of data aggregation:
Data Quality Issues
Known Data Limitations and Significance:
Actions Taken or Planned to Address Data Limitations:
Internal Data Quality Assessments:
Plan for Data Analysis, Review & Reporting
Data Analysis:
Presentation and Reporting of Aggregated and Analysed Data:
Review of Data:
Last updated:

Figure 7.1 Indicator Reference Sheet format

5.2.4b: The programme must be evaluated and the evaluations are of good quality.

The evaluation should show the extent to which the intended results have been achieved. The applicant must demonstrate that by the end of the grant period, (a) representative programme evaluation(s) will take place of 75% of the activities carried out with the aid of the grant. The evaluation must be of good quality (valid, reliable and usable).

WD and REK have a specialized unit with expertise on evaluations, separate from the project departments. There is an overall planning per region for all elements of planning, monitoring, evaluation and learning (PMEL), made together with partner organizations. Annex 13.f contains this concrete planning, including details per year and budgeted costs. All these PMEL elements are done in conjunction between Woord en Daad / Red een Kind and partner organizations / regional alliances. Elements included in this planning are:

- a. Baseline studies: for all indicators that require a baseline figure (in most cases based on a sample of intervention areas). For the SPN subprogram, a series of Organizational analyses have been done which function as base line data.
- b. Project (and partner program) evaluations: principle: each partner does an external evaluation of each subprogram at least once in the period 2011-2015. Each evaluation is coordinated at regional level and quality guidance is given for developing TORs, choosing consultants and a model is used to determine the quality of draft reports, in such a way that project evaluations can be used as input for program evaluations
- c. Outcome studies: specific studies to measure specific outcome level indicators that cannot be measured through the regular monitoring system of partner organizations. Planned as mid and end term studies.

- d. Program evaluations. These are external evaluations of the subprogram (e.g. Education, TVET-JBS, AD, ED, SPN), explained below. These program evaluations will be submitted to the ministry and the IOB.
- e. Organizational analyses and data quality audits. These are needed as monitoring instrument for organizational capacities (subprogram Strengthening partner network), as a monitoring instrument of the strength of the PMEL system and to assure the quality of monitoring data.
- f. Impact evaluations. The result frameworks include the output and outcome levels. Results at impact level are formulated, but without indicators. Through impact studies some insight will be gained in the process of development itself and the relation between outcomes and development impacts such as improved quality of life and transformation. Use will be made of the PADEV methodology that Woord en Daad and Prisma helped develop (with ICCO and the University of Amsterdam)².

The basic logic between these elements is formulated in the PMEL policy (see also phase 1 proposal, 4.2.7). Monitoring data (of audited, good quality) are used as input in project evaluations and subprogram evaluations. Project evaluations³, organizational analyses and outcome studies are all inputs for program evaluations. Some program evaluations are planned in the first years of the period, but the biggest program evaluations are planned in 2014, the year after the midterm outcome studies have been carried out. In this way, program evaluations for each subprogram of this proposal will start with a complete repository of results in accordance with the developed result frameworks. The program evaluations will include three levels of sampling in order to ensure representativeness for the whole subprogram: 1) a study of all available information about results related to the result frameworks (all monitoring information and outcome studies); 2) a representative sample for which an in-depth desk study will be done with all other inputs (project evaluations, organizational analyses, field visits) and interviews; 3) a sample from this sample for which additional field studies will be done. In this way, good quality and representativeness are both ensured and a coverage of close to 100%⁴ of the funds is possible. This approach is built upon the current evaluation policy of Woord en Daad. For the MFS 1 subsidy period this has led to a coverage of 92%⁵ of the funding with evaluations of acceptable quality. The total costs for this PMEL planning is 3% of the budgets that will be allocated to partners (a detailed calculation of these costs is included in the PMEL planning in annex 13.f.). Decisions about spending this money are made at the regional level by partner organizations and WD – REK jointly.

In order to ensure learning on the basis of good evaluations, the procedures for both project evaluations and subprogram evaluations include giving a formal response on each of the recommendations by both partner organizations as WD-REK, and an annual follow up exercise (“learning inventory”) that traces the learning effects of each evaluation (“was the follow up really given?”). These learning inventories are also discussed during the regional annual results meetings.

² See for an explanation of the approach and results: www.padev.nl

³ A tool has been developed for Project Evaluation Quality Assessment.

⁴ Under the assumption that this percentage is calculated by the IOB in the same way as it is done during the MFS I subsidy period.

⁵ Calculation by Mr D. van der Hoek, IOB. Woord en Daad is used by the IOB as an example toward other organizations that it is possible to evaluate more than 75% without excessive costs.

8. HARMONISATION AND COMPLEMENTARITY

See tab 12 – compulsory Appendix 4 according to the Model Application Form.

In this Appendix 4, but also in Appendix 2 related to tab 4, reference is made to several Memoranda of Understanding (MoU). Most of these are specified per country when applicable, but in some cases also general references apply:

- General MoU ICCO Alliance; see Appendix b.1 in tab 13.
- Education - MoU - A child and youth rights initiative; see Appendix b.2 in tab 13.
- AD - Agri-ProFocus signed membership contract + joint statements for ch4 and ch 8 (Focus countries); see Appendix b.11 in tab 13.

Besides the compulsory Appendix 4 in an additional and optional Appendix for all countries involved in the Woord en Daad – Red een Kind Alliance MFSII Subsidy Request elementary maps showing the geographical area(s) of the partner activities (“Target areas of operation”) are presented.

See tab 13 – optional Appendix e (13.e.01 –13.e.20).

The information on Harmonisation and complementarity tab 12, Appendix 4, is specified for the following countries:

- 4.01. Bangladesh
- 4.02. Benin
- 4.03. Burkina Faso
- 4.04. Burundi
- 4.05. Chad
- 4.06. Colombia
- 4.07. Ethiopia
- 4.08. Guatemala
- 4.09. Haiti
- 4.10. India
- 4.11. Kenya
- 4.12. Nicaragua
- 4.13. Philippines
- 4.14. Rwanda
- 4.15. Sierra Leone
- 4.16. South Africa
- 4.17. Sri Lanka
- 4.18. Sudan
- 4.19. Uganda
- 4.20. Zambia

The target areas of operation in tab 13 (Appendix e.1 – e.20) are presented for the same countries.

9.1 EFFICIENCY SUBPROGRAM EDUCATION

5.2.6a: Investment in the programme should translate into benefit for the target group (added value) for the target group) and not cost more than necessary (the programme must be efficient, overheads must be in reasonable proportion to direct programme costs).

Cost structure and explanation overhead costs and program related expenditure subprogram Education, general part

The cost structure (overhead costs) is calculated for the year 2011 as a basis for the cost structure for the period 2011-2015. This structure is in accordance with the new structure with regional alliances and is in accordance with the recommendations of the VFI (costs of Management & Administration) and the 'Richtlijn RJ 650 Fondsenwervende instellingen'. In a separate letter, see annex g.1, our auditor Roza Audit & Assurance BV declares that the calculation of the cost structure is done in a correct way. Besides overhead, there will be program related expenditures, which are not overhead, but have to do with the quality of the program, PMEL and the like. They will be explained in this paragraph as well.

The different costs are divided in:

- costs / expenditure in the North (as a percentage of the total income-budget) these costs regard **overhead**;
- **overhead** of partners in the South being and
- program related costs / expenditure in the South (as a percentage of total financing program costs by the alliance; these program costs are the program costs of the partners in the South).

Costs/ expenditure in the North as percentage of the total income budget:

1. Costs fundraising	4,45%
2. Costs Management & Administration	2,72%
Total overhead	7,17%

These overhead costs are the same for each program and are included as a separate line in the tables below. The costs Management & Administration, which are in accordance with the recommendations of the VFI, amount to 2,72% of the total income-budget. For the situation of Woord en Daad 2011 these costs are € 950.328:

- € 802.606 personnel costs (11,67 full time equivalents of the total 51,84 full time equivalents)
- € 147.722 other costs (housing, office, depreciation, interest and other)

Overhead partners in the South

The **overhead** for partners in the South is 10% of the total budgets assigned to partners for the **Education** and **TVET-JBS** subprograms.

For the subprograms Economic Development and Agribusiness Development no overhead is calculated, since these partners pay overhead costs from their credit activities¹. For the subprogram Strengthening Partner Network it is also not calculated because this program has no overhead costs for partners.

Program related costs / expenditures in the South being no overhead:

1. Direct expenditure knowledge exchange in regional alliances	1,00%
2. Expenditure for PMEL (planning, monitoring, evaluation, learning)	3,00%
3. Expenditure for program expertise	5,60%
Total program related costs / expenditure not being overhead	9,60%

In the amounts (excluding overhead) in all tables below these program related expenditures, not being overhead, (9,60%) are included.

¹ In some cases, ED or AD partners receive a grant for initial exploitation costs, but never more than three years. After three years, every partner is self sufficient. These costs are included as a specific budget line in these subprograms.

The (external) direct expenditure for knowledge exchange in regional alliances and the (external) costs for PMEL are calculated as a uniform percentage over all budget lines and programs in order to create space for accountability, result measurement, quality and learning.

The expertise expenditures are (internal) organizational program related expertise expenses of the alliance itself (Woord en Daad and Red een Kind) and are assigned to budget lines as follows:

- 25% to the program 'Strengthening Partner Network'
- 55% to all budget lines related to the intervention strategies 'Civil Society Strengthening' (CSS) and 'Policy Influencing' (PI)
- 20% to all budget lines related to the (less labour intensive) intervention strategy 'Direct Poverty Alleviation / Sustainable Economic Development' (DPA / SED)

Overview of costs for the education subprogram

Annex 5 contains the details of the overall budget. The tables below are specific for the education subprogram.

Budget line	Strategy	Name budgetline	Total costs
1.1	DPA / SED	Pre-primary education	€ 6.185.174
1.2	DPA / SED	Primary education	€ 36.089.523
1.3	DPA / SED	Secondary education	€ 13.520.995
1.4	DPA / SED	Higher education	€ 3.958.790
1.5	DPA / SED	Non-formal education	€ 2.038.191
1.6	DPA / SED	Functional Literacy	€ 1.962.133
1.7	DPA / SED	Infrastructure / investments	€ 6.442.185
1.8	CSS	Training	€ 6.548.609
1.9	CSS	Other capacity building + Networking	€ 4.941.310
1.10	CSS	Curriculum development	€ 1.331.995
1.11	PI	Policy Influencing	€ 2.836.632
		Overhead WD - REK	€ 6.628.048
		Total	€ 92.483.586

Table 1. Overview budget lines Education subprogram (totals for 2011-2015)

Table 1 shows the total costs for the subsidy period for the eleven budget lines of the education subprogram. Budget lines are directly related to intervention strategies (Direct Poverty Alleviation / Sustainable Economic Development DPA / SED, Civil Society Strengthening CSS and Policy Influencing PI).

Table 2 below shows that the use of MFS funds will be assigned to intervention strategies in such a way that subsidy is mainly used for Civil Society Strengthening. 'Other' refers to income of WD – REK from sources other than the ministry.

Intervention strategy	Total	MFS contribution	Other
DPA / SED	€ 70.196.991	€ 3.777.450	€ 66.419.541
CSS	€ 12.821.915	€ 10.209.658	€ 2.612.257
PI	€ 2.836.632	€ 2.258.715	€ 577.918
Overhead WD - REK	€ 6.628.048	€ 1.254.177	€ 5.373.870
	€ 92.483.586	€ 17.500.000	€ 74.983.586

Table 2. Overview MFS subsidy for the education subprogram per intervention strategy

Tables 3 and 4 below show the budgeted costs per country per year and the costs per alliance organisation.

Country	2011	2012	2013	2014	2015	Total
Bangladesh	€ 487.796	€ 494.001	€ 499.998	€ 504.028	€ 509.561	€ 2.495.383
Benin	€ 91.009	€ 114.544	€ 138.147	€ 161.377	€ 184.890	€ 689.967
Burkina Faso	€ 1.159.713	€ 1.241.997	€ 1.324.113	€ 1.403.602	€ 1.486.672	€ 6.616.097
Burundi	€ 230.875	€ 238.315	€ 245.677	€ 252.108	€ 259.250	€ 1.226.224
Chad	€ 362.167	€ 400.816	€ 439.475	€ 478.734	€ 519.113	€ 2.200.305
Colombia	€ 1.511.675	€ 1.474.849	€ 1.437.111	€ 1.393.985	€ 1.355.511	€ 7.173.130
Ethiopia	€ 1.142.267	€ 1.194.539	€ 1.246.508	€ 1.295.929	€ 1.348.875	€ 6.228.117
Guatemala	€ 1.711.877	€ 1.729.130	€ 1.745.633	€ 1.755.926	€ 1.771.493	€ 8.714.058
India	€ 3.950.581	€ 3.832.977	€ 3.712.886	€ 3.577.147	€ 3.454.484	€ 18.528.076
Kenya	€ 328.672	€ 339.262	€ 349.744	€ 358.898	€ 369.066	€ 1.745.642
Nicaragua	€ 303.086	€ 316.997	€ 330.828	€ 344.125	€ 358.356	€ 1.653.392
Philippines	€ 474.154	€ 474.399	€ 475.751	€ 477.040	€ 478.370	€ 2.379.713
Rwanda	€ 270.028	€ 278.729	€ 287.340	€ 294.861	€ 303.214	€ 1.434.171
Sierra Leone	€ 385.049	€ 412.316	€ 439.528	€ 467.251	€ 496.163	€ 2.200.307
South Africa	€ 98.066	€ 73.906	€ 49.583	€ 24.871	€ 460	€ 246.886
Sri Lanka	€ 227.781	€ 252.088	€ 276.400	€ 299.787	€ 323.879	€ 1.379.935
Sudan	€ 338.633	€ 349.545	€ 360.344	€ 369.775	€ 380.251	€ 1.798.548
Thailand	€ 132.837	€ 122.414	€ 111.876	€ 100.806	€ 90.144	€ 558.076
Uganda	€ 379.939	€ 412.785	€ 445.602	€ 476.880	€ 509.331	€ 2.224.537
Zambia	€ 509.726	€ 567.123	€ 600.368	€ 633.717	€ 668.640	€ 2.979.575
Haiti	€ 2.559.571	€ 2.620.744	€ 2.681.007	€ 2.731.543	€ 2.790.533	€ 13.383.398
Overhead WD	€ 1.285.805	€ 1.307.882	€ 1.327.679	€ 1.343.465	€ 1.363.217	€ 6.628.048
Total	€ 17.941.307	€ 18.249.354	€ 18.525.596	€ 18.745.855	€ 19.021.474	€ 92.483.586

Table 3. Overview of budgeted costs for the education subprogram per country and per year²

Education Program	
WD	€ 74.375.652
REK	€ 18.107.934
Total	€ 92.483.586

Table 4. Overview of budgeted costs for the education subprogram per organisation (including overhead)

Costs related to outcome results – and added value for target groups subprogram Education

A specific attribution model is developed that attributes the costs on each budget line to one or more output results (expressed in specific indicators) and also to one or more outcome level results (also expressed in specific indicators). The results and indicators of the result framework of paragraph 5.2.3a are used in this attribution model. Each indicator is defined in an indicator reference sheet in annex 13.d.1. The following general principles for attribution are used in the education subprogram:

- Costs on budget lines related to the intervention strategy DPA / Service Delivery are assigned for the biggest part to outcome results related to 'utilization' and for a smaller part to the outcome result categories 'organization of the community', 'access to education' and 'quality of service provision'.
- Costs on budget lines related to the intervention strategy CSS are assigned for the biggest part to outcome results related to 'quality of service providers' and for a smaller part to the outcome result categories 'organization of the community'.

² For Thailand no subsidy is requested.

- Costs on budget lines related to the intervention strategy PI are assigned equally to outcome results related to ‘quality of service providers’ and ‘access to education’.

The specific attribution model can be found in annex 13.i. The costs for each indicator related to outcome level results are presented in table 5 below. When the costs for a specific indicator *n* are combined with targeted value of the same indicator *n* in the result framework of paragraph 5.2.3a the result can be interpreted as ‘the total costs needed to reach the planned result expressed in indicator *n*’. For quantitative results the quotient of cost and target is equal to the unit costs for the indicator.

Outcome result	Indicator	Attributed costs
Access	1 a. Net enrollment rate primary education	€ 3.525.181
	1 b. Gender parity index primary education	€ 3.525.181
	1 c. Net enrollment rate secondary education	€ 1.368.654
	1 d. Gender parity index secondary education	€ 1.368.654
	1 e. Adult literacy rate	€ 436.152
	Total costs for Results related to Access	€ 10.223.822
Utilization	2 a. Number students who continue education or find job - after primary education	€ 29.592.288
	2 b. Number students who continue education or find job - after secondary education	€ 9.464.697
	2 c. Number students who continue education or find job - after higher education	€ 3.364.972
	2 d. Number participants who use learnt knowledge in daily life - after non-formal education	€ 1.732.462
	2 e. Number participants who use learnt knowledge in daily life - after literacy courses	€ 1.373.493
	Total costs for Results related to Utilization	€ 45.527.912
Organization	3. Parents involvement score	€ 5.061.153
	4. Social Capital Score	€ 5.061.153
	Total costs for Results related to Organisation	€ 10.122.306
Quality	5. Quality score for schools / centres that are supported	€ 16.224.028
	6. Quality score of the education sector	€ 3.757.472
	Total costs for Results related to Quality	€ 19.981.500
Overhead W&D - REK		€ 6.628.048
	Total	€ 92.483.586

Table 5. Overview attributed costs for the education subprogram per indicator at outcome level

Indicators in the result category ‘**utilization**’ (53% of the costs) directly express the extent to which the target group uses the output results for their benefit. Results in the other outcome categories (access, organisation, quality) have a more indirect relation to the final target groups.

The 12% of the costs that is attributed to ‘increasing **access**’ in primary and secondary education has a concrete added value for every person that will have access to education who did not have such before. The 12% of the costs attributed to ‘degree of **organisation**’ has a direct added value for the various groups and structures that are formed or strengthened. This is increased social capital for the targeted communities. Increased social capital is a proven necessary condition and driver for sustainable development. The 23% costs attributed to ‘improved **quality** of service delivery’ has an direct added value for school management and an indirect added value for the final target group. Improved quality of education services leads to better results of the program, which increases the result in the category utilization. For example,

better quality of education leads to more children being able to use their education in a useful way by either continuing education or finding a suitable job.

5.2.6b: It must be possible to verify the programme's efficiency during implementation, if necessary leading to cost-reducing measures.³

The various cost percentages at the level of WD and REK (see par. a above) are monitored on a monthly basis by both WD and REK. The management team and the CEO discuss the monthly overview and take necessary actions in order to ensure that normative percentages are kept. Since WD and REK have used low cost percentages as unique selling points, both organisations have a long track record in taking necessary measures to keep cost percentages low.

Concerning the efficiency of programs, the annual regional results meeting (see par. 5.2.4a) will play a key role. Before this meeting, an analysis is made of overhead percentages of partner organisations in the region and of unit costs at output and outcome levels. These benchmarked data will be discussed by WD-REK with all partners in a region. Factors for higher and lower overhead percentages and / or unit costs will be considered and discussed, and on the basis of these discussions, the meeting can take actions to improve the efficiency performance of partner organisations as a whole or of specific programs. During the next annual regional results meeting, the follow up of these actions is put on the agenda.

As an additional instrument, these benchmarked efficiency data per region are communicated to WD -REK as a donor, together with the actions proposed by the regional alliances. This gives WD and REK in their donor roles the possibility to take further actions if necessary.

An example of adjustment of a project for efficiency reasons was the use of bench mark information from partner organisations Parole et action in Haiti for the start of a literacy programme by the partner organisation AMG Haiti. After contacts with Parole et Action, the set-up of the literacy programme by AMG Haiti was revised in a more efficient way.

Another recent example of adjustment of a project is the following: in the Vocational Training Centre in the Philippines the costs per student were too high till 2007. This was proven by a regular evaluation and by annual reports as well. We stimulated the partner organization to become more efficient, otherwise funding would stop for this project. Between 2007 and 2010 the costs per student decreased with about 30%, and the quality of the training even increased, which is proven by the annually reported indicators.

5.2.6c: The programme must contain a realistic timeline.

For the education subprogram a result framework has been developed in six iterative, regional meetings with all partner organisations. On the final version of this result frameworks (which is included in par. 5.2.3a), each partner has been asked to provide a planning of intended results, related to each of the indicators in the results framework. In most cases these plans were developed based on current capacities with realistic growth scenarios.

The plans from each partner organisation have been assessed by WD-REK on contextual relevance, capacity and track record of the partner organisation and available budgets. This has resulted in realistic plans that are related to current context, past experience and current capacity.

Each partner will develop annual plans for this subprogram with intended results for that year, in relation to its overall targets for the five year period. For policy influencing, new contacts will be developed in 2011, as there is considerable growth planned for this strategy in 2011-2015 and it was addressed by the regional alliances that more capacity is needed.

For some indicators (notably the more complex indicators at outcome level, e.g. 'score for involvement of parents in education on a four points scale') it is not possible to provide annual targets at this stage, but rather overall goals and concrete plans for the first year.

³ This paragraph had to be submitted for the whole proposal, not per program. Therefore, the text is the same for all programs.

There will be an annual regional results meeting where annual reports are analysed. This meeting is the main mechanism (apart from the feedback cycle that each partners organisation has) to steer and adjust on the basis of a comparison between (annual and multi-annual) targets and realisations. See par 5.2.4a for a further description of these meetings.

Analysed results of these annual regional results meetings together with proposed follow up actions are also sent to WD-REK. If realisations stay behind targets and proposed follow up is deemed insufficient, WD-REK as a donor can engage with the partner organisation to request improvement or with the regional alliance to identify additional partner organisations in order to realise intended results.

9.2 EFFICIENCY SUBPROGRAM TVET-JBS

5.2.6a: Investment in the programme should translate into benefit for the target group (added value) for the target group) and not cost more than necessary (the programme must be efficient, overheads must be in reasonable proportion to direct programme costs).

Cost structure and explanation overhead costs and program related expenditure subprogram TVET-JBS, general part

The general cost structure is explained in the 5.2.6.a chapter on the subprogram Education. Reference is made to those pages.

Overview of costs for the TVET-JBS subprogram

Annex 5 contains the details of the overall budget. The tables below are specific for the TVET-JBS subprogram.

Budget line	Strategy	Name budgetline	Total costs
2.1	DPA / SED	TVET	€ 18.857.829
2.2	DPA / SED	JBS	€ 4.639.445
2.3	DPA / SED	Infrastructure	€ 5.033.833
2.4	CSS	Training	€ 2.700.088
2.5	CSS	Other capacity building + Networking	€ 2.869.820
2.6	PI	Policy Influencing	€ 1.363.382
		Overhead WD - REK	€ 2.737.851
		Total	€ 38.202.248

Table 1. Overview budget lines TVET-JBS subprogram (totals for 2011-2015)

Table 1 shows the total costs for the subsidy period for the six budget lines of the TVET-JBS subprogram. Budget lines are directly related to the three intervention strategies: Direct Poverty Alleviation / Sustainable Economic Development (DPA/SED), Civil Society Strengthening (CSS) and Policy Influencing (PI).

Table 2 below shows that the use of MFS funds will be assigned to intervention strategies in such a way that subsidy is mainly used for Civil Society Strengthening. 'Other' refers to income of WD- REK from sources other than the ministry.

Intervention strategy	Total	MFS contribution	Other
DPA / SED	€ 28.531.106	€ 14.902.575	€ 13.628.531
CSS	€ 5.569.908	€ 4.435.130	€ 1.134.778
PI	€ 1.363.382	€ 1.085.615	€ 277.767
Overhead WD - REK	€ 2.737.851	€ 1.576.680	€ 1.161.171
	€ 38.202.248	€ 22.000.000	€ 16.202.248

Table 2. Overview MFS subsidy for the TVET-JBS subprogram per intervention strategy

Tables 3 and 4 below show the budgeted costs per country per year and the costs per alliance organization.

Country	2011	2012	2013	2014	2015	Total
Bangladesh	€ 149.488	€ 173.949	€ 198.454	€ 222.350	€ 246.708	€ 990.949
Benin	€ 205.613	€ 230.390	€ 255.186	€ 279.146	€ 303.742	€ 1.274.077
Burkina Faso	€ 748.026	€ 792.395	€ 836.613	€ 877.803	€ 921.303	€ 4.176.140
Burundi	€ 189.370	€ 195.472	€ 201.511	€ 206.786	€ 212.644	€ 1.005.784
Chad	€ 168.108	€ 204.482	€ 240.949	€ 276.728	€ 313.028	€ 1.203.295
Colombia	€ 416.258	€ 418.606	€ 420.762	€ 421.241	€ 423.002	€ 2.099.868
Ethiopia	€ 511.954	€ 552.603	€ 593.501	€ 632.746	€ 673.249	€ 2.964.052
Guatemala	€ 46.682	€ 58.754	€ 70.861	€ 82.776	€ 94.837	€ 353.910
India	€ 1.046.139	€ 1.013.331	€ 981.674	€ 948.317	€ 916.251	€ 4.905.713
Kenya	€ 598.609	€ 617.898	€ 636.987	€ 653.660	€ 672.179	€ 3.179.332
Nicaragua	€ 70.111	€ 76.411	€ 82.707	€ 88.719	€ 94.947	€ 412.896
Philippines	€ 301.446	€ 303.147	€ 304.708	€ 305.055	€ 306.331	€ 1.520.688
Rwanda	€ 189.370	€ 195.472	€ 201.511	€ 206.786	€ 212.644	€ 1.005.784
Sierra Leone	€ 112.072	€ 136.321	€ 160.633	€ 184.485	€ 208.685	€ 802.196
South Africa	€ 297.074	€ 291.932	€ 286.621	€ 280.115	€ 274.523	€ 1.430.266
Sri Lanka	€ 233.586	€ 270.330	€ 307.136	€ 342.990	€ 379.568	€ 1.533.611
Sudan	€ 151.496	€ 156.378	€ 161.209	€ 165.429	€ 170.116	€ 804.628
Thailand	€ 23.385	€ 23.517	€ 23.638	€ 23.665	€ 23.764	€ 117.970
Uganda	€ 438.405	€ 470.953	€ 503.899	€ 535.698	€ 568.367	€ 2.517.322
Zambia	€ 297.314	€ 323.849	€ 350.494	€ 376.109	€ 402.508	€ 1.750.275
Haiti	€ 280.623	€ 282.206	€ 283.660	€ 283.983	€ 285.170	€ 1.415.641
Overhead WD - REK	€ 499.880	€ 524.064	€ 548.330	€ 570.862	€ 594.715	€ 2.737.851
Total	€ 6.975.011	€ 7.312.462	€ 7.651.045	€ 7.965.448	€ 8.298.282	€ 38.202.248

Table 3. Overview of budgeted costs for the TVET-JBS subprogram per country¹ and per year

TVET-JBS Program	
WD	€ 27.595.937
REK	€ 10.606.311
Total	€ 38.202.248

Table 4. Overview of budgeted costs for the TVET-JBS subprogram per organization (including overhead)

Costs related to outcome results – and added value for target groups subprogram TVET-JBS

A specific attribution model is developed that attributes the costs on each budget line to one or more output results (expressed in specific indicators) and also to one or more outcome level results (also expressed in specific indicators). The results and indicators of the result framework of paragraph 5.2.3.a are used in this attribution model. Each indicator is defined in an indicator reference sheet in annex 13.d.2. The following general principles for attribution are used in the TVET-JBS subprogram:

- Costs on budget lines related to the intervention strategy DPA / Service Delivery are assigned for the biggest part to outcome results related to 'utilization' and for a smaller part to the outcome result categories 'organization of the target-group' and 'access to fair labour'. The budget line for infrastructure costs is assigned to the result category 'quality of service provision'.
- Costs on budget lines related to the intervention strategy CSS are assigned for the biggest part to outcome results related to 'quality of service providers' and for a smaller part to the outcome result categories 'organization of the target-group'.

¹ For Thailand no subsidy is requested

- Costs on budget lines related to the intervention strategy PI are assigned for the biggest part to outcome results related to 'access to fair labour', and for a smaller part to result categories 'utilization' and 'quality of service providers'.

The specific attribution model can be found in annex 13.i. The costs for each indicator related to outcome level results are presented in table 5 below. When the costs for a specific indicator *n* are combined with targeted value of the same indicator *n* in the result framework of paragraph 5.2.3a the result can be interpreted as 'the total costs needed to reach the planned result expressed in indicator *n*'. For quantitative results the quotient of costs and target value is equal to the unit costs for the indicator.

Outcome result	Indicator	Attributed cost
Access	conditions	€ 1.513.946
	Total costs for Results related to Access	€ 1.513.946
Utilization	1 a. Nr of TVET trainees and JBS clients employed	€ 11.357.181
	1 b. Nr of TVET trainees and JBS clients self-employed.	€ 7.571.454
	1 c. Nr of TVET trainees that go for further education	€ 757.145
	Total costs for Results related to Utilization	€ 19.685.780
Organization	3. Social Capital Score	€ 2.597.782
	ex-graduates (e.g. alumni association)	€ 2.597.782
	Total costs for Results related to Organisation	€ 5.195.564
Quality	5 a. Quality score for TVET providers	€ 5.505.183
	5 b. Quality score for JBS providers	€ 1.478.117
	6 a. The percentage of total expenditure of the TVET project that is covered by project income	€ 1.303.629
	6 b. The percentage of total expenditure of the JBS project that is covered by project income	€ 782.177
	Total costs for Results related to Quality	€ 9.069.107
Overhead WD - REK		€ 2.737.851
	Total	€ 38.202.248

Table 5. Overview attributed costs for the TVET-JBS subprogram per indicator at outcome level

Indicators in the result category 'utilization' (56% of the costs) directly express the extent to which the target group uses the output results for their benefit. E.g. people using the training to find a job. Results in the other outcome categories (access, organization, quality) have a more indirect relation to the final target groups.

The 4% of the costs that is attributed to 'increasing access to fair labour' has a concrete added value for every person who works under better labour circumstances as a result of interventions of this subprogram. This added value can be better compensation, better safety, more security or other aspects of fair labour.

The 15% of the costs attributed to 'degree of organization' has a direct added value for the various groups and structures that are formed or strengthened. This is increased social capital for the targeted communities. Increased social capital is a proven necessary condition and driver for sustainable development. The alumni associations have an added value for the training providers in order to improve their services.

The 25% costs attributed to 'improved quality of service delivery' has a direct added value for school management and an indirect added value for the final target group. Improved quality of TVET-JBS services leads to better results of the program, which increases the result in the category utilization. For example, better quality of TVET-JBS leads to more trainees who use their training for wage- or self-employment.

5.2.6b: It must be possible to verify the programme's efficiency during implementation, if necessary leading to cost-reducing measures.²

The various cost percentages at the level of WD and REK (see par. a above) are monitored on a monthly basis by both WD and REK. The management team and the CEO discuss the monthly overview and take necessary actions in order to ensure that normative percentages are kept. Since WD and REK have used low cost percentages as unique selling points, both organizations have a long track record in taking necessary measures to keep cost percentages low.

Concerning the efficiency of programs, the annual regional results meeting (see par. 5.2.4a) will play a key role. Before this meeting, an analysis is made of overhead percentages of partner organizations in the region and of unit costs at output and outcome levels. These benchmarked data will be discussed by WD-REK with all partners in a region. Factors for higher and lower overhead percentages and / or unit costs will be considered and discussed, and on the basis of these discussions, the meeting can take actions to improve the efficiency performance of partner organizations as a whole or of specific programs. During the next annual regional results meeting, the follow up of these actions is put on the agenda.

As an additional instrument, these benchmarked efficiency data per region are communicated to WD-REK as a donor, together with the actions proposed by the regional alliances. This gives WD and REK in their donor roles the possibility to take further actions if necessary.

A recent example of adjustment of a project is the following: in the Vocational Training Center in the Philippines the costs per student were too high till 2007. This was proven by a regular evaluation and by annual reports as well. We stimulated the partner organization to become more efficient, otherwise funding would stop for this project. Between 2007 and 2010 the costs per student decreased with about 30%, and the quality of the training even increased, which is proven by the annually reported indicators.

5.2.6c: The programme must contain a realistic timeline.

For the TVET-JBS subprogram a result frameworks has been developed in six iterative, regional meetings with all partner organizations. On the final version of this result frameworks (which is included in par. 5.2.3a), each partner has been asked to provide a planning of intended results, related to each of the indicators in the results framework. In most cases these plans were developed based on current capacities with realistic growth scenarios.

The plans from each partner organization have been assessed by WD - REK on contextual relevance, capacity and track record of the partner organization and available budgets. This has resulted in realistic plans that are related to current context, past experience and current capacity.

Each partner will develop annual plans for this subprogram with intended results for that year, in relation to its overall targets for the five year period.

In some countries (Chad, Haiti and Sri Lanka) a broad assessment will be done to fine-tune the plans regarding TVET-JBS in these countries. This assessment will be finished by June 2011.

A TVET expert meeting will be organized in Zambia during the first half of 2011, to get more insight and knowledge regarding the provision of vocational skills in rural areas. The knowledge will be used in all countries where we work in rural areas.

For some indicators (notably the more complex indicators at outcome level, e.g. quality score for TVET and quality score for JBS) it is not possible to provide annual targets at this stage, but rather overall goals and concrete plans for the first year.

There will be an annual regional results meeting where annual reports are analysed. This meeting is the main mechanism (apart from the feedback cycle that each partners organization has) to steer and adjust on the basis of a comparison between (annual and multi-annual) targets and realisations. See par 5.2.4.a for a further description of these meetings.

² This paragraph had to be submitted for the whole proposal, not per program. Therefore, the text is the same for all programs.

Analysed results of these annual regional results meetings together with proposed follow up actions are also sent to WD - REK. If realisations stay behind targets and proposed follow up is deemed insufficient, WD - REK as a donor can engage with the partner organization to request improvement or with the regional alliance to identify additional partner organizations in order to realise intended results.

9.3 EFFICIENCY SUBPROGRAM ENTERPRISE DEVELOPMENT

5.2.6a: Investment in the programme should translate into benefit for the target group (added value) for the target group) and not cost more than necessary (the programme must be efficient, overheads must be in reasonable proportion to direct programme costs).

Cost structure and explanation overhead costs and program related expenditure subprogram ED, general part

The general cost structure is explained in the 5.2.6.a chapter on the subprogram Education. Reference is made to those pages.

Overview of costs for the ED subprogram

Annex 5 contains the details of the overall budget. The tables below are specific for the ED subprogram.

Budget line	Strategy	Name budgetline	Total costs
3.1	DPA / SED	Exploitation costs for BDO	€ 700.947
3.2	DPA / SED	Credit / capital, fresh	€ 13.121.832
3.3	DPA / SED	Guarantees (risk part)	€ 127.061
3.4	DPA / SED	BDS costs	€ 928.344
3.5	CSS	Costs Chain Organisation	€ 1.331.382
3.6	CSS	Training, capacity building	€ 1.077.542
3.7	PI	Policy Influencing	€ 281.848
		Overhead WD - REK	€ 1.356.323
		Total	€ 18.925.278

Table 1. Overview budget lines ED subprogram (totals for 2011-2015)

Table 1 shows the total costs for the subsidy period for the seven budget lines of the ED subprogram. Budget lines are directly related to intervention strategies (Direct Poverty Alleviation / Sustainable Economic Development DPA / SED, Civil Society Strengthening CSS and Policy Influencing PI).

Table 2 below shows that the use of MFS funds will be assigned to intervention strategies in such a way that subsidy is mainly used for Civil Society Strengthening. 'Other' refers to income of WD – REK from sources other than the ministry.

Intervention strategy	Total	MFS contribution	Other
DPA / SED	€14.878.183	€ 1.950.892	€ 12.927.291
CSS	€ 2.408.924	€ 2.408.924	€ -
PI	€ 281.848	€ 281.848	€ -
Overhead WD - REK	€ 1.356.323	€ 358.336	€ 997.987
	€18.925.278	€ 5.000.000	€ 13.925.278

Table 2. Overview MFS subsidy for the ED subprogram per intervention strategy

Tables 3 and 4 below show the budgeted costs per country per year and the costs per alliance organisation.

Country	2011	2012	2013	2014	2015	Total
Bangladesh	€ 214.932	€ 250.101	€ 285.334	€ 319.691	€ 354.713	€ 1.424.772
Benin	€ 100.727	€ 112.865	€ 125.012	€ 136.749	€ 148.799	€ 624.151
Burkina Faso	€ 289.669	€ 306.850	€ 323.973	€ 339.924	€ 356.769	€ 1.617.185
Colombia	€ 158.925	€ 159.822	€ 160.645	€ 160.828	€ 161.500	€ 801.721
Ethiopia	€ 308.995	€ 333.529	€ 358.213	€ 381.900	€ 406.346	€ 1.788.982
Guatemala	€ 169.199	€ 212.954	€ 256.837	€ 300.025	€ 343.738	€ 1.282.754
Nicaragua	€ 291.719	€ 317.932	€ 344.128	€ 369.140	€ 395.054	€ 1.717.973
Philippines	€ 305.137	€ 306.858	€ 308.439	€ 308.790	€ 310.081	€ 1.539.304
Sierra Leone	€ 92.830	€ 112.916	€ 133.053	€ 152.811	€ 172.856	€ 664.466
South Africa	€ 80.882	€ 79.482	€ 78.036	€ 76.265	€ 74.742	€ 389.407
Uganda	€ 138.571	€ 148.859	€ 159.272	€ 169.323	€ 179.649	€ 795.674
Zambia	€ 450.969	€ 491.219	€ 531.634	€ 570.488	€ 610.530	€ 2.654.841
Haiti	€ 449.532	€ 452.067	€ 454.396	€ 454.913	€ 456.816	€ 2.267.724
Overhead WD - REK	€ 235.621	€ 253.637	€ 271.665	€ 288.793	€ 306.607	€ 1.356.323
Total	€ 3.287.708	€ 3.539.091	€ 3.790.638	€ 4.029.640	€ 4.278.201	€ 18.925.278

Table 3. Overview of budgeted costs for the ED subprogram per country and per year

ED Program	
WD	€18.925.278
REK	€ -
Total	€18.925.278

Table 4. Overview of budgeted costs for the ED subprogram per organisation (including overhead)

Costs related to outcome results – and added value for target groups subprogram ED

A specific attribution model is developed that attributes the costs on each budget line to one or more output results (expressed in specific indicators) and also to one or more outcome level results also expressed in specific indicators). The results and indicators of the result framework of paragraph 5.2.3a are used in this attribution model. Each indicator is defined in an indicator reference sheet in annex 13.d.3. The following general principles for attribution are used in the ED subprogram:

- Costs on budget lines related to the intervention strategy DPR are assigned for the biggest part to outcome results related to 'utilization' and for a smaller part to the outcome result categories 'organization of the community' and 'access to services and resources'.
- Costs on budget lines related to the intervention strategy CSS are assigned for the biggest part to outcome results related to 'quality of service providers'/ 'access to services and resources' and for a smaller part to the outcome result categories 'organization of the community'.
- Costs on budget lines related to the intervention strategy PI are assigned to outcome results related to 'access to services and resources'.

The specific attribution model can be found in annex 13.i. The costs for each indicator related to outcome level results are presented in table 5 below. When the costs for a specific indicator *n* are combined with targeted value of the same indicator *n* in the result framework of paragraph 5.2.3a the result can be interpreted as 'the total costs needed to reach the planned result expressed in indicator *n*'. For quantitative results the quotient of cost and target is equal to the unit costs for the indicator.

Outcome result	Indicator	Attributed costs	
Access	1. Access to services & resources	€	1.382.995
	Sub total Access	€	1.382.995
Utilization	2 a. Profit of the enterprise	€	1.530.710
	2 b. Turnover of the enterprise	€	1.530.710
	3. # jobs created	€	8.600.988
	4. Assets of the enterprise	€	2.649.778
	Sub total Utilization	€	14.312.186
Organization	6. Social Capital Score	€	447.651
	Sub total Organisation	€	447.651
Quality	5. BDS implementing score card	€	787.435
	7 a. Financial self sustainability	€	319.344
	7 b. Operational self sustainability	€	319.344
	Sub total Quality	€	1.426.123
Overhead WD - REK		€	1.356.323
	Total	€	18.925.278

Table 5. Overview attributed costs for the ED subprogram per indicator at outcome level

Indicators in the result category ‘**utilization**’ (81% of the costs) directly express the extent to which the target group uses the output results for their benefit. Results in the other outcome categories (access, organisation, quality) have a more indirect relation to the final target groups.

The 8% of the costs that is attributed to ‘increasing **access**’ to ED services has a concrete added value for every enterprise that will have access to ED services who did not have such before.

The 3% of the costs attributed to ‘degree of **organisation**’ has a direct added value for the various groups and structures that are formed or strengthened. This is increased social capital for the targeted communities. Increased social capital is a proven necessary condition and driver for sustainable development.

The 8% costs attributed to ‘improved **quality** of service delivery’ has an direct added value for service providers and an indirect added value for the final target group. Improved quality of ED services leads to better results of the program, which increases the result in the category utilization. For example, better quality of ED services leads to more entrepreneurs being able to use their resources/capitals in a useful way by either expanding or improving his/her enterprise in terms of production volume/quality, competitiveness and creating jobs.

5.2.6b: It must be possible to verify the programme’s efficiency during implementation, if necessary leading to cost-reducing measures.¹

The various cost percentages at the level of WD and REK (see par. a above) are monitored on a monthly basis by both WD and REK. The management team and the CEO discuss the monthly overview and take necessary actions in order to ensure that normative percentages are kept. Since WD and REK have used low cost percentages as unique selling points, both organisations have a long track record in taking necessary measures to keep cost percentages low.

Concerning the efficiency of programs, the annual regional results meeting (see par. 524a) will play a key role. Before this meeting, an analysis is made of overhead percentages of partner organisations in the region and of unit costs at output and outcome levels. These benchmarked data will be discussed by WD-REK with all partners in a region. Factors for higher and lower overhead percentages and / or unit costs will be considered and discussed, and on the basis of these discussions, the meeting can take actions to improve the efficiency performance of partner organisations as a whole or of specific programs. During the next annual regional results meeting, the follow up of these actions is put on the agenda.

¹ This paragraph had to be submitted for the whole proposal, not per program. Therefore, the text is the same for all programs.

As an additional instrument, these benchmarked efficiency data per region are communicated to WD-REK as a donor, together with the actions proposed by the regional alliances. This gives WD and REK in their donor roles the possibility to take further actions if necessary.

An example of adjustment of a project for efficiency reasons was the use of bench mark information from partner organisations Parole et action in Haiti for the start of a literacy programme by the partner organisation AMG Haiti. After contact s with Parole et Action, the set-up of the literacy programme by AMG Haiti was revised in a more efficient way.

Another recent example of adjustment of a project is the following: in the Vocational Training Centre in the Philippines the costs per student were too high till 2007. This was proven by a regular evaluation and by annual reports as well. We stimulated the partner organization to become more efficient, otherwise funding would stop for this project. Between 2007 and 2010 the costs per student decreased with about 30%, and the quality of the training even increased, which is proven by the annually reported indicators.

5.2.6c: The programme must contain a realistic timeline.

Result frameworks have been developed for each program in five iterative, regional meetings with all partner organisations. For ED/AD due to a smaller number of partners per region, one global meeting was organised. On the final version of the result frameworks, each partner has been asked to provide a planning of intended results, related to each of the indicators in the results framework. In most cases strategic plans were developed based on current capacities with realistic growth scenarios. For most outcome indicators we set overall targets for the end of the period, but measure progress annually. Others, such as: increase in turnover, - assets, will be measured as result of provision of a certain service. E.g. for a 4 year SME loan turnover, assets etc. will be measured at start and end of the loan period.

The plans from each partner organisation have been assessed by WD- REK in relation to the capacity and track record of the organisation and proposed available budgets. This has resulted in realistic plans that are related to past experience and current capacity and in a couple of countries assuming collaboration with other organisations will take place to achieve the WD-REK ambition. (In 2007 and 2008 within the ED program of WD resp. 369 and 436 (small) SMEs were facilitated with a loan, creating 650 and 1273 jobs for EURO 952.454 and EURO 1.441.570)²

Each BDO based on its own organisational strategic business plan will develop an annual plan presenting the applicable part for collaboration with WD-REK, other stakeholders involved. This plan includes intended annual results, costs involved, profit generation, cash flow, risks etc³. to execute the plan and the link with the overall targets for the five year period.

There will be an annual regional results meetings, which is the main mechanism (apart from the feedback cycle that each partners organisation has) to steer and adjust on the basis of a comparison between (annual and multi-annual) targets and realisations. See par5.2.4.a for a further description of these meetings.

Analysed results of these annual regional result meetings together with proposed follow up actions are also sent to WD- REK. If realisations stay behind targets and proposed follow up is deemed insufficient, WD -REK as a donor can engage with the regional alliance to identify additional partner organisations in order to realise intended results.

² See application phase 1 track record

³ All necessary elements for a business case

9.4 EFFICIENCY SUBPROGRAM AGRIBUSINESS DEVELOPMENT

5.2.6a: Investment in the programme should translate into benefit for the target group (added value) for the target group) and not cost more than necessary (the programme must be efficient, overheads must be in reasonable proportion to direct programme costs).

Cost structure and explanation overhead costs and program related expenditure subprogram AD, general part

The general cost structure is explained in the 5.2.6.a chapter on the subprogram Education. Reference is made to those pages.

Overview of costs for the AD subprogram

Annex 5 contains the details of the overall budget. The tables below are specific for the AD subprogram.

Budget line	Strategy	Name budgetline	Total costs
4.1	DPA / SED	Exploitation costs for BDO	€ 555.050
4.2	DPA / SED	Credit / capital, fresh	€ 3.841.127
4.3	DPA / SED	Guarantees (risk part)	€ 206.247
4.4	DPA / SED	BDS costs	€ 1.211.357
4.5	CSS	Costs Chain Organisation	€ 3.594.014
4.6	CSS	Training, capacity building	€ 1.280.108
4.7	PI	Policy Influencing	€ 639.542
		Overhead WD - REK	€ 874.479
		Total	€ 12.201.924

Table 1. Overview budget lines AD subprogram (totals for 2011-2015)

Table 1 shows the total costs for the subsidy period for the seven budget lines of the AD subprogram. Budget lines are directly related to intervention strategies (Direct Poverty Alleviation / Sustainable Economic Development DPA / SED, Civil Society Strengthening CSS and Policy Influencing PI).

Table 2 below shows that the use of MFS funds will be assigned to intervention strategies in such a way that subsidy is mainly used for Civil Society Strengthening. 'Other' refers to income of WD – REK from sources other than the ministry.

Intervention strategy	Total	MFS contribution	Other
DPA / SED	€ 5.813.781	€ 1.076.887	€ 4.736.894
CSS	€ 4.874.122	€ 3.984.413	€ 889.709
PI	€ 639.542	€ 508.696	€ 130.846
Overhead WD - REK	€ 874.479	€ 430.004	€ 444.475
	€ 12.201.924	€ 6.000.000	€ 6.201.924

Table 2. Overview MFS subsidy for the AD subprogram per intervention strategy

Tables 3 and 4 below show the budgeted costs per country per year and the costs per alliance organisation.

Country	2011	2012	2013	2014	2015	Total
Benin	€ 116.242	€ 130.250	€ 144.268	€ 157.814	€ 171.719	€ 720.292
Burkina Faso	€ 202.988	€ 215.029	€ 227.028	€ 238.205	€ 250.010	€ 1.133.259
Burundi	€ 78.933	€ 81.477	€ 83.994	€ 86.193	€ 88.634	€ 419.231
Chad	€ 100.629	€ 122.403	€ 144.232	€ 165.649	€ 187.379	€ 720.292
Ethiopia	€ 231.046	€ 249.391	€ 267.849	€ 285.560	€ 303.839	€ 1.337.686
Guatemala	€ 63.339	€ 79.719	€ 96.146	€ 112.313	€ 128.677	€ 480.194
Nicaragua	€ 61.154	€ 66.649	€ 72.141	€ 77.384	€ 82.817	€ 360.146
Philippines	€ 66.632	€ 67.008	€ 67.353	€ 67.430	€ 67.712	€ 336.136
Rwanda	€ 118.401	€ 122.216	€ 125.992	€ 129.290	€ 132.953	€ 628.852
Sierra Leone	€ 140.881	€ 171.364	€ 201.925	€ 231.909	€ 262.330	€ 1.008.409
Sri Lanka	€ 109.709	€ 126.966	€ 144.253	€ 161.093	€ 178.272	€ 720.292
Uganda	€ 144.292	€ 155.005	€ 165.848	€ 176.314	€ 187.067	€ 828.526
Zambia	€ 365.882	€ 398.537	€ 431.327	€ 462.850	€ 495.337	€ 2.153.934
Haiti	€ 95.189	€ 95.726	€ 96.219	€ 96.329	€ 96.731	€ 480.194
Overhead WD - REK	€ 146.319	€ 160.710	€ 175.134	€ 189.011	€ 203.304	€ 874.479
Total	€2.041.638	€2.242.451	€2.443.710	€2.637.344	€2.836.781	€ 12.201.924

Table 3. Overview of budgeted costs for the AD subprogram per country and per year

AD Program	
WD	€ 9.943.932
REK	€ 2.257.992
Total	€ 12.201.924

Table 4. Overview of budgeted costs for the AD subprogram per organisation (including overhead)

Costs related to outcome results – and added value for target groups subprogram AD

A specific attribution model is developed that attributes the costs on each budget line to one or more output results (expressed in specific indicators) and also to one or more outcome level results (also expressed in specific indicators). The results and indicators of the result framework of paragraph 5.2.3a are used in this attribution model. Each indicator is defined in an indicator reference sheet in annex 13.d.4. The following general principles for attribution are used in the AD subprogram:

- Costs on budget lines related to the intervention strategy DPR are assigned for the biggest part to outcome results related to 'utilization' and for a smaller part to the outcome result categories 'organization of the community' and 'access to AD services and resources'.
- Costs on budget lines related to the intervention strategy CSS are assigned for the biggest part to outcome results related to 'quality of service providers' and for a smaller part to the outcome result categories 'organization of the community'.
- Costs on budget lines related to the intervention strategy PI are assigned to outcome results related to 'quality of service providers'.

The specific attribution model can be found in annex 13.i. The costs for each indicator related to outcome level results are presented in table 3 below. When the costs for a specific indicator n are combined with targeted value of the same indicator n in the result framework of paragraph 5.2.3a the result can be interpreted as 'the total costs needed to reach the planned result expressed in indicator n '. For quantitative results the quotient of cost and target is equal to the unit costs for the indicator.

Outcome result	Indicator	Attributed costs	
Access	1. Access to services & resources	€	3.446.756
	Sub total Access	€	3.446.756
Utilization	2 a. Profit of the enterprise	€	968.510
	2 b. Turnover of the enterprise	€	968.510
	3. # jobs created	€	2.504.224
	4. Assets of the enterprise	€	930.610
	Sub total Utilization	€	5.371.855
Organization	6. Social Capital Score	€	857.565
	Sub total Organisation	€	857.565
Quality	5. BDS implementing score card	€	861.700
	7 a. Financial self sustainability	€	394.784
	7 b. Operational self sustainability	€	394.784
	Sub total Quality	€	1.651.269
Overhead WD - REK		€	874.479
	Total	€	12.201.924

Table 5. Overview attributed costs for the AD subprogram per indicator at outcome level

Indicators in the result category ‘**utilization**’ (47% of the costs) directly express the extent to which the target group uses the output results for their benefit. Results in the other outcome categories (access, organisation, quality) have a more indirect relation to the final target groups. The 30% of the costs that is attributed to ‘increasing **access**’ to AD services has a concrete added value for every enterprise that will have access to AD services who did not have such before. The 8% of the costs attributed to ‘degree of **organisation**’ has a direct added value for the various groups and structures that are formed or strengthened. This is increased social capital for the targeted communities. Increased social capital is a proven necessary condition and driver for sustainable development. The 15% costs attributed to ‘improved **quality** of service delivery’ has an direct added value for service providers and an indirect added value for the final target group. Improved quality of AD services leads to better results of the program, which increases the result in the category utilization. For example, better quality of AD services leads to more agri-entrepreneurs being able to use their resources/capitals in a useful way by either improving or expanding their business in terms of quality, production volume and job creation.

5.2.6b: It must be possible to verify the programme’s efficiency during implementation, if necessary leading to cost-reducing measures.¹

The various cost percentages at the level of WD and REK (see par. a above) are monitored on a monthly basis by both WD and REK. The management team and the CEO discuss the monthly overview and take necessary actions in order to ensure that normative percentages are kept. Since WD and REK have used low cost percentages as unique selling points, both organizations have a long track record in taking necessary measures to keep cost percentages low.

Concerning the efficiency of programs, the annual regional results meeting (see par. 5.2.4a) will play a key role. Before this meeting, an analysis is made of overhead percentages of partner organizations in the region and of unit costs at output and outcome levels. These benchmarked data will be discussed by WD-REK with all partners in a region. Factors for higher and lower overhead percentages and / or unit costs will be considered and discussed, and on the basis of these discussions, the meeting can take actions to improve the efficiency performance of partner organizations as a whole or of specific programs. During the next annual regional results meeting, the follow up of these actions is put on the agenda.

¹ This paragraph had to be submitted for the whole proposal, not per program. Therefore, the text is the same for all programs.

As an additional instrument, these benchmarked efficiency data per region are communicated to WD-REK as a donor, together with the actions proposed by the regional alliances. This gives WD and REK in their donor roles the possibility to take further actions if necessary.

An example of adjustment of a project for efficiency reasons was the use of bench mark information from partner organisations Parole et action in Haiti for the start of a literacy programme by the partner organisation AMG Haiti. After contact s with Parole et Action, the set-up of the literacy programme by AMG Haiti was revised in a more efficient way.

Another recent example of adjustment of a project is the following: in the Vocational Training Centre in the Philippines the costs per student were too high till 2007. This was proven by a regular evaluation and by annual reports as well. We stimulated the partner organization to become more efficient, otherwise funding would stop for this project. Between 2007 and 2010 the costs per student decreased with about 30%, and the quality of the training even increased, which is proven by the annually reported indicators.

5.2.6c: The programme must contain a realistic timeline.

Result frameworks have been developed for each program in five iterative, regional meetings with all partner organisations. For ED/AD due to a smaller number of partners per region, one global meeting was organised. The AD program is relative new, although it's based on the experience within the ED program specified for Agribusiness.

On the final version of the result frameworks, existing partners has been asked to provide a planning of intended results, related to each of the indicators in the results framework. Strategic plans were developed also based on ambitions for this relative new program, taking into account existing experiences from TVET and ED partners involved in agricultural activities. For most outcome indicators we set overall targets for the end of the period, but measure progress annually. Others, such as: increase in turnover, - assets, will be measured as result of provision of a certain service. E.g. for a 4 year loan for a farmer coop. to be used for crop processing, increased turnover, assets etc. will be measured at start and end of the loan period.

In some countries ED partners have capacity available but need to line up with specific agribusiness focussed BDOs/CSOs or producer organisations to execute the program at the required level of outcome quality. In cases partners are involved in AD already, capacity is often limited (see 5.2.2) to execute the program at the state of the art level as intended. In this case new partners for collaboration need to be sought as well. This leads to the fact that in some countries the start of the program will be around the midst of 2011.

Plans from each partner organisation have been assessed and. This has resulted in realistic plans including ambitions of the WD-REK alliance, assuming collaboration with capable organisations to achieve the AD program in the context of those countries.

Each BDO/CSO based on its own organisational strategic business plan will develop an annual plan presenting the applicable part for collaboration with WD-REK, other stakeholders involved. This plan includes intended annual results, costs involved, profit generation, cash flow, risks etc². to execute the plan and the link with the overall targets for the five year period.

There will be an annual regional results meetings, which is the main mechanism (apart from the feedback cycle that each partners organisation has) to steer and adjust on the basis of a comparison between (annual and multi-annual) targets and realisations. See par 5.2.4.a for a further description of these meetings. Analysed results of these annual regional result meetings together with proposed follow up actions are also sent to WD-REK. If realisations stay behind targets and proposed follow up is deemed insufficient, WD-REK as a donor can engage with the regional alliance to identify additional partner organisations in order to realise intended results.

² All necessary elements for a business case

9.5 EFFICIENCY SUBPROGRAM STRENGTHENING PARTNER NETWORK

5.2.6a: Investment in the programme should translate into benefit for the target group (added value) for the target group) and not cost more than necessary (the programme must be efficient, overheads must be in reasonable proportion to direct programme costs).

Cost structure and explanation overhead costs and program related expenditure subprogram SPN, general part

The general cost structure is explained in the 5.2.6.a chapter on the subprogram Education. Reference is made to those pages.

Overview of costs for the SPN subprogram

Annex 5 contains the details of the overall budget. The tables below are specific for the SPN subprogram.

Budget line	Strategy	Name budgetline	Total costs
5.1	CSS	Strengthening partner networks	€ 9.083.893
5.2	PI	General Policy Influencing	€ 1.603.040
		Overhead WD - REK	€ 825.031
		Total	€11.511.964

Table 1. Overview budget lines SPN subprogram (totals for 2011-2015)

Table 1 shows the total costs for the subsidy period for the budget lines of the SPN subprogram. This program does not contain activities or costs for the intervention strategy Direct Poverty Alleviation / Sustainable Economic Development. The intervention strategy Civil Society Strengthening is the major strategy of this subprogram: strengthening partner organisations to carry out the other subprograms effectively, efficiently and sustainably.

Table 2 below shows how much of the budgeted costs for this subprogram is requested from MFS subsidy and how much is generated from other income (see also phase 1 proposal).

Intervention strategy	Total	MFS contribution	Other
DPA / SED	€ -	€ -	€ -
CSS	€ 9.083.893	€ 5.335.603	€ 3.748.290
PI	€ 1.603.040	€ 1.276.447	€ 326.593
Overhead WD - REK	€ 825.031	€ 510.450	€ 314.581
	€11.511.964	€ 7.122.500	€ 4.389.464

Table 2. Overview MFS subsidy for the SPN subprogram per intervention strategy

Tables 3 and 4 below show the budgeted costs per country per year and the costs per alliance organisation.

Country	2011	2012	2013	2014	2015	Total
Bangladesh	€ 48.808	€ 56.795	€ 64.796	€ 72.598	€ 80.551	€ 323.549
Benin	€ 41.772	€ 46.805	€ 51.843	€ 56.711	€ 61.707	€ 258.838
Burkina Faso	€ 254.996	€ 270.121	€ 285.194	€ 299.236	€ 314.065	€ 1.423.612
Burundi	€ 43.624	€ 45.030	€ 46.421	€ 47.636	€ 48.986	€ 231.698
Chad	€ 54.242	€ 65.979	€ 77.745	€ 89.290	€ 101.002	€ 388.258
Colombia	€ 153.929	€ 154.797	€ 155.595	€ 155.772	€ 156.423	€ 776.515
Ethiopia	€ 113.802	€ 122.838	€ 131.929	€ 140.652	€ 149.656	€ 658.876
Guatemala	€ 102.425	€ 128.912	€ 155.476	€ 181.620	€ 208.082	€ 776.515
India	€ 132.264	€ 128.116	€ 124.114	€ 119.896	€ 115.842	€ 620.233
Kenya	€ 43.624	€ 45.030	€ 46.421	€ 47.636	€ 48.986	€ 231.698
Nicaragua	€ 43.952	€ 47.901	€ 51.848	€ 55.616	€ 59.521	€ 258.838
Philippines	€ 102.619	€ 103.198	€ 103.730	€ 103.848	€ 104.282	€ 517.677
Rwanda	€ 47.987	€ 49.533	€ 51.063	€ 52.400	€ 53.884	€ 254.868
Sierra Leone	€ 61.474	€ 74.776	€ 88.111	€ 101.195	€ 114.469	€ 440.026
South Africa	€ 53.762	€ 52.832	€ 51.870	€ 50.693	€ 49.681	€ 258.838
Sri Lanka	€ 59.136	€ 68.438	€ 77.756	€ 86.833	€ 96.094	€ 388.258
Sudan	€ 47.490	€ 49.020	€ 50.534	€ 51.857	€ 53.326	€ 252.227
Thailand	€ 20.524	€ 20.640	€ 20.746	€ 20.770	€ 20.856	€ 103.535
Uganda	€ 76.695	€ 82.389	€ 88.153	€ 93.716	€ 99.431	€ 440.385
Zambia	€ 89.937	€ 97.964	€ 106.024	€ 113.773	€ 121.758	€ 529.457
Haiti	€ 307.858	€ 309.595	€ 311.189	€ 311.544	€ 312.846	€ 1.553.032
Overhead W&D - REK	€ 146.751	€ 155.999	€ 165.251	€ 173.954	€ 183.076	€ 825.031
Total	€2.047.672	€ 2.176.708	€ 2.305.812	€2.427.246	€2.554.526	€11.511.964

Table 3. Overview of budgeted costs for the SPN subprogram per country¹ and per year

SPN Program	
WD	€ 9.605.490
REK	€ 1.906.475
Total	€11.511.964

Table 4. Overview of budgeted costs for the SPN subprogram per organisation (including overhead)

Costs related to outcome results – and added value for target groups subprogram SPN

A specific attribution model is developed for each subprogram that attributes the costs on each budget line to one or more output results (expressed in specific indicators) and also to one or more outcome level results also expressed in specific indicators). The results and indicators of the result framework of paragraph 5.2.3a are used in this attribution model.

For the SPN subprogram the costs are attributed equally to the results in the four outcome result categories access, utilization, organization and quality.

The costs for each indicator related to outcome level results are presented in table 3 below.

¹ For Thailand, no subsidy is requested

Outcome result	Results	Attributed costs	
Access	2. results related to access	€	2.671.733
Utilization	3. results related to utilization	€	2.671.733
Organization	4. results related to organization	€	2.671.733
Quality	5. results related to quality	€	2.671.733
Overhead WD - REK		€	825.031
	Total	€	11.511.964

Table 5. Overview attributed costs for the SPN subprogram per result category at outcome level

The target group of this program are the partner organisations. Results in the category ‘**utilization**’ (25% of the costs) directly express the extent to which the partners use the output results for their improvement. The 25% of the costs that is attributed to increasing **access** to other funds based on having strong organizational and institutional capacities, results in more sustainable organisations.

The 25% of the costs attributed to **organisation** and **quality** are directly related to the improved capacities of partners and to the strength of their networks. Having strong and relevant networks leads to more relevant, effective and efficient organisations and programs as well as additional access to available funds. In this way, these costs create a leverage effect.

5.2.6b: It must be possible to verify the programme’s efficiency during implementation, if necessary leading to cost-reducing measures.²

The various cost percentages at the level of WD and REK (see par. a above) are monitored on a monthly basis by both WD and REK. The management team and the CEO discuss the monthly overview and take necessary actions in order to ensure that normative percentages are kept. Since WD and REK have used low cost percentages as unique selling points, both organisations have a long track record in taking necessary measures to keep cost percentages low.

Concerning the efficiency of programs, the annual regional results meeting (see par. 524a) will play a key role. Before this meeting, an analysis is made of overhead percentages of partner organisations in the region and of unit costs at output and outcome levels. These benchmarked data will be discussed by WD-REK with all partners in a region. Factors for higher and lower overhead percentages and / or unit costs will be considered and discussed, and on the basis of these discussions, the meeting can take actions to improve the efficiency performance of partner organisations as a whole or of specific programs. During the next annual regional results meeting, the follow up of these actions is put on the agenda.

As an additional instrument, these benchmarked efficiency data per region are communicated to WD-REK as a donor, together with the actions proposed by the regional alliances. This gives WD and REK in their donor roles the possibility to take further actions if necessary.

An example of adjustment of a project for efficiency reasons was the use of bench mark information from partner organisations Parole et action in Haiti for the start of a literacy programme by the partner organisation AMG Haiti. After contact s with Parole et Action, the set-up of the literacy programme by AMG Haiti was revised in a more efficient way.

Another recent example of adjustment of a project is the following: in the Vocational Training Centre in the Philippines the costs per student were too high till 2007. This was proven by a regular evaluation and by annual reports as well. We stimulated the partner organization to become more efficient, otherwise funding would stop for this project. Between 2007 and 2010 the costs per student decreased with about 30%, and the quality of the training even increased, which is proven by the annually reported indicators.

² This paragraph had to be submitted for the whole proposal, not per program. Therefore, the text is the same for all programs.

5.2.6c: The programme must contain a realistic timeline.

For the SPN subprogram a result frameworks has been developed by WD – REK. This has been discussed with CEO's of partner organisations from all regions. The organisation MDF has been involved in the design of this program and will also be involved in the implementation.

Partner organisations will be requested to develop specific plans for Organisational development and institutional development and regional alliances will also develop annual plans.

Each annual plan will contain planned results and indicators related to the result framework.

There will be an annual regional results meeting where annual reports are analysed. This meeting is the main mechanism (apart from the feedback cycle that each partners organisation has) to steer and adjust on the basis of a comparison between (annual and multi-annual) targets and realisations. See par 5.2.4.a for a further description of these meetings.

Analysed results of these annual regional results meetings together with proposed follow up actions are also sent to WD-REK. If realisations stay behind targets and proposed follow up is deemed insufficient, WD-REK as a donor can engage with the partner organisation to request improvement or with the regional alliance to identify additional partner organisations in order to realise intended results.

10. SUSTAINABILITY

5.2.7a: The program results must be of a sustainable nature

The programme/programmes must contain measures to ensure the independent continuation of the programme by partners and/or target groups

Notes: For each programme, describe in concrete terms how, once the grant period has ended, the institutions of civil society will have been strengthened in such a way that the program's results will last.

10.1. Introduction

The programs of WD-REK Alliance are based on a well-developed, coherent policy framework that encompasses vision, mission, core values, development principles and cross-cutting issues. All these elements are brought together in a Theory of Change (ToC)¹ that holds our vision on how our work will contribute to sustainable transformation of people and communities. As sustainability is one of the five development principles and the ToC is about sustainable transformation, we conclude that sustainability is at the core of the WD-REK program.

To describe how we ensure sustainability in our subprograms we distinguish two levels:

1. the level of the partner organization and its programs (including CBOs supported by the partner organizations);
2. the level of the people benefitting from the programs implemented by the partner organizations (sometimes through CBOs).

By describing sustainability at these two levels we address the two aspects asked for in 5.2.7.a, i.e. sustainability of the program and sustainability of the program results.

With regard to sustainability, we distinguish the following dimensions:

- institutional sustainability - the capacity of individuals, organisations and social/political systems to function independently and interact effectively with other actors (e.g. through rules and norms, laws and policies, participatory ways of policy making and effective organisation and representation of interests in those policy making processes);
- economic sustainability – the extent to which the capital/income base of individuals, households and organizations enables them to become and stay independent;
- social sustainability – the amount of social capital available in a society, which encompasses amongst others social homogeneity and relationships, social inclusion, participation, dignity and quality of life, sense of equality;
- ecological sustainability – the extent to which we ensure that the natural capital is available to current and future generations, which includes reduction of ecological damage (e.g. pollution, waste of resources), preservation of ecological diversity, enhancement of the resilience of ecosystems, stewardship in dealing with natural resources.

These dimensions of sustainability are clearly interrelated and are relevant at both levels of sustainability distinguished earlier and addressed in this chapter. When relevant, we will specify to which dimension the various strategies described primarily contribute. However, it is important to understand that almost always, strategies influence also other dimensions of sustainability.

We will now first describe concisely our approach to increase and ensure sustainability in general, whereas the following paragraphs will describe in more detail how in each of the subprograms sustainability is ensured.

In order to strengthen and ensure sustainability of partner organizations and their programs, WD-REK and its Southern partners established multilateral regional alliances. Paragraph 10.6, on the subprogram Strengthening Partner Network, further explains the way these alliances contribute to sustainability.

Furthermore, in our program, we aim at creating or strengthening effective linkages between subprograms of the same partner or between programs of our partner and other actors in the same intervention area. This is important for a structural effect of subprograms at target group level (see below), but it also contributes to the

¹ MFS II stage 1, annex 40 in book B

sustainability of subprograms themselves. For example: offering skills training and linking people effectively to the world of work will create opportunities to introduce fees for an education program offered to the same target group. The same goes for offering Enterprise or Agribusiness Development services. In a number of countries, the linking of subprograms has even evolved into subprograms that have become an integral part of a broader community development program. The strategy adopted is to build social structures in the community, so that they are able to initiate and monitor their own development process. These interventions are organised in such a way that after five years facilitation of development processes is phased out.

In order to ensure that interventions of our partner organizations have impact on target groups, the programs need to meet the standards laid down in the ToC, which aims at *sustainable* transformation. The extent to which partners work according to the ToC is evaluated in recurring organizational capacity assessments, strategic and operational plans should comply to the ToC and evaluations check actual compliance afterwards. The ToC refers explicitly to all four dimensions of sustainability.

The ToC is founded on three main principles and each principle contains elements relevant for sustainability. Our approach is:

- **people-centered:** people are at the center of our work implying that the target group is involved in analysis, setting up, implementation, monitoring and evaluation of interventions, creating ownership and participation; involvement of the target group also ensures that interventions are tailored to capabilities and limitations of the target group.
- **context-centered:** interventions are based on thorough context analysis, which ensures that opportunities of the (physical and institutional) context are maximally exploited and threats are minimized.
- **mindset change-centered:** we stimulate people to take initiative and responsibility for the development of themselves and others (family, community), act as an agent of change and show leadership in their sphere of influence; we address barriers for development in mindset and culture.

The following paragraphs will describe how the above is applied in the various subprograms.

10.2. Subprogram Education

The education subprogram is strongly focused on quality and relevance of education, so that students receive the education that is most relevant for their daily life at present as well as in the future. In this respect, sustainability, especially the social dimension, is at the heart of this subprogram and strategies to ensure sustainability are fully integrated.

Sustainability of partners and their education subprograms

The education program contributes to the sustainability of education partner organizations in different ways:

- *Capacity building (contributes in principle to all dimensions of sustainability)*

General capacity building of partner organizations will be done through the SPN subprogram and will support partners in PMEL, networking and strengthening and in diversifying their funding base. Education- and partner-specific capacity building is part of the subprogram and will focus on e.g. training of education staff including teachers, school leaders and government officials (e.g. in didactical approach, monitoring quality indicators and setup of a relevant curriculum). In many cases, a train-the-trainer approach is used to ensure that staff trained by the WD-REK alliance are able to train others in their own contexts. In community-based projects, education is integrated and capacity building in education involves the whole community, to build ownership and to strengthen (various dimensions of) sustainability accordingly.

- *Stimulate alternative fundraising strategies (contributes to the dimension of economic sustainability)*

Through the regional alliances, attention will be paid to the issue of volume and diversification of the partners' funding base. In the Education subprogram we will use concrete opportunities for raising local funds in e.g. Colombia and India due to increased income levels in these countries. In a number of other countries we will seize the opportunities for increasing government contributions for the exploitation of schools (a.o. in Ethiopia, Kenya, Zambia).

- *Policy Influencing (contributes to the dimensions of social and institutional sustainability)*

Policy Influencing (PI) is one of the strategies of the subprogram and will be strengthened in the plan period as we allocate more budget for PI. Through PI activities, partner organizations and CBOs will advocate for a variety of issues relevant for the sector and the target group, including policies and regulations, government funding,

access and quality issues. This will shape an enabling environment for the Education sector and contribute to their sustainability in the institutional environment.

- *Active participation in relevant networks (contributes to the dimensions of social and institutional sustainability)*

Partners participate in various networks (see chapters 5 and 8 for details). They receive support to build their capacity and skills which will increase their added value in these networks. Budget allocations for networking and lobby and advocacy are increased compared to the previous plan period, in view of strengthening sustainability. Sustainable development in education has strong linkages with ownership and an integrated approach. Only through involvement and continuous commitment of different stakeholders in society, sustainable improvements in the education sector can be realized.

Sustainability of the effects of WD-REK education interventions for the target group

The following elements contribute to ensure the sustainability of the effects of interventions:

- *Attention for participation and multi-actor involvement (contributes to ownership and therefore to all dimensions of sustainability)*

WD-REK is explicitly geared towards involvement and empowerment of parents and communities (e.g. through strengthening Parent-Teacher Associations (PTAs) and other CBOs) in order to enhance institutional sustainability of the subprogram. This will reinforce an enabling environment (made up by households and the community) for learners, increasing access and reducing drop-out.

- *Focus on quality of education (contributes to the dimensions of social and institutional sustainability)*
Ensuring quality and relevance of educational services is a precondition for good learning results by target groups on short and long term. Indicators of quality will be used to monitor and evaluate the aspects that have been identified by partner organizations and PTAs as essential for the (social) sustainability of the effect of their education programs.

- *Focus on mindset change using a holistic approach (contributes in principle to all dimensions of sustainability)*

The education subprogram aims at transformational education that prepares people from different social backgrounds for equal and active participation in society. This implies that the focus is on a holistic, healthy development of people; a narrow focus on cognitive results is avoided. We seek to stimulate positive mindset changes of people and communities that help them to take initiative and commit to personal/community development and act as an agent of change in their context. Concretely, this means a.o. that this approach is given attention in capacity building of education staff and that variety of life skills lessons is integrated into the program, thus increasing relevance of the education. The definition of what is relevant in a particular context is defined by the community and other relevant stakeholders.

- *Attention for ecological sustainability (contributes to the dimension of ecological sustainability)*
As mind-set change is a crucial aspect in the education subprogram, this also includes elements of stewardship. Awareness raising about erosion and deforestation through environmental education and cleaning of school and community environments are practical examples of this aspect, contributing to ecological sustainability. In building (community) schools, limiting the environmental impact is considered.

- *Linkages with relevant actors in the chain (contributes to the dimension of institutional and social sustainability and in indirect sense to economic sustainability)*

In several countries, the education subprogram is integrated in a broader community development program and linkages between education and other elements relevant for maximal impact are present naturally. In other cases, partners are stimulated and supported to make relevant linkages within the chain Education -TVET-JBS – ED/AD. These can be linkages with subprograms of the same partners or with interventions of other actors active in the same intervention area. Relevant linkages include also partnerships with educational institutes and the labor market.

Phasing out strategy

Regarding phasing out strategy, specific choices will be made, depending on the country profile, country context and program approach. Integrated community development programs are organized in such a way that after five years the facilitation of the development process is phased out. So, where Education interventions are part of such an integrated program, phasing out has been planned from the beginning.

In profile I countries, partner organizations are in a process to lobby for increased support to schools and, where possible, a phased hand-over of the management of schools to the government or the communities. Profile II countries show huge differences in the context. In Colombia, economic perspectives are rather positive and our partner has been able to start to set up local fundraising activities, which will be extended in

2010-2015. These experiences will also be exchanged with a partner in Guatemala. In countries like Haiti and Sudan, a concrete effort will be made to strengthen partners and increase their independence, but we do not see possibilities to phase out our support in short term.

In profile III countries there are increasing possibilities for funding by government and local companies. In South Africa, we decided already to gradually phase out the support of the education subprogram till 2015. During the plan period, also a phasing out strategy will be developed by partners in the Philippines. In India, partners will be assisted in developing alternative fundraising strategies, while the total planned budget of the WD-REK Alliance will decrease (13%) and also shift toward more attention for civil society strengthening and advocacy.

10.3 Subprogram TVET-JBS

WD-REK and its partner organizations intend to provide high quality and demand driven vocational training and Job and Business Services (JBS). The training is based on regular assessments of market needs and competences of the target group, conducted by the JBS officers. Sustainability is a development principle that is thoroughly integrated in the TVET-JBS subprogram. Attention is on both sustainability of partner organizations and their program as well as on impact of our interventions on target groups involved.

Sustainability of partners and their TVET-JBS subprograms

The following elements of the TVET-JBS subprogram are focused on or contribute substantially to strengthening the sustainability of TVET-JBS partners:

- *Networking (contributes to the dimensions of institutional and economic sustainability)*
Embedding partners in relevant networks and building their capacities to act as an active member, is an important means to strengthen the partner and secure program results. A number of networking strategies can be distinguished:
 - All partner organizations are member of a WD-REK regional alliance.
 - Linkages between Southern partners and Dutch TVET providers. A number of these linkages exist already, and this increases in the coming period. In some also exchange between Northern and Southern students takes place through internet-supported cooperation on educational tasks (e.g. in the exchange project between AMG Philippines and Hoornbeek College).
 - Participation in relevant national/regional networks (VTC-networks, trade networks, government networks).
 - Networks of ex-graduates, e.g. an alumni association. Through these networks ex-graduates provide feedback on quality and relevance of curricula, bring in job and apprenticeship opportunities and can contribute financially by sponsoring trainees. All partners have or are establishing such a network.
 - Linkages with industry/labor market: through JBS, partners' programs are firmly connected to the labor market which contributes to its sustainability in various ways (improved and relevant curricula through feedback, financial and material contributions from industry, contacts)
- *Capacity building (contributes to all dimensions of sustainability)*
General capacity building of partner organizations is done through the SPN subprogram and supports partners in PMEL, networking and in strengthening and diversifying their funding base. More TVET-JBS specific capacity building is done as part of the TVET-JBS subprogram and focuses on: training of trainers (e.g. in didactical approach), quality of learning materials, setup of a relevant curriculum, rural approaches in TVET- JBS, and the realization of market needs assessments and youth capacity assessments.
- *Policy Influencing (contributes to the dimensions of social and institutional sustainability)*
Policy Influencing (PI) is one of the strategies of the subprogram and will be strengthened in the coming plan period as we allocate more budget for PI. Through PI activities, partners advocate (or take part in PI networks which advocate) for a variety of issues relevant for the sector and the target group, including policies and regulations, government funding, (fair) labor regulations, a demand driven curriculum, access to TVET, markets and financial services, and quality issues. This shapes an enabling environment for the sector and contribute to their sustainability in the institutional environment.
- *Increasing and diversifying funding sources and generation of own income (contributes to the dimensions of economic and institutional sustainability)*
All TVET-JBS partners are currently partly self-sufficient. In the period 2011-2015 we aim at increasing the level of financial self-sufficiency; a number of possible options were identified. We also realize, however,

that providing training to poor and vulnerable people will limit the possibilities of attaining full financial self-sufficiency. We build the capacity of partners to raise funds with the (local) government, industry and other local donors. An additional source is income generation by the program/institute itself. Depending on the context, the following options will be implemented: (raised) course fees, training and services paid for by beneficiaries/target groups such as entrepreneurs or ex-graduates, organizing an evening school, sale of TVET products, and hiring out buildings and machinery.

Sustainability of the effects of TVET-JBS interventions for the target group

The following aspects are important for our strategy to ensure that effects of our interventions have a lasting effect for the target group:

- *Demand-driven services tailored to target group and context (contributes to the dimension of social and economic sustainability).*
By involving the target group/community in developing and implementing the program, this is tailored to their capacities, needs and possibilities. Further, courses are based on recurring (labor) market analyses, to ensure responsiveness to market opportunities/limitations, and on assessments of potential students, to tailor specific courses such as entrepreneurial skills training, to the target group. In the coming period, more attention is given to develop additional support that is specifically targeted at wage and self employment, also for rural areas.
- *Mindset change and a holistic approach to TVET-JBS (contributes in principle to all dimensions of sustainability)*
In addition to vocational skills, we integrate life skills (including HIV/Aids awareness raising, gender and child/youth rights), business skills, leadership training, coaching, micro enterprise development, and work ethics/attitude in the program which prepares trainees better for an effective entrance in the world of work. Through this holistic approach, we stimulate positive mindset changes of people and communities that help them to take initiative, to commit to personal/community development and to act as an agent of change in their context.
- *Linking TVET with JBS (contributes to the dimensions of economic and social sustainability)*
Market analyzes by JBS is the basis of training and guidance given to trainees. Furthermore, through JBS, the graduates are supported in entering the world of work, ensuring that the graduates can reap the benefits of their training. The JBS officer keeps contact with the graduates for one to two years for further coaching and mentoring.
- *Linkages with other subprograms (contributes to the dimensions of economic and social sustainability)*
In several countries, the TVET-JBS subprogram is integrated in a broader community development program, whereby linkages between TVET-JBS and other elements relevant for maximal impact are present naturally. In other cases, partners are stimulated and coached to make relevant linkages within the chain Education -TVET-JBS – ED/AD. These can be linkages with subprograms of the same partners or with interventions of other actors active in the same intervention area. Linkages with education are e.g. integration of vocational skills in the curriculum of primary and secondary schools, career choice guidance, exchange of teachers, exposure visits of potential trainees to TVET providers. Linkages with the AD en ED subprograms or other providers of similar job and business services might lead to linking graduates to a MFI, a business hive or a business incubator project. Through this intermediate position in the chain, TVET-JBS strongly contributes to sustainable effects of education.
- *Integration of Policy Influencing in TVET-JBS subprogram (contributes to the dimensions of economic and social sustainability)*
PI activities contribute to shape an enabling environment for the marginalized target group with respect to issues such as accessibility of financial services and markets, quality, labor market, employment, labor conditions, wages.
- *Attention for ecological effects (contributes to the dimension of ecological sustainability)*
Staff and trainees are made aware of stewardship aspects and are supported in putting theory into practice and become agents of change in their context. Some examples: in the layout of facilities in drought prone areas, attention is directed towards rain water harvesting; alternative modes of energy and fuel are investigated and used e.g. for preparing meals for trainees; awareness raising regarding erosion, current and future effects of climate change at local and regional level, deforestation and waste handling; attention for workplace safety. In 2010, WD-REK alliance has signed an MoU with REAP (see annex 13.b.15)², a Southern training partner, to train and facilitate a number of these themes and to do a pilot

² REAP – Rural Extension for the African Poor

together with a partner in Kenya. The intention is to make this training available for all African partners from 2011 onwards.

Phasing out strategy

Regarding phasing out strategy, specific choices will be made, depending on the country profile, country context and program approach. Integrated community development programs are organized in such a way that after five years the facilitation of the development process is phased out. So, where TVET-JBS interventions are part of such an integrated program, phasing out has been planned from the beginning.

In profile I countries the WD-REK alliance does not see possibilities to phase out funding in short term, although concrete efforts are made to increase own income.

Profile II countries show huge differences in the context. In Colombia the set-up of local fundraising activities already started in the previous policy period and will be further developed in 2011-2015 thus increasing possibilities for WD-REK to phase out. In other profile II countries, however, like Haiti and Sri Lanka, the situation is totally different and phasing out is not possible yet.

In profile III countries (South Africa, Philippines, India) we seek for opportunities to phase out our funding in such a way and at such a pace that sustainability of our efforts is ensured; a strategy will be devised by 2015 for all TVET-JBS projects in these countries to phase out. In the meantime, the planned budget will shift towards more attention for civil society strengthening and advocacy.

10.4 Subprogram Agribusiness Development

The Agribusiness Development subprogram is characterized by a strong focus on entrepreneurship (farming as business) promotion of private initiatives (private service providers) and building linkages between farmers and markets. Sustainability is at the core of a successful enterprise and business initiative.

Sustainability of AD partners and their service provision

There are various ways the AD subprogram contributes to the sustainability of the AD partners, which are Business Development Organizations (BDOs):

- Donations to partner BDOs are based on the business plan of the BDO showing how the donations/grant of WD-REK contributes to the sustainability of the organization. The goal is to stimulate the AD partners to become self-sufficient within a period of three to five years and/or to operate an AD subprogram which will become self-supporting in three to five years.
- An important component of the AD subprogram is to stimulate the transition of a more civil society – donor supported CSO/NGO to a business oriented services provider. Various instruments and means will be used to reach this objective. Training, exchanges, re-orientation of target groups/client groups, development of new products/services, networking with other providers, etc. BDOs in AD need to start viewing their target groups as clients. BDOs will be supported to become institutionalized providers of services instead of implementing agricultural programs.
- Sustainable provision of services in agribusiness is only possible if the BDO takes the market of its clients into account. This implies that services are provided in crops/value chains which are competitive on a regional/national scale and that services are provided which add value to the clients' business. WD-REK will assist BDOs to get the right capacity to analyze markets and the competitiveness of value chains.

Sustainability of the effects of AD interventions for the target group

The AD subprogram contributes to the sustainability of the results (outcome and impact of the interventions) for the target group of agribusinesses in the following ways:

- In the selection of the clients (either farmers, farmer groups, chain supporters, processors) there is a strong focus on those clients that are willing to co-invest in their business, clients that take initiative and that have the potential and interest to run their farm/services provision as a business. Clients should also be able to grow their business (in terms of land, assets) and have opportunities to tap into regional/national markets at a competitive scale/price/quality. Sustainable changes in agriculture and agribusiness can only take place with changes in the mindset of the clients. Therefore, the subprogram components focused on BDS and Chain Organization will also include items like personal development, exchanges with successful emerging farmers, pilot set-ups, etc.

- The AD subprogram stimulates farmers and farmers groups to start operating their farm as a business. Services will only be offered to those farmers and farmer groups that will be able to earn a profit out of their business. The business plan (per farmer, for a farmer group and/or for chain intervention) will show that the revenues generated exceed the investments amounts. Before an intervention is implemented a business case need to be developed.
- The AD subprogram stimulates the provision of agricultural services through private small enterprises. Agribusiness depends on the availability of inputs and support services. In many rural environments the availability and access to these services is hampered by non performing (semi)public institutions and/or NGO schemes offering services to just a limited target group (mainly the poorest farmers). The AD stimulates small enterprises to offer the necessary inputs/services to farmers and farmer groups. Although this might increase the costs of production for these groups in the short term, it guarantees that services are offered without donor support schemes and/or government interventions in the long run.
- Linkages with the markets/chain organization. Nonetheless, sustainability is not guaranteed just by profitability. There is a need for a sound environment of competitiveness, which the subprogram promotes by stimulating platforms of trust. This is part of sector/chain development. Different economic actors are linked on the basis of transparency and trust. The set up of these platforms guarantee sustainability of business activities in and around value chains and hence the enterprises involved.

It is clear that the sustainability of the service provider and that of its clients, are interrelated. Only a successful business will be able to (re)pay the services provided.

The AD and ED (Enterprise Development) subprograms in relation to the different sustainability dimensions

Having first described the approach to sustainability at the level of partners and their clients, we will now describe how the AD subprogram relates to the various dimensions of sustainability. With regard to sustainability, the AD and ED subprogram are very similar, which means that the following text holds for both subprograms.

Institutional sustainability

For partners of the ED/AD subprogram it is a requirement to reach operational self-sustainability (OSS) or at least to have a clear business strategy to become OSS within 3-5 years after start of collaboration. Regular overhead (a % of program contributions) is not paid to the partners in AD/ED. Contribution to operational costs if applicable is tailor-made, limited, focused on institutional capacity building of the BDO and based on the business plan of the BDO. By working this way, we make sure our interventions are institutionally sustainable.

Economic sustainability

At the level of the client group, MSMEs (Micro, Small and Medium Enterprises) and other actors, a loan or grant as seed capital/BDS (Business Development Services) contribution is always related to a financially sound business plan. ED/AD will never tap into a project/program/business without making calculations about initial costs, required short en mid-term investments related to benefits in terms of financial gains to cover costs, to do necessary investments as well etc. In our opinion, economic sustainability is also reflected in sustainable profit in terms of increased management capacity, involvement into markets, professionalized business meeting requirements in terms of labor circumstances, quality standards etc.

Ecological sustainability/Social sustainability

The private sector is co-responsible for the development of a nation and its people. Businesses are an integral part of society. It is important to care for the environment, the employees and other resources entrusted to a business entity. Accountability and transparency at all levels (WD-REK, BDO's, MSME's) are a reflection of an attitude of co responsibility.

Profits are necessary for sustainable business. However that does not exclude a way of dealing with staff, suppliers, customers, other business relations and inputs (natural resources, primary products) according to Christian principles. Transparent and fair business relations are based on the attitude that employers and employees need to be stewards of what is entrusted to them.

Concrete issues regarding the ecological and social dimensions of sustainability include:

- Encouragement of the creation of decent jobs and respect for dignity of people whatever race or sex preventing social exclusion;
- Mutual trust between employees and employer as well among partners and their clients;
- Exclusion of certain sectors from AD/ED operations: enterprises involved in alcohol & drugs related industries, the mining industry;

- Non-acceptance of bribery, financial or by gifts;
- Transparency in effective interest rates and other cost towards clients of service providers;
- Compliance with child labor laws, realizing that children may perform tasks that don't interfere with their health, development etc.
- Use of environmentally sound practices, such as responsible use of crop protection chemicals, erosion control, avoidance/restriction of deforestation and pollution of water resources etc., should be used by WD-REK sustained businesses.

Those and other ethical issues are part of a memorandum of understanding (MOU) between WD-REK and partnering BDOs and will be verified and checked through the organizational policies.

Despite the willingness to do good or better in terms of social and ecological responsibility, entrepreneurs are part of at least a local, but often a national or international economy. In setting standards, criteria, requirements, it is relevant to take into account the fact that we operate in a globalized world, which means that the markets and business climates in countries in which we are active are strongly influenced by decisions of consumers, entrepreneurs and governments in other countries. This makes the responsibility for those ethics a shared responsibility of consumers and governments alike and underscores the importance of awareness raising and lobby both in Northern and Southern countries.

Phasing out strategy

As described earlier, it is inherent to the AD subprogram strategy that we work with partners in the direction of Operational Self-Sustainability (OSS) within a period of maximum 5 years. Partners that are OSS can continue their partnership with WD-REK. They can make use of services and support e.g. to manage a revolving fund, obtain a loan for providing financial services to clients etc., but will not get any support for covering overhead costs. Thus, having reached OSS means that partner organizations have become mature organizations that can finance operations from income out of their services in the private sector development market. This phasing out strategy is part of the program in all countries. However, in some profile II countries, the BDOs and their client are operating in a business environment that is so unstable, due to violence and social and political unrest, that reaching OSS within 3-5 years turns out to be impossible.

10.5 Subprogram Enterprise Development

The Enterprise Development subprogram is characterized by a strong focus on sustainability of outcomes/results, applicable at both Business Development Organization (BDO) level and clients / target group level (MSMEs).

Sustainability of ED partners and their service provision

Payment of interest, conform to the market in the context, is no problem as long as the loan including BDS enables the entrepreneur to develop his enterprise towards a higher level of production / quality / track-record etc. At the same time, through collaboration with the existing financial sector and lobby activities, we contribute to the development of financial products fitting the real need of PS actors, mainly MSMEs.

Encouraging existing Financial Institutes to minimize and manage present potential risks by proper business analysis, synchronizing of FS and BDS, guarantee measures etc. will lead to a better entrepreneurial environment where donors play a minimal role, although changes like this take considerable amounts of time. It has a lot to do with mindsets of people and also 'institutional mindset' of e.g. financial sector.

Sustainability of the effects of ED interventions for the target group (MSMEs)

ED wants to strengthen the private sector (PS) in developing countries and at the same time work at preconditions to link marginalized groups to mainstream markets / value chains.

The subprogram assumes that private sector service providers as well as economic actors such as MSMEs can only be sustainable if they can make net profit out of their core business. This enables them to invest in business expansion, new jobs, labor circumstances, environmental protection, new production techniques as well as taking responsibility for civil society.

Sustainable business transformation can only take place if the condition above, profit generation, is met, otherwise the business will collapse and/or tempted to save cost by exploiting human capital in a indecent way. Therefore, contributing to PS strengthening must take place under market conditions. Otherwise exit will be very difficult and considerably risk of collapsing. Within the ED subprogram for that reason 'money is not for

free'. BDO's in their relation with clients mainly work with loans instead of grants. The uniqueness of the loans compared with regular microfinance has to do with the tailor made concept of the financial products including Business Development Services (BDS). BDS can partly be provided as a grant alongside the loan, as a means to improve entrepreneurial capacity as well as to reduce non-repayment risk.

Nonetheless, sustainability is not guaranteed just by profitability. There is a need for a sound environment of competitiveness, which the subprogram promotes by stimulating platforms of trust. This is part of sector/chain development, in which different economic actors are linked on a base of transparency and trust. The set up of these platforms guarantee sustainability of business activities in and around value chains and hence the enterprises involved.

Relation of the AD and ED subprogram to the different sustainability dimensions

This is similar for the AD and ED subprograms, for which reason we refer to previous paragraph.

Phasing out strategy

As mentioned earlier, it is inherent to the ED subprogram strategy that we work with partners towards reaching Operational Self-Sustainability (OSS) within a period of maximum 3 years. Partners that are OSS can continue their partnership with WD-REK. They can make use of services and support e.g. to manage a revolving fund, obtain a loan for providing financial services to clients etc., but will not get any support for covering overhead costs. Thus, having reached OSS means that partner organizations have become mature organizations that can finance operations from income out of their services in the private sector development market. This phasing out strategy is part of the program in all countries. However, in some profile II countries, the BDOs and their client are operating in a business environment that is so unstable, due to violence and social and political unrest, that reaching OSS within 3-5 years turns out to be impossible.

10.6 Subprogram Strengthening of Partner Network (SPN)

The subprogram SPN is focused on enhancing the capacity of partner organizations in a number of domains in order to make them more resilient and independent from external support. It is inherent to the nature of this subprogram that 'sustainability' is at the centre of the strategies employed in this subprogram.

For SPN, the distinguished levels of sustainability, mentioned in the introduction (levels of partner organization and target groups) may be 'translated' into the level of the regional alliances and of the members of the regional alliances. However, as sustainability at these levels is very much entwined, distinction of these levels has no added value for this subprogram and will not be used.

The regional alliances will allow for and stimulate peer review and benchmarking, networking, joint fundraising and a stronger role of Southern partners in policy making. The regional alliances will also function as structures for joint and mutual learning, innovation and capacity building with a focus on strengthening PMEL, networking, policy influencing and (local) fundraising capabilities. Thus, they will build overall capacity, embed partners in relevant networks at various levels, stimulate diversification and growth of the funding base, which results in increased sustainability of these organizations and their programs.

More specifically, this subprogram contributes to the various dimensions of sustainability:

- *Institutional sustainability*

The activities supported by the SPN subprogram will contribute to enhance the capacity of partner organizations in a number of domains relevant to their operational environment, so they will deliver more effectively in the context and will become more resilient to changes in their context. The joint development and implementation (and related capacity building) of a comprehensive PMEL system, that can meet the requirements of the more demanding donors, is particularly relevant. Enhanced PMEL capacity does ensure quality of program implementation and does allow for accessing a broader range of funds. Also improvements in other systems such as financial and administrative systems contribute to institutional sustainability. Finally, attention for increasing the capacity to plan and act at a more strategic level will be important.

- *Economic sustainability*

Increased capacity of partners will enable them to meet the requirements of a broader range of donors. Combined with capacity building for (local) fundraising and joint fund raising, this will lead to a larger and more diversified capital base of partners and thus to increased economic sustainability. The latter will also contribute

to increased economic sustainability of the regional alliances themselves as their members can pay higher membership fees, which will help to make the alliance self-reliant and independent from WD-REK.

- *Social sustainability*

A number of strategies of the SPN subprogram aim at mindset changes of partner organizations. Examples: a more open attitude towards networking, exchange and cooperation with other actors, peer review, and learning and innovation. Besides, the subprogram aims at stimulating partners to act as agents of change in their context, delivering proven good practices and advocating actively and effectively for issues relevant for their target groups.


- *Environmental sustainability*

This element will be addressed in exchanges on good practices related to environmental sustainability. However, this dimension is addressed extensively in the other subprograms.

The regional alliances that play a key role in the SPN subprogram, will be fully operational as of January 1, 2011. In the first years of the plan period, these alliances will be strongly supported by WD-REK to enable them to develop their full potential. It is planned, however, that growth in capacity of the regional alliances will lead to a gradual withdrawal of the WD-REK support. At the moment, it is not clear yet at what pace WD-REK is able to phase out financial support to SPN. In general, phasing out of financial support start by the sectoral subprograms (Educations, TVET-JBS, AD, ED), while phasing out support to the SPN subprogram will be later and is dictated by capacity growth of partner organizations which is key to a responsible phasing out, i.e. ensures sustained impact of programs on target groups.

11. APPLICANT'S SIGNATURE

I, the undersigned, declare that the information provided in this application and its appendices is truthful.

Name of applicant/lead party	Stichting Woord en Daad
Name of authorised representative	Ir. J. Lock
Date	1 July 2010
Place	Gorinchem
Signature	

1 THEMATIC SUMMARY BY COUNTRY

Theme Country	Education	Technical and Vocational Education and Training / Job and Business Services (TVET-JBS)	AD (Agribusiness Development)	ED (Enterprise Development)	Strengthening partner network
Bangladesh	2011-2015 Christian Service Society (CSS) New partner(s) to be determined	2011-2015 Christian Service Society (CSS) New partner(s) to be determined	n.a. 2011-2015 Christian Service Society (CSS) New partner(s) to be determined	2011-2015 Christian Service Society (CSS) New partner(s) to be determined	2011-2015 Christian Service Society (CSS) New partner(s) to be determined
Benin	2011-2015 Organisation pour le Développement Durable, de Renforcement et d'Autopromotion des Structures Communautaires (DEDRAS-ONG)	2011-2015 Organisation pour le Développement Durable, de Renforcement et d'Autopromotion des Structures Communautaires (DEDRAS-ONG)	2011-2015 Organisation pour le Développement Durable, de Renforcement et d'Autopromotion des Structures Communautaires (DEDRAS-ONG)	2011-2015 Organisation pour le Développement Durable, de Renforcement et d'Autopromotion des Structures Communautaires (DEDRAS-ONG)	2011-2015 Organisation pour le Développement Durable, de Renforcement et d'Autopromotion des Structures Communautaires (DEDRAS-ONG)
Burkina Faso	2011-2015 Christian Relief and Development Organisation (CREDO) Alliance Évangélique d'Appui au Développement (AEAD)	2011-2015 Christian Relief and Development Organisation (CREDO) Alliance Évangélique d'Appui au Développement (AEAD)	2011-2015 Agence Communautaire pour le Financement de la Micro Entreprise (ACFIME) New partners to be determined	2011-2015 Agence Communautaire pour le Financement de la Micro Entreprise (ACFIME) Burkina Bail	2011-2015 Christian Relief and Development Organisation (CREDO) Alliance Évangélique d'Appui au Développement (AEAD) Agence Communautaire pour le Financement de la Micro Entreprise (ACFIME)
Burundi	2011-2015 Fraternite Evangelique Du Christ en Afrique au Burundi (FECABU) Help Channel Burundi	2011-2015 Fraternite Evangelique Du Christ en Afrique au Burundi (FECABU) Help Channel Burundi	2011-2015 (only EAP) Fraternite Evangelique Du Christ en Afrique au Burundi (FECABU) Help Channel Burundi New partner(s) to be determined	n.a.	Fraternite Evangelique Du Christ en Afrique au Burundi (FECABU) Help Channel Burundi

Chad	2011-2015 Bureau d'Appui et Conseil (BAC)	2011-2015 Bureau d'Appui et Conseil (BAC)	2011-2015 New partners to be determined	n.a.	2011-2015 Bureau d'Appui et Conseil (BAC)
Colombia	2011-2015 Corporación Dios es Amor (CDA)	2011-2015 Corporación Dios es Amor (CDA)	n.a.	2011-2015 Corporación Dios es Amor (CDA) New partners to be determined	2011-2015 Corporación Dios es Amor (CDA)
Ethiopia	2011-2015 Hope Enterprises Hope University College Meserete Kristos Church – Relief and Development Association (MKC-RDA) Ethiopia Kale Heywet Church Development Program (EKHCDP) Resurrection and Life Development Organisation (RLDO)	2011-2015 Hope Enterprises Meserete Kristos Church – Relief and Development Association (MKC-RDA) Ethiopia Kale Heywet Church Development Program (EKHCDP) Resurrection and Life Development Organisation (RLDO)	2011-2015 Ethiopia Kale Heywet Church Development Program (EKHCDP) Resurrection and Life Development Organisation (RLDO) New partners to be determined	2011-2015 New partners to be determined	2011-2015 Hope Enterprises Meserete Kristos Church – Relief and Development Association (MKC-RDA) Ethiopia Kale Heywet Church Development Program (EKHCDP) Resurrection and Life Development Organisation (RLDO)
Guatemala	2011-2015 Advancing the Ministries of the Gospel Guatemala (AMG Guatemala)	2011-2015 Advancing the Ministries of the Gospel Guatemala (AMG Guatemala)	2011-2015 Asociación Guatemalteca para el Desarrollo (AGUDESAs) New partners to be determined	2011-2015 Asociación Guatemalteca para el Desarrollo (AGUDESAs)	2011-2015 Advancing the Ministries of the Gospel Guatemala (AMG Guatemala)
Haiti	2011-2015 Parole et Action (P&A) Action Missionnaire Globale (AMG) Consortium pour le Renforcement de l'Éducation Chrétienne en Haiti (CRECH) Fondation Haitienne de l'Enseignement Privé (FONHEP)	2011-2015 Parole et Action (P&A)	2011-2015 Centre Spécialisé de Leadership (CSL) Parole et Action (P&A) New partners to be determined	2011-2015 Centre Spécialisé de Leadership (CSL) New partners to be determined	2011-2015 Parole et Action (P&A) Action Missionnaire Globale (AMG) Consortium pour le Renforcement de l'Éducation Chrétienne en Haiti (CRECH)

India	2011-2015 Word and Deed India Advancing the Ministries of the Gospel (AMG) Christian Outreach Uplifting New Tribes (COUNT) India Rural Evangelical Fellowship (IREF) Reformed Church of North East India (RPCNEI) Help a Child of India (HACI)	2011-2015 Word and Deed India Advancing the Ministries of the Gospel (AMG) Christian Outreach Uplifting New Tribes (COUNT) Reformed Church of North East India (RPCNEI) Help a Child of India (HACI)	n.a.	n.a.	2011-2015 Word and Deed India Advancing the Ministries of the Gospel (AMG) Christian Outreach Uplifting New Tribes (COUNT) Reformed Church of North East India (RPCNEI) Help a Child of India (HACI)
Kenya	2011-2015 Africa Inland Church (AIC) New partner (2012 onwards)	2011-2015 Africa Inland Church (AIC) School of Mentoring Business Entrepreneurs (SOMBE) New partner (2012 onwards)	New partner (2012 onwards) Vlgs begroting geen AD in Kenya	2011-2015 Africa Inland Church (AIC) New partners to be determined	Africa Inland Church (AIC) New partner (2012 onwards) School of Mentoring Business Entrepreneurs (SOMBE)
Nicaragua	2011-2015 Instituto Nicaraguense De Evangelismo a Fondo (INDEF)	2011-2015 Instituto Nicaraguense De Evangelismo a Fondo (INDEF)	2011-2015 Pueblos en Accion Comunitaria (PAC) + possibly in combination with other new partners	2011-2015 Pueblos en Accion Comunitaria (PAC)	2011-2015 Instituto Nicaraguense De Evangelismo a Fondo (INDEF) Pueblos en Accion Comunitaria (PAC)
Philippines	2011-2015 Advancing the Ministries of the Gospel (AMG)	2011-2015 Advancing the Ministries of the Gospel (AMG)	2011-2015 New partners, to be determined	2011-2015 Center for Community Transformation (CCT) TEKTON BDO Oikocredit	2011-2015 Advancing the Ministries of the Gospel (AMG) Center for Community Transformation (CCT)
Rwanda	2011-2015 Bamporeze Association African Evangelistic Enterprise (AEE) EPR (Eglise Presbytérienne au Rwanda)	2011-2015 Bamporeze Association African Evangelistic Enterprise (AEE) EPR (Eglise Presbytérienne au Rwanda)	2011-2015 Bamporeze Association African Evangelistic Enterprise (AEE) EPR (Eglise Presbytérienne au Rwanda) New partners to be determined	n.a.	Bamporeze Association African Evangelistic Enterprise (AEE) EPR (Eglise Presbytérienne au Rwanda)

Sierra Leone	2011-2015 Cotton Tree Foundation (CTF) Evangelical Fellowship of Sierra Leone (EFSL)	2011-2015 Cotton Tree Foundation (CTF) Evangelical Fellowship of Sierra Leone (EFSL)	2011-2015 Cotton Tree Foundation (CTF)	2011-2015 Cotton Tree Foundation (CTF) New partners to be determined	2011-2015 Cotton Tree Foundation (CTF) Evangelical Fellowship of Sierra Leone (EFSL)
South Africa	2011-2015 Mfesane (High Five, Sobambisana)	2011-2015 Mfesane (Noluthando Training Industries)	n.a.	2011-2015 Agribusiness Development Consult (ADC)	2011-2015 Mfesane
Sri Lanka	2011-2015 New partners, to be determined	2011-2015 Ladder of Hope (LOH) and/or other new partners to be determined	New partners to be determined	n.a.	2011-2015 Ladder of Hope (LOH)
Sudan	2011-2015 ACROSS Sudan Aid New Partner from 2012 onward	2011-2015 ACROSS Sudan Aid New Partner from 2012 onwards	n.a.	n.a.	2011-2015 ACROSS Sudan Aid New Partner from 2012 onwards
Uganda	2011-2015 Karamoja Dioceses Development Services (KDDS) Share an Opportunity (SAO) African Evangelistic Enterprise (AEE)	2011-2015 Karamoja Dioceses Development Services (KDDS) Share an Opportunity (SAO) African Evangelistic Enterprise (AEE) New partners, to be determined	2011-2015 Share an Opportunity (SAO) African Evangelistic Enterprise (AEE) New partners, to be determined	2011-2015 Share an Opportunity (SAO) African Evangelistic Enterprise (AEE) New partners, to be determined	2011-2015 Karamoja Dioceses Development Services (KDDS) Share an Opportunity (SAO) African Evangelistic Enterprise (AEE) New partners, to be determined
Zambia	2011-2015 Evangelical Fellowship of Zambia (EFZ) Great Commission for People, Development and Orphans (GCPDO) Reformed Church in Zambia (RCZ) Expanded Church Response (ECR) New partner from 2012 onwards	2011-2015 Great Commission for People, Development and Orphans (GCPDO) Reformed Church in Zambia (RCZ)	2011-2015 Africa Works ZATAC Reformed Church in Zambia (RCZ)	2011-2015 ZATAC Africa-Works	2011-2015 Evangelical Fellowship of Zambia (EFZ) Great Commission for People, Development and Orphans (GCPDO) Reformed Church in Zambia (RCZ) Expanded Church Response (ECR) New partner from 2012 onwards

2.01 CONTEXTUAL ANALYSIS BANGLADESH

I. Introduction

In Bangladesh the WD-REK Alliance supports and strengthens its partners and other relevant actors in effective and sustainable implementation of the following subprograms in a variety of regions in the country: 1) education; 2) technical vocational education and training and job and business service (TVET-JBS); 3) enterprise development (ED); 4) agribusiness development (AD), 5) strengthening partner network (SPN).

Our other subprograms are primary health care, food security on household level, and shelter, disaster preparedness and relief, but these are financed by the ICCO Alliance.¹ The analysis presented below is a joint effort of the WD-REK Alliance and its Southern partners. Contextual information was derived from various external sources (the main of which are referred to in footnotes), strategic multi-annual plans of partners and field visit reports. This information was analyzed and strategic programmatic choices were jointly made during global and regional partner conferences, Nairobi, Apeldoorn and Bangkok in 2009 and 2010. Draft and final versions were discussed and validated with partners. Bangladesh is a Profile I country.

Bangladesh, with a gross national income (GNI) per capita of US\$480 ranks as a low income country. Its economic growth has been above 4% for over 10 years.² The economy is dominated by a small number of large businesses, controlling 80% of the market, and a huge informal sector, employing around one third of the working population.³ Low tax revenue levels, ineffective bureaucracy, a high level of corruption, a lack of access for potential entrepreneurs to matching loans and a high vulnerability to natural disasters (flooding, cyclones and drought) are key impediments for the longed for economic growth.^{4 5} Approximately half of Bangladesh' population lives under the poverty line of US\$1/day.^{6 7} Participation of exactly this group of people in the national growth process is a necessity for equitable development. According to the UNDP Bangladesh is likely to achieve MDG 2 (universal primary education). Yet, primary school completion rate is 70% and adult literacy even only 53,5%. MDG 3 (gender equity) is mentioned as achieved, among others due to the establishment of an institutional mechanism through the Ministry of Women and Children Affairs (MoWCA). However, inequalities still appear, especially regarding literacy (LR male 58,7%, female 48%) and (higher) education (gross enrolment rate male 9%, female 5%).^{8 9} The challenge for the country is to make progress under the current level population growth (1,4% on a total population of 160 million) and high rates of urbanization (for 2005-2009 annually 3.5%).

II. Target group analysis

The **education subprogram** focuses on three groups: (i) Through private schools education opportunities are offered to orphans and vulnerable children (OVC's) and young people, especially girls from ethnic/religious minorities, mainly tribal people from Khulna, Chittagong and Dhaka division. Being a minority of just over 1% tribal people are often found in disadvantaged positions in the country, where the mainstream Islamic culture dominates social and political life.¹⁰ With good quality education and aspects of leadership training these young people are empowered, to take up their responsibilities in society, contribute to society and represent their ethnic-religious communities in a valuable way. (ii) Preschool education is offered to children from parents who are client in the ED (micro finance) program. The service is paid from the profit of the involved microfinance institution (MFI). After two years these children are linked up with government funded education. (iii) The third group are the children of (former) commercial sex workers.¹¹ Stigmatization and discrimination dominate the school career of these children, if they already attend school. For the whole of the education program children and young people are admitted on the basis of socio- economic criteria,

¹ The subprograms health, shelter, disaster preparedness and relief and food security on household level are financially supported through channels other than this proposal. Elements of the subprograms are part of the ICCO Alliance.

² http://siteresources.worldbank.org/SOUTHASIAEXT/Resources/223546-1189611264671/bgd_aag.pdf

³ Financial Express, Dhaka, Saturday January 17 2009 by Mustafa K. Mujeri, chief economist BD bank

⁴ The doing business score from the World Bank increased from 93 in 2009 to 98 in 2010, which indicates that doing business became more complex: <http://www.doingbusiness.org/features/Highlights2010.aspx>

⁵ *Multi Annual Strategic Plan 2010-2011*, The Netherlands Embassy of the Kingdom of The Netherlands 2010, page 4

⁶ *Poverty Assessment for Bangladesh: Creating Opportunities and Bridging the East-West Divide*, Bangladesh Development Series Paper 26, World Bank, October 2008

⁷ All statistical data in this document are taken from the CIDIN database with option 'latest available data': www.ngo-database.nl unless otherwise specified.

⁸ Ibidem.

⁹ For MDG 8 (partnership for development) no information is available to map possible progress made. Regarding the other MDG's (1, 4-7) the country is on track.

¹⁰ <http://www.faqs.org/minorities/South-Asia/Chittagong-Hill-Tract-Tribes-of-Bangladesh.html>

¹¹ The CSW's themselves are targeted through the health program, offering primary medical care and for those who want a rehabilitation program.

ensuring a selection of the poor and vulnerable. The same applies for selection of the target group of the **TVET-JBS subprogram**. This subprogram is focused especially on graduates from primary and secondary education. For the future the subprogram will be expanded with flexible short-term trainings with special focus on girls, drop-outs, illiterates and unemployed, and possibly also entrepreneurs who want to upgrade their skills.

With regard to the **ED/ AD subprograms** a distinction is made between the target group of the microfinance related activities and the more enterprise oriented activities. Microfinance opportunities are usually used by small groups of mainly women, aiming to realize a relatively small increase in income. For the small and medium enterprise (SME) development activities selection criteria are different. Potential clients among the target group are assessed with regard to pro-poor job creation, added value of the enterprise operations, contribution to value chains, relevance for the local community/area, relevant entrepreneurial/business experience etc. The **subprogram Strengthening Partner Networks** targets in the first place the current partner organization Christian Service Society (CSS). Possible new partners will also be part of the program. (More information with regard to CSS is given in paragraph III.)

III. Problem analysis at macro/meso/micro level

At macro level: the majority of the Bangladeshi work in the agricultural sector. In this sector seasonality plays a crucial role regarding the high level of under-employment in the country.¹² About 40% of the 66 million work force is under-employed and 3-4% is fully unemployed. With over a million new entrants to the job market every year, the bulk of unproductive manpower is rising, whilst the country's formal employment sectors can hardly absorb the new job seekers.¹³

In the education sector, disparities in the quality of education is by far the biggest problem Bangladesh. Stark contrast is found in the quality of education delivered by government schools as opposed to NGO-run schools, in favour of the last.¹⁴ Expansion in enrolment has not been matched sufficiently by increase in physical capacity and human resources. Only a small proportion of teachers have any professional training and academic supervision of secondary schools is almost non-existent, which obviously influences the quality of the education.¹⁵ The formal TVET system provides only limited opportunities to the primary target group – drop-outs of primary and secondary education. A successful completion of Class VIII is required for entry into formal TVET. This rule excludes the majority of those who did not complete schooling up to that level.

Within the market based financial system there are impediments such as insufficient institutional capacity within rural financial institutions, corruption and restrictive financial policies (particularly interest rate controls). These factors hamper provision of adequate financial services to the poor people, rural entrepreneurs, and small and medium enterprises in Bangladesh.¹⁶

At meso level: the regional focus of the total set of subprograms is on a variety of geographical areas, among which are the divisions of Dhaka and Khulna. Especially these two represent in general the most well developed areas of the country. However, still specific pockets in these districts, home to significant numbers of people, meet the criteria of underdevelopment and lack facilities and sufficient opportunities for transformation, e.g. Bagerhat and Jessore in Khulna and Faridpur in Dhaka. Chittagong division is the third program area, home to most of the tribal people of the country. The programs are planned to expand to the north, where most poor regions are found.¹⁷ Access to affordable services of quality, with regard to education, TVET-JBS, health and credit providers is limited for the described target groups. In Chittagong access is also hampered due to geographical distance to service points.

At micro level: Multiple barriers to attend education of adequate quality are faced by the target group. This holds these ethnic-religious and tribal minorities back from empowerment. Also for the children of (former) commercial sex workers a lack of access to quality education limits their ability to come out of poverty. Discrimination of both groups results in isolation, exclusion and so, ongoing impoverishment. Unsafe shelter, prone to natural disasters, and insufficient access to safe water and sanitation are also standard in the target areas in Khulna and Dhaka. A growing problem is the spread of HIV-AIDS and related illnesses, mainly among high-risk groups, due to low use of preventive methods and a lack of awareness.¹⁸ People in rural areas active in agriculture and aqua farming experience unwillingness from MFIs to access credit and /or to access financial products fitting the need of their business. The capacity of the target group to analyze the real financial need of their (micro) enterprise and also their ability and power to negotiate with financial institutes for the right products is limited.

¹² <http://www.bangladesh-bank.org/research/policypaper/pp0807.pdf>

¹³ Ibidem.

¹⁴ Report on Primary Education in Bangladesh: Challenges and Successes, BANBEIS, MWCA, 2005

¹⁵ Poverty Reduction Strategy Paper IMF, Bangladesh, 2005

¹⁶ *Financial Sector Review*, Volume IV Number, Bangladesh Bank, January 2009

¹⁷ http://sedac.ciesin.columbia.edu/povmap/datasets/ds_nat_custom.jsp

¹⁸ *Knowledge Level of the Target People about Primary Health Care, a study on KAP Survey*, CSS Bangladesh in cooperation with Khulna University, 2008

The problems which need to be addressed within the organization CSS are its weaknesses with regard to its knowledge management, starting with its capacity and procedures to learn, adapt and improve program content based on monitoring and evaluation data. Also the involvement of lower levels of management in planning and decision making needs improvement to ensure ongoing adaptation of the content of the subprograms. With regard to funding, CSS needs improvement of its fundraising capacity which will result in a more diverse donor base. These weaknesses are related to the history of the organization being more or less a charity organization. The development of CSS into a professional development organization requires an ongoing improvement of its knowledge, qualities and capabilities.

IV. Background analysis

CSS is a local, implementing organization with years of experience in service delivery with regard to education and especially health. The organization is active in advocacy on health (HIV-AIDS) issues at district and union level. With regard to sustainability of their interventions, CSS very much emphasizes the access to credit for their target groups. The ED program is also run via CSS. New partners will be sought with regard to expansion of the TVET-JBS program and the AD program.

Opportunities (for civil society)

- The government increasingly shows serious interest in building partnerships with NGOs to deliver key services to citizens.¹⁹ Common quality standards by the government for all basic education providers, including private initiatives is introduced e.g. and a comprehensive funding framework for basic education provided by NGOs will start from 2011.
- Influencing politics is possible in Bangladesh, however not all advocacy approaches do fit in the political culture. E.g. lobbying is difficult however, grassroots advocacy by citizens themselves, facilitated by NGOs, is becoming more regular in the country.²⁰

Threats (for civil society)

- Corruption within the government and private sector, affects the effectiveness and efficiency of the efforts it takes to claim part of the available government funds and to access credit.²¹
- Being eligible for government grants goes along with an increase of government regulation in the concerning programs. In the light of the domination of Bangladesh' major religion in public life, this affects the room for expression of identity by ethnic-religious minorities.²²

Strengths (of civil society)

- The higher quality of the programs delivered by CSOs compared to quality of government services.²³
- Services delivery by CSOs targets specifically those groups not (yet) reached by government services.²⁴
- Strong experience with networking and advocacy, both on local and on national level.²⁵
- The country is the cradle of the concept of micro finance, invoking the (entrepreneurial) capabilities of individuals and communities and coverage of these MFI's is very extensive.

Weaknesses (of civil society)

- Blurring of the concept of NGO: 80% of the NGOs are estimated to be businesses, aiming for tax benefits reserved for non-profit organizations.
- Lack of strong social-economic middle class in the society
- Significant dependency on foreign funds, providing risks with regard to (financial) sustainability

¹⁹ *Support Models for CSOs at Country level*, Bangladesh Country Report, NORAD, February 2008

²⁰ In Bangladesh, the FNB (Federation of NGOs in Bangladesh) is a channel for policy influencing by NGOs. Currently the WD-REK Alliance partners are not a member of this organisations. In the past they have been member of ADAB (Association of Development Agencies in Bangladesh). But, due to political relations the association became politically biased which resulted in termination of the membership.

²¹ Bangladesh ranks number 144 on the list of 180 countries on the issue of corruption: <http://www.ti-bangladesh.org>

²² International Crisis Group, *The Threat from Jamaat-ul Mujahideen*, , March 2010

²³ *Evaluation of the Education Program of CSS*, Arijit Kumar Roy, September 2008

²⁴ Ibidem

²⁵ E.g. joint safe motherhood monitoring project implemented by CSS (partner of Woord en Daad), RDRS, DORP, DAM, VERC, and the Bangladeshi research institute ICCDR,B. This project is described in the health program of the ICCO Alliance.

V. Multi-actor analysis

Bangladesh' national strategy for poverty reduction mentions five focal areas: 1) ensuring participation, social inclusion, empowerment; 2) promoting good governance; 3) ensuring efficient delivery of public services; 4) caring for environment and tackling climate change; and 5) enhancing productivity and efficiency through science and technology.²⁶ The issue of Education For All is mentioned under focal area 1 and 3. However, concerning education Bangladesh' government is heavily depending on external sources: external aid finances more than 50% of governments' expenditures on education.²⁷ The country also has one of the largest and lowest cost primary education systems in the world, i.e. parents or donors are spending as much per primary school pupil as the government.²⁸ Improvement of the quality of education is one of the focal points in Bangladesh bilateral relation with The Netherlands.^{29 30}

The **added value of the education program** is that it offers opportunities for those households which are not able to afford education of quality for their children. It is on the aspects of quality and leadership training that the program seeks to profile itself.

The **added value of TVET-JBS** is that it provides vocational training combined with leadership training. For the future the WD-REK Alliance will investigate possibilities to provide more flexible (possibly informal) TVET, especially for drop-outs of the formal system.

The added value of the **ED and AD programs** is its contribution to stronger institutional service providers, being able to deliver required (non)- financial services in a sustainable way. At the other hand to a (formal) MSME sector by working on financial products fulfilling the need of entrepreneurs specifically among the target group.

For further information about the relation between the interventions of our partner in Bangladesh and those of other actors, we refer to the information given in chapter 8.

VI. Tailor-made programs

Looking at the Bengal local context as a Profile I country, the focal point in the programs are the opportunities in the market. The demand in and relevance for the market are the entry point to link TVET-JBS to job opportunities. This is done among others through input of the private sector in the design of curricula and networking with the private sector. From this demand driven TVET-JBS the programs link also to formal education, for instance by creating interaction between formal education and TVET-JBS or by adjusting the entrance level of TVET-JBS to the level / skills / competence of formal education graduates by cooperation with the government. In this way the subprograms presented here aim at linking education and skills training with work and entrepreneurship. The education and TVET-JBS subprograms enhance people's knowledge, skills and therefore employability, while the AD and ED subprograms create opportunities for finding a job or starting a business. The SPN subprogram strengthens partners' capacities to implement the other four subprograms. For the period 2011-2015 the financial volume of the WD-REK Alliance program for Bangladesh will be in the order of € 1.100.000 per year.

Subprogram Education

In the education program direct service delivery of (pre-) primary and secondary education and the provision of scholarships for higher education answers the educational need in those areas where the alliance is also supporting the ED/AD and health programs.³¹ Within the program physical and social care is provided to answer the needs of especially the orphans and the most vulnerable children in the programme. Teacher training and the inclusion of life skills and leadership training in the program receive specific attention in order to ensure quality and relevance. Besides, a greater involvement of the parents/care givers in the program and a more community focused approach is planned through community strengthening activities.

Subprogram TVET-JBS

The focus of the program is on (self-) employment in the technical and agricultural sectors in urban and rural environments, for those pupils who graduated from primary and secondary education in the education subprogram. The purpose is to increase the ability of otherwise marginalized young people to link up with national economic opportunities. Self-employment will be stimulated among the TVET graduates by promoting the entrepreneurial

²⁶ *National Strategy for Accelerated Poverty reduction II 2009-11*

²⁶ *Bangladesh: Poverty Reduction Strategy Paper*, IMF, 2005

²⁷ *Review of Child Labour, Education and Poverty Agenda, Bangladesh Country Report 2006, Global March against Child Labour*, ICCLE 2007

²⁸ *Access to Education in Bangladesh, Country Analytic Review of Primary and Secondary Education*, CREATE, June 2007

²⁹ Looking at the relative success of Bengali efforts to achieve the MDG-2 target, the Embassy has decided to gradually reduce its support to primary education and to increase its support to TVET.

³⁰ www.minbuza.nl/nl/Onderwerpen/Ontwikkelingsbeleid/Landen/Landen

³¹ The problem of illiteracy among the communities is also addressed by other organizations active in the same areas – see chapter 8 for details.

mindset. Regular job market surveys contribute to the market orientation of the programme. Using the Fair Labor Score Card, the program will advocate for fair labor conditions for TVET graduates.

Subprograms Agribusiness Development and Enterprise Development

These subprograms aim to develop micro, small and medium enterprises (MSME), by means of courses and creating access to credit. ED’s focus is on both urban and rural areas while AD will focus in particular on the agri-/aquaculture sector. Cross-cutting issues are capacity building of clients with regard to quality awareness and negotiation skills with regard to service providers and technical improvement with regard to business management. Relations with the existing TVET-JBS program open up opportunities for well-educated and sufficiently skilled youngsters to achieve this aim. Most of the ED program will be done with our partner CSS, collaboration with other sector specific service providers if available. With regard to AD relations with additional partners, specialized in the agri-/aquaculture sector are initiated. MSMEs assisted through the ED/AD programs will grow in size, become more efficient in their business processes and increase in competitiveness and innovation. In that way provide income opportunities for themselves and their employees.

Subprogram Strengthening the partner network

The subprogram SPN focuses on enhancing capacities of current and new partners and other relevant actors in the above mentioned subprograms to act as a change agent in their respective environments. The training contains elements of skills training on partner level, exchange visits and coaching of staff but also support in strengthening civil society and/or the set-up of relevant networks or reviving existing ones. Planned activities for Bangladesh will focus in particular on increasing knowledge and strengthening systems with regard to Planning, Monitoring, Evaluation and Learning (PMEL), as well as building the networking, advocacy and fundraising capacity of the current partner. Activities planned concerning new partners depend on their qualities, capabilities and how they will relate to the existing WD-REK Asia regional alliance.

SWOT analysis WD-REK supported (planned) programs in Bangladesh: Education, TVET-JBS, ED/ AD and strengthening partner network	
Strengths	Weaknesses
<ul style="list-style-type: none"> - The aspect of leadership training within the education and TVET programs. - Making quality education accessible for ethnical and socially and economically marginalized groups. - Life and work skills component in microfinance part of ED program, with 95% female clients³² - Family planning addressed in complementary way in different programs – health, education and ED - High level of expertise in ED program with regard to microcredit. 	<ul style="list-style-type: none"> - The partner organization’s capacity with regard to PMEL, advocacy, networking and fundraising needs improvement to meet international standards of professionalism and efficiency - Program specific areas of attention are for TVET-JBS its quality and relevance, for AD the presence of knowledge and expertise and for Education its limited community development focus and the limited level of parent involvement. - Disaster management orientation on cyclone shelters in coastal area not (yet) mainstreamed in other programs: to be included in planning.
Opportunities	Threats
<ul style="list-style-type: none"> - Private sector development and TVET are both focal points in national government policy³³ and in the Dutch bilateral relation with Bangladesh. - Increased possibilities for government finance for the salaries of the teachers of education and the TVET subprograms. - Economic growth provides possibilities for an increase of tax revenue levels, enlarging national financial resources: advocacy initiatives may respond to possible increase of government sources. 	<ul style="list-style-type: none"> - High rate of urbanization and population growth in general putting pressure on quality of existing services. - With regard to economic development: current poor linkages with industry and labor market, insufficient capacity in key agencies, piecemeal regulation and quality assurance and a limited planning of delivery and infrastructure development, particularly at (sub)district level.³⁴ - Climate change: approximately 19% of Bangladesh could be inundated in 2050, which could affect approximately 20 million people: disaster

³² Addressing literacy, health and hygiene matters, such as family planning and HIV-AIDS and budget planning.

³³ Both the National Education Policy and the National Skills Development and Training (NSDT) emphasize the strategic importance of TVET. Guidelines on policy level are developed by the NSDT and the Bangladesh Technical Education Board. National Bangladesh Skills Development Policy 2010-2015 – still draft.

³⁴ http://www.unevoc.unesco.org/up/Bangladesh_Country_Paper.pdf

	<p>preparedness is to be mainstreamed in the programs.³⁵</p> <ul style="list-style-type: none">- Growth of STI/STD and HIV-AIDS prevalence rate: 23% of students in target areas suffer from symptoms referring to STI.- Increased financial support of the government might come along with facing corruption, bureaucracy and limited space for expression of identity by cultural-religious minorities.
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³⁵ According to recent calculations from the Centre for Environmental and Geographical Information Services.

2.02 CONTEXTUAL ANALYSIS BENIN

I. Introduction

In Benin the WD-REK Alliance will support and strengthen its partners and other relevant actors in effective and sustainable implementation of the following subprograms: 1) Education, 2) Technical and Vocational Education and Training / Job and Business Services (TVET-JBS), 3) Agribusiness Development (AD), 4) Enterprise Development (ED) and 5) Strengthening of Partner Networks (SPN).

This contextual analysis is a joint effort of the WD-REK Alliance and her Southern partner DEDRAS. DEDRAS is also active with programs in the sectors Health and HIV/AIDS. These programs are not part of the MFS proposal, but in practice linkages between programs exist. Contextual information was derived from various external sources (the main of which are referred to in footnotes), from strategic multi-annual plans of partners and from field visit reports. This information was analyzed and strategic programmatic choices were jointly made on global and regional partner conferences during 2009 and 2010. Draft and final versions were discussed and validated with partners. Benin is a Profile I country

After its independence in 1960, Benin developed via military and Marxist-Leninist governments into a more democratic government. Current President Thomas Yayi Boni is both chief of state and head of government since April 2006. Yayi has begun a high-profile fight against corruption and has strongly promoted accelerating Benin's economic growth. Benin has 12 administrative departments, divided into 77 communes. Benin is ranked 161 out of 182 countries in the HDI¹. One-third of the population is rated poor while 16% are reported to live in extreme poverty. Life expectancy at birth is 54.3 years. Benin's population is very young, with 50 percent of the population under 16.

The economy of Benin remains underdeveloped and dependent on subsistence agriculture, cotton production, and regional trade². Inflation has subsided over the past several years (estimated at 7.9% in 2008 and 4% in 2009). Real economic growth for 2009 was 3.2%, averaging 5% during the past 7 years. Rapid population growth has offset much of this increase. In order to raise growth still further, Benin plans to attract more foreign investment, place more emphasis on tourism, facilitate the development of new food processing systems and agricultural products, and encourage new information and communication technology. Agricultural diversification is a focal strategy of the government. In the past, too much emphasis was placed on cotton, which led to increased economic vulnerability due to fluctuations in world prices. An insufficient electricity supply continues to adversely affect Benin's economic growth though the government recently has taken steps to increase domestic power production.

The PRSP of Benin was adopted in 2008. The strategy³ includes the following pillars:

1. Acceleration of growth, which includes: a. stabilization of the macroeconomic framework; b. revitalization of the private sector; c. promotion of new branches of activity that show promise in terms of exports; and d. promotion of regional integration.
2. Human capital building including: a. the promotion of a development-oriented education system; b. strengthened professional training adapted to the needs of the labor market; c. improved accessibility quality of health and nutrition services; and d. strengthened social solidarity and protection.
3. Balanced and sustainable development of the national space, which includes: a. sustainable development of regions and localities; b. the emergence of development and growth poles; and c. the environment, natural resource management, and living standards.

Civil society is quite strong and viable. Many organizations are organized in Maison de la Société Civile⁴ and the Organisations de la Société Civile (OSC). One of them is Social Watch Benin (SWB), a network of over 150 NGO's which aims to mobilise civil society around the main themes of the PRSP and the MDG's: poverty reduction and improving basic services. SWB has achieved an influential position in Benin society, representing civil society in the national committee preparing the second PRSP. Since 1990, Benin has developed a free press environment.

II. Target group analysis

The target groups of the different subprograms are in 13 of the poorest communes in Benin, in and around the centre and north of the country. Program implementation will focus on the departments in the centre and the north of the country: Alibori, Borgou, Collines and Donga. The target groups are poor, vulnerable urban families and rural communities. Within each commune, subprograms will mostly focus on specific groups of villages. These families are unable to financially support their development due to poverty, but are willing and able to invest (time, energy, commitment) and participate in their own development.

The **education** subprogram focuses on the communes Kalalé, Nikki and Pèrèrè in Borgou. These rural communes have been selected due to the high general illiteracy rate of 77% in Borgou (84% for women). Target groups for actual support in education are the (selected) most vulnerable families in the target area with a specific focus on girls

¹ http://hdrstats.undp.org/en/countries/country_fact_sheets/cty_fs_BEN.html

² <https://www.cia.gov/library/publications/the-world-factbook/fields/2116.html>

³ <http://www.imf.org/external/np/prsp/prsp.asp>

⁴ <http://mdscbenin.org/spip.php?article26>

because of the gender inequality in access to education. Community leaders, groups and parents in general are also direct target groups with a focus on enhancing community support for (girls') education. Literacy work (see literacy rates above) is done in the same communes complementing the work of *La Coopération Suisse au Bénin*. The **TVET-JBS** and **AD** subprograms are planned in the same communes in order to link education to income generation. These are rural communes, characterised by subsistence agriculture with cotton as the sole economic crop of importance. The TVET-JBS subprogram is already operating in Parakou in Borgou. The main target groups are poor primary school leavers, aged 14 to 30 years from towns and villages like Parakou and other northern parts of Benin. The ambition is to expand the target group to young farming youths from the rural villages, to assist or support them in farming techniques to improve their agricultural production capacities.

The **AD/ED** subprograms will be active in the same communes as the education subprogram and will focus on farmer groups and cooperatives for AD (stimulate to become market oriented actors) and on small enterprises (main focus on agriculture related products, services like input supply, land preparation post harvest, etc.) and medium enterprises (agro processing) for ED. Ecological conditions for production are reasonably good, but the extent of valorization and access to markets is limited. Therefore, financial institutions, suppliers, traders and processors are targeted to develop linkages with farmer groups or to be strengthened in quality or quantity. The added value of the integration of AD/ED subprograms to work in value chains, has been a successful approach in e.g. Nicaragua and will also be practiced in Benin⁵.

The SPN subprogram targets partner organisation DEDRAS and possible new partners in the AD/ED subprograms.

III. Problem analysis at macro/meso/micro level

At macro level: Despite the development of an ambitious program by the Beninese government⁶ there are serious constraints that have to be tackled in **education**. The adult literacy rate is 34.7%. According to UNESCO⁷, 85% of girls and 106% of boys are enrolled in primary school, while only 65 % complete the full course of primary education. High gender disparity in education is reflected in a low literacy rate amongst women, which stands at 28% as against 53% for men⁸. In order to encourage girls' education in the country, the government made education tuition-free for girls in the early 1990s. There is a lack of access to quality education. Compared to neighboring countries, the level of access is rather good (but less so for girls), so emphasis is shifting towards quality rather than access only. Eliminating gender and geographical disparities, training of a sufficient number of qualified teachers, as well as other aspects of low quality of education, insufficient reintegration of drop-outs and low management capacity are just a few. In terms of functional literacy, the absence of a clear national policy for promotion of local languages (notwithstanding the existence of a ministry) is affecting programs⁹.

Supply of formal **TVET** is very low and existing TVET mostly does not meet the needs of the national economy. It puts too much emphasis on delivering diplomas that allow people to continue their studies, and not enough on training that gives people the skills they need to enter the labour market with a chance of finding work. The informal trade sector is the major training provider in Benin. However, significant weaknesses are the lack of support in helping young people through a JBS-like service to enter work at the end of their training and the lack of certifications.¹⁰

For **AD**: in the agricultural sector, access to, and conditions for, obtaining credit is problematic for small producers, especially in rural areas. The enabling environment for enterprise development (**ED**) is moderate. The institutional framework for the private sector is not fully regulated yet. Export is stimulated but activities are little dynamic, products little varied and valorisation in value chains limited. Cheap imports are too competitive for several products. Agriculture development is often based on external inputs and subsidies rather than driven by the demand of the private sector. Hence impact is limited to the timeframe of a particular program. The missing actors in the rural areas are the small and medium enterprises leading to gaps between small producers and the markets.

At meso level: The decentralization, started in 2003, should have led to integrated development programs at the level of each commune. Such plans are not yet available for many communes, making it more difficult to work with actors at communal levels. For **education**, the ministry is rather organized but meso level structures (such as supervision) are hardly present or are ineffective. For literacy, it is unclear where responsibilities lie at the national coordination levels. Teacher training, especially in **TVET**, is of poor quality and linkages with the workplace realities are few. Farmer groups and cooperatives do exist at local level, but organized networks of farmer groups at the supra-communal level are scarce, making them less effective in negotiations in value chains. Many farmers groups (**AD**) face difficulties in

⁵ Internal evaluation report Woord en Daad of Enterprise Development program (2009)

⁶ Plan Décennal de Développement du Secteur de l'Éducation (PDDSE) – 2006-2015

http://planipolis.iiep.unesco.org/upload/Benin/Benin_PDDE_T1_T2_CMEF.pdf

⁷ <http://earthtrends.wri.org/>

⁸ http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=143&IF_Language=eng

⁹ Worldbank (2009) Le système éducatif Béninois; Analyse sectorielle pour une politique éducative plus équilibrée et plus efficace.

Available from : <http://www.educationfasttrack.org/epdf/uploads/161>

¹⁰ http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/presentation/wcms_105006.pdf

promoting themselves as a reliable and client oriented trading partner being able to produce the required volumes at the right quality.

At micro level: lack of awareness of the need for **education** for girls (partly due to high levels of parents' illiteracy) and in rural communities a lack of availability of good quality education, lead to low and unequal access to education. Education management at community level is often weak. Public sector **TVET** is hardly accessible for the poorer sections of society. The linkage between **education, TVET** and the **job market** at the micro level is generally weak, thereby making education less relevant and increasing urban migration. Low levels of organizational capacities of farmers is one of the reasons that agriculture mostly has either a subsistence focus or is linked to those cash crops that have little local valorization and lead to very little income for small scale farmers, like cotton. This is related to low levels of entrepreneurial skills (**ED/AD**). At partner level: DEDRAS needs to improve sections that scored low in the Organizational Capacity Assessment with regard to the financial systems, internal supervision and work plan development. The HRM management also needs specific attention. These issues will be addressed in the **SPN** subprogram.

IV. Background analysis

The various social, economic and political factors are summarized in the SWOT analysis below. The opportunities and threats refer to external factors helping or worsening the problems mentioned above, while the strengths and weaknesses refer to (generalized) capacities of civil society to deal with these problems.

Strengths (of civil society)

- Civil society is well organized (nationally and regionally) and its large numbers create leverage.
- In the education sector there is a good cooperation between the public and the private sector.
- Private and civil society education actors are well organized, e.g. in networks for literacy (ReNOPAL) and commune level associations and connect to government agencies and policies.
- For TVET, the traditional apprenticeship model in the private (mostly informal) sector is gradually being accepted in the formal TVET sector, e.g. in the system of dual (learn and work) training.
- Private sector actors have good experiences that can be scaled up in developing and strengthening value chains, including export and marketing. Also with inclusion of small producers. Strong focus on harmonization of the various actors involved in AD/ED.

Weaknesses (of civil society)

- Some sections of civil society still work in isolation with insufficient linkage to the rest of civil society or the public sector. Cross-fertilization of good practices between public and private sector is limited, e.g. in non formal education.
- Civil society still has a problem to show sufficient sustainable results, due to lack of effort in result measurement.
- In enterprise development, proliferation of (sometimes hidden) subsidies for enterprises hinders sustainable development (and hinders other interventions).
- Sometimes civil society actors have a risk of being used for political purposes.

Opportunities (for civil society)

- Generally, cooperation between government and civil society, and between larger donors and civil society is improving.
- The cooperation between CSOs is increasingly structured at the national and sub-national levels.
- Ambitious education program set up by Beninese government. In the framework of this plan, coherent co-operation between civil society actors is possible.
- Government is open for reform of TVET and there is much cooperation with GTZ, Swisscontact and Danida in this sector.
- Several crops are produced by large numbers of small growers, e.g. cashew, creating opportunities for strengthening of value chains. Government policies are favourable for such strategies. Government promotion of agriculture also creates opportunities for private rural enterprises focused on agriculture services/products.

Threats (for civil society)

- The government education program is ambitious but lacks prioritization. Capacities of decentralized authorities are generally low and the attention for (functional) literacy and non formal education is limited (also financially) and scattered.
- Social acceptance of TVET is still very low, especially for non-formal, rural skills oriented trainings. Economic prospects for formal jobs are low, but remain attractive. Existing TVET infrastructure is very limited, mainly urban and insufficiently practical. Linkage to rural (a.o. agricultural) skills is challenging.

- For agriculture, low commodity prices at the world market and cheap imports are threats. There are examples of farmers' associations becoming politicized.
- Generally, presidential elections in 2011 may increase political instability in the country.

Partner DEDRAS is the local, implementing organisation, with many years of relevant experience in north and central Benin. It understands the realities of the poor communities, has the confidence of the (rural) target groups and has developed a relevant network with civil society actors, government departments and donors. DEDRAS is active in policy influencing on food security issues at the national level. Intended effects relate to strengthening the capacities of these civil society actors (with whom DEDRAS works) and increasing their effectiveness (to be measured along the lines of the programmatic results frameworks of chapter 6 of this proposal).

V. Multi-actor analysis

Concerning education, the PRSP and the government's 10 year development plan for education both mention promotion of a development oriented education system, teacher training and inclusion of poorer sections of society as priorities. This is combined with a decentralisation process. However, decentralisation of responsibilities has come without financial backing. The Dutch embassy is a 'silent partner' in education. Many other donors (bilateral and multilateral) cooperate in the framework of the Fast Track Initiative. **The added value of the education program** of DEDRAS is its focus on communal management of education and offering access to selected most vulnerable groups. This complements the government approaches in a bottom-up manner and with a focus on communal levels. For literacy, *La Coopération Suisse au Bénin* has the lead in Borgou with active cooperation with several NGOs and civil society actors through the network ReNOPAL. Duplication is hereby avoided and successful approaches exchanged. DEDRAS is an active member in ReNOPAL.

Concerning **TVET**, one of the government priorities is to strengthen professional training adapted to the need of the labour market. This is the second priority (after primary education). Swisscontact, GTZ and Danida are major donors in the TVET sector. These organisations and actors like FENAB (*Federation Nationale des Artisans du Benin*) and FODEFCA (*Formation Professionnelle Continue de l'Apprentissage*) have cooperated in creating the CQP certificate (*certificat de qualification professionnelle*) with a more practical orientation than the national diploma; acknowledgement of a dual system and continuing vocational training for artisans are incorporated in the national TVET policy. Still the major focus of TVET is on formal TVET and urban jobs and linkage to market demands is weak. Training for agricultural skills (e.g. the JAM program (*Joint Aid Management*)) is just nascent. It is in this niche that partner DEDRAS has an **added value**: by offering practical skills through a dual training modality, providing skills needed in rural areas, and linkage to the job market through the JBS sub-program which serves a wider audience and is promoted as a model to replicate.

Concerning the agricultural sector and economic development in general, the PRSP makes economic growth its first priority as the government of Benin has embarked on an ambitious agricultural program to stimulate productivity. The agriculture sector is in reform with a strong focus on improving agriculture competitiveness and mechanization/commercialization of market oriented agriculture. In this context **the AD/ED program adds value** in the area of production volumes using an inclusive approach in which smallholders are stimulated to view their farm as a business, linkages are made between small farmers and emerging farmers, and joint production/marketing efforts take place to meet market demands in food crops. Furthermore the AD/ED program adds value through a.o. BDS (business development support), in the promotion of private service providers in those value chains in which SNV/ICCO/DEDRAS are active. The aim is to stimulate private actors to offer the required services (inputs, technology services, land preparation, post harvest management). Partner DEDRAS is holding the secretariat of the *Plateforme Beninoise de la Sécurité Alimentaire (PBSA)*. This network is operational at national level through contacts with the Ministry of Agriculture on various aspects like food security, credit provision to producers, policies on importation of agricultural products, etc. The EC is a major actor in investment of capacity development of non state actors (NSA) in Benin.¹¹

The Dutch government supports economic development in Benin through programs such as ORIO, PSI, PUM and with assistance of CBI. Economic growth with a focus on agriculture is one of the focal points (in cooperation with IFDC, IITA and SNV) with specific Embassy of the Kingdom of the Netherlands (EKN) budget allocations. Our partner DEDRAS also cooperates with these actors. In addition to the focus on primary production and marketing of agricultural crops by both government and NGOs there is also a need to stimulate the SME sector to offer products and services to support the production (input supply, agriculture services, credit) and the processing of crops. This increases the

¹¹ http://ec.europa.eu/development/icenter/repository/Consultation-non-state-Actor-and-local-Authorities-Public%20report_en.pdf

added value generated in rural areas both in income as well as in the number of new jobs created. The ED program will stimulate private actors to offer necessary agriculture oriented services. In that way sustainable agriculture clusters are promoted, which will run on an economic basis on the long term and so contribute to diminishing the dependency on subsidized programs.

VI. Tailor-made programs

Looking at the Beninese local context as a Profile I country, the focal point in the programs are the opportunities in the market, with a strong focus on the agricultural sector. The demand in and relevance for the market are the entry point to link TVET-JBS to job and income opportunities. This is done among others through input of the private sector in the design of curricula and networking with the private and agricultural sector. From this demand driven TVET-JBS the programs link also to formal education., for instance by creating interaction between formal education and TVET-JBS or by adjusting the entrance level of TVET-JBS to the level / skills / competence of formal education graduates by cooperation with the government. In this way the subprograms presented here aim at linking education and skills training with work and (agricultural) entrepreneurship. The education and TVET-JBS subprograms enhance people's knowledge, skills and therefore employability, while the AD and ED subprograms create opportunities for finding a job or starting a business. The SPN subprogram strengthens partners' capacities to implement the other four subprograms. For the period 2011-2015 the financial volume of the WD-REK Alliance program for Benin will be in the order of € 800.000 per year.

Subprogram education

The education subprogram will focus on the educational needs in those communities where DEDRAS is also active with health and food security programmes. The problem of illiteracy is addressed through functional adult literacy courses. Access to primary and secondary education for children and youngsters - and school drop-outs - will receive attention. Girls will receive specific attention in the education program. Through capacity building of teachers, setting-up of parent teachers associations (PTAs) and distribution of relevant educational materials, the quality of education will be strengthened. DEDRAS will explore opportunities for scholarships in higher education. Through policy influencing, access and quality issues of education in Benin will be addressed. In the program the link with **TVET-JBS** will be further developed and will also get attention through policy influencing.

Subprogram TVET-JBS

The TVET-JBS subprogram of the WD-REK alliance is focused to enrol poor and unemployed primary school leavers and school drop-outs within the dual type of training being spearheaded by the government. Young farmers from rural areas form a second TVET target group. The focus is on (self-) employment in the technical and agricultural sectors in urban and rural environments in the areas mentioned earlier. The purpose is to increase the number of young people into meaningful economic activities. Private entrepreneurship is stimulated among TVET graduates to promote the entrepreneurial mindset, thereby linking this program with the **AD** and **ED** subprograms. Also existing entrepreneurs will be enrolled in short courses to enhance their skills and develop new expertise.

Subprograms AD/ED

These are integrated programs contributing towards the competitive agriculture sector in which the focus is on increased productivity of smallholders which have farming as a business. To be able to link farmers to the value chains being promoted in Benin, it is necessary to stimulate farmers groups and associations to become market oriented trading partners being able to source the right technology, inputs and finance. The AD/ED program will assist this process of increased productivity and competitiveness by strengthening the demand for resources (organization of groups, linkages to MFI's, processors, buyers, etc.) as well as facilitating the supply of the necessary products/services by stimulating rural SMEs offering agriculture products/services. This will be done for specific value chains/crops which are stimulated by the government and/or in which other private actors/civil society organizations are investing. The approach is market driven as well as inclusive (opportunity for smallholders to integrate in value chains). For the ED part of the program partner selection still has to take place.

Subprogram SPN

The SPN subprogram focuses on enhancing capacities of partners and other relevant actors in the above mentioned subprograms to act as a change agent in their respective environments. This is done at national as well as local level, and contains elements of skills training, exchange visits and coaching of staff, as well as support in strengthening civil society and/or the set-up of relevant networks or reviving existing ones. In Benin this program will focus on strengthening financial systems, HRM structures, work plan development/internal supervision as well as institutional fund management capacities of partner organizations. Part of this program will be realized through the West-Africa Regional Alliance, set up in 2009, with other WD-REK Alliance partners in Benin, Burkina Faso, Chad and Sierra Leone,

within which knowledge and capacities on these issues will be shared. Organizational capacity assessments form input for concrete capacity strengthening plans.

SWOT analysis W&D-REK supported programme's in Benin: Education, TVET-JBS, AD/ED, SPN	
Strengths	Weaknesses
<ul style="list-style-type: none"> - The education program has a strong communal approach, combined with concrete provision of access to education for the most vulnerable. - DEDRAS has developed a holistic TVET-JBS program, which focuses on the most vulnerable youngsters and has a close link with the labour market, both wage and self employment. Linkage to the agricultural program and the enterprise development program increases this strength. - AD/ED: good practices of DEDRAS in other areas, and of WD-REK in other countries. 	<ul style="list-style-type: none"> - The education program is weak in financial sustainability - The TVET-JBS program has a lack of training facilities and materials, a limited capacity of staff for implementing large scale programs. - DEDRAS has less experience with an ED program focused on SME in agriculture oriented services/products. - Level of financial systems within partner organisations not up to standard - Level of HRM within partner organisations not up to standard - Weak fundraising capacity of partners
Opportunities	Threats
<ul style="list-style-type: none"> - Developing innovative practices for over-age children out of school (link between formal education and literacy courses) - Government is open for reform, e.g. on dual training; the TVET program is in line with government policies. Cooperation with Swisscontact and FODEFCA raises possibilities for scaling up the program and the JBS could be taken up by others. - Increased focus for DEDRAS and others on enabling environment for ED and chain development in particular. - AD/ED programs focused on SME in agriculture oriented services/products yet to start in Benin. 	<ul style="list-style-type: none"> - Political and social crises (e.g. around 2011 election) could threaten programs. - The social disrespect for agricultural labour and (less so) for other 'blue collar jobs' is a threat for the specific focus of the TVET program. - For the AD/ED program, instability of world market prices is a threat.

2.03 CONTEXTUAL ANALYSIS BURKINA FASO

I. Introduction

In Burkina Faso the WD-REK Alliance will support and strengthen its partners and other relevant actors in effective and sustainable implementation of the the following subprograms: 1) Education, 2) Technical Vocational Education and Training/Job and Business Services (TVET-JBS), 3) Agribusiness Development (AD), 4) Enterprise Development (ED) and 5) Strengthening of Partner Networks. Geographical coverage will focus primarily on the following regions: Hauts-Bassins (Bobo-Dioulasso), Centre-Ouest (Koudougou, Sissili, Ziro), Centre (Ouagadougou) and Nord (Ouahigouya). This contextual analysis is a joint effort of the WD-REK Alliance and her Southern partners (AEAD, CREDO, Burkina Bail, ACFIME, SPONG¹). Partners are also active in the sectors Health and HIV/AIDS. These programs are not part of this MFS proposal, but in practice linkages between programs exist. Contextual information was derived from various external sources (see references in footnotes), from strategic multi-annual plans of partners and from field visit reports. Strategic programmatic choices were jointly made on global and regional partner conferences during 2009 and 2010. Draft and final versions were discussed and validated with partners. Burkina Faso is a Profile I country.

Burkina Faso achieved independence from France in 1960. Current President Blaise Compaoré came to power in a 1987 military coup. Burkina Faso has enjoyed political stability since then. The President's party CDP (*Congrès pour la Démocratie et le Progrès*), enjoys a strong position in Burkina's multi-party system. Municipal elections took place in 2006, resulting in the first-ever elections of local governments for 301 newly established departments. Presidential elections are scheduled for the last quarter of 2010, with Parliamentary and local elections following in 2011 and 2012. Burkina Faso has embarked on a process of decentralisation, putting more responsibilities at the commune level. Each commune is expected to have a communal development plan for which the government provides funds and other donors can align themselves with.² One of the poorest countries in the world (Burkina Faso is ranked 177 out of 182 countries in the HDI³), landlocked Burkina Faso has few natural resources and a weak industrial base. This results in poor economic prospects for the majority of its citizens. 46% of the population lives below the national poverty line.⁴ The conflict in Cote d'Ivoire in 2002 led to many displaced in a.o Burkina Faso and also hindered the ability of several hundred thousand seasonal Burkinabe workers to resume employment in the Cote d'Ivoire. After the Peace Accord in 2007, the situation is slowly normalizing. GDP growth has been positive in the last 4 years averaging around 4.4%.⁵ There is moderate macroeconomic stability with a currency that is fixed against the euro, but with fluctuating inflation figures (10.7% in 2008 and 3.7% estimate in 2009). National income per capita is USD 480 (2008). More than 35% of the children under five are underweight (2006). In 2000, Burkina Faso became one of the first developing countries to prepare a full PRSP. The priority areas included: (i) accelerate growth based on equity; (ii) ensure that the poor have access to basic social services, (iii) expand opportunities for employment and income-generating activities and (iv) promote good governance. The 2003 evaluation led to an in-depth revision of the PRSP. This revision marked the transition towards a second-generation PRSP that is aligned with the MDGs and is securely based on the sectoral development policies of the country. Substantial improvements have been made in the areas of the primary school enrolment ratio (44% in 2000 and 65% in 2007)⁶, access to drinking water (56% in 2000 and 72% in 2006⁷), stabilization of HIV/AIDS prevalence at 2%, and reduction in infant mortality rate (207/1000 in 2003 and 191/1000 in 2007)⁸. Limited progress was achieved in areas of adult literacy rates and nutritional status of children under five. Adult literacy rate is on average 28%.⁹

Civil society has consistently developed over the last thirty years and is more actively included in the debates and implementation of Government's development agenda. Donor coordination and harmonization is well advanced and has contributed to more predictable aid flows and has encouraged the strengthening and use of country systems. The Burkinese government is actively taking the lead in donor harmonization: an Aid Management Platform helps the government to monitor systematically aid flows and supports the National Action Plan for Aid Effectiveness (PANEA). The formal private sector of Burkina Faso is dominated by the cotton industry. Cotton is the main cash crop (60% of export value and 17% of employment). The formal sector of Micro, Small and Medium Enterprises (MSME) is small and fragile as about 85% of the MSMEs are individual businesses, mainly active in trade (54%), services (30%) and

¹ SPONG: Secretariat Permanent des Organisations Non Gouvernementales

² <https://www.cia.gov/library/publications/the-world-factbook/index.html>

³ <http://hdr.undp.org/en/countries/alphabetical2008/>

⁴ http://earthtrends.wri.org/country_profiles/index.php?theme=5

⁵ <https://www.cia.gov/library/publications/the-world-factbook/geos/uv.html>

⁶ <http://earthtrends.wri.org/>

⁷ <http://data.un.org>

⁸ http://www.unicef.org/statistics/index_24183.html

⁹ http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=143&IF_Language=eng

industry (16%). Burkina Faso has embarked upon a gradual but successful privatization of state-owned enterprises. The financial sector is liberalized and foreign investors have entered the market in recent years. The sector of Micro Finance Institutes (MFIs) is also well established. Small enterprises in agricultural/industry related sectors still experience difficulty in accessing loans. About 90% of the population is engaged in subsistence agriculture, being vulnerable to periodic drought.

II. Target group analysis

Education subprogram

AEAD focuses in the Nord region, being the poorest area of the country (poverty level 68,6% against a national level of 61%¹⁰). With its literacy program, AEAD is active in the provinces Yatenga and Zoundama; literacy levels are 38,8% in Zoundama and 48,9% in Yatenga. Target groups are rural youths from 12-18 and adults. In Gourcy (Zoundama), AEAD offers access to education to vulnerable children, promoting equal access for both boys and girls. CREDO focuses on other regions, in Hauts-Bassins (Bobo-Dioulasso), Centre-Ouest (Koudougou, Sissili, Ziro), Centre (Ouagadougou). Through its program for formal education AEAD assists almost 10.000 children; with approx. 3.000 vulnerable children receiving specific support. With its program for non formal education, CREDO targets rural areas in provinces Sissili, Ziro, Ballés and Bougouriba with very low literacy rates in the age group 15 to 50. Both AEAD and CREDO are involved in an innovative program for out-of-school children from 8-12 years. This is the speed school program (*centres à passerelle*). School management committees, parent committees and community leaders are also direct target groups with a focus of enhancing community support for (girls') education. These target groups have been chosen after consultation with government authorities and communal leadership, due to their extreme poverty levels and vulnerability. No alternatives exist for these groups to obtain education. AEAD and CREDO have developed a good working relationship of trust and confidence with the target groups, as well as with local community leaders, local and regional government authorities.

TVET-JBS subprogram

The TVET-JBS program of AEAD focuses on primary school leavers and school drop-outs from the urban areas and from rural communities in and around Ouahigouya, region Nord. Existing entrepreneurs is a specific target group for life-long learning in TVET-JBS through modules. The target group lacks technical skills and qualifications and has little chance to find sustainable (self-) employment. Skilled labour-training is necessary, but training opportunities are limited in the north. CREDO's target group for the TVET-JBS program consists of primary school leavers, school drop-outs and other unemployed and vulnerable youngsters. The target areas from where the target groups come, are the (semi-) urban areas in Bobo-Dioulasso and the urban/rural areas of Koudougou, Sissili and Ziro (Centre-Ouest region). The unemployment rate is high due to a mismatch between the qualifications of job seekers and employers' needs, poor development of the school system and limited access to finance. The lack of services provided to meet the specific needs of the target group, forms the background for the choice for this target group. A specific target group are farmers from the rural areas in Sissili, requiring skills training in farming techniques.

AD/ED subprograms

The AD subprogram focuses on smallholder farmers in specific value chains (cereals, dairy, tree crops, poultry) in the Centre-Ouest region. Farmers with the potential and vision to grow into a cash crop oriented enterprise will be targeted. These farmers see their farm as a business and would like to grow and professionalize. They have the potential to be linked to a regional, national or international value chain. Farmers should have some level of organization already which can be transformed into a productive/business oriented entity. Identification of farmers is based on revenue levels, size of farmer organization and own capacity to invest resources. The ED subprogram focuses on small and medium enterprises (SMEs). The program will support service providers (MFIs) in offering tailor made financial products to stimulate growth oriented enterprises in productive sectors (bridge between MFI credit and bank credit facilities). The majority of these enterprises are formal but still small in size/assets with limited management capabilities. The ED subprogram focuses on enterprises that add value in a specific chain (cereals, dairy processing, tree crops, poultry) and enterprises which can link smallholders in those sectors with bigger market players. These value chains will therefore be a motor for more and local employment opportunities.

III. Problem analysis at macro/ meso/ micro level

At macro level

Significant challenges on macro level remain in illiteracy and quality of education facilities. The gender gaps remain in school enrolment rates, literacy rates, primary completion rates and access to lower secondary education. Gross Intake Rate (GIR)¹¹ at first grade is 82%.¹² Completion of primary education is only 30% and secondary enrolment rate

¹⁰ Cadre Stratégique Régional de lutte contre la Pauvreté (CSRLP) of July 2005.

¹¹ GIR - The percentage of the population at the official elementary school-entrance age who are new entrants in the first grade of elementary education, regardless of age. <http://www.nscb.gov.ph/glossary/terms/indicatorDetails.asp>

is only 16%.¹³ Most of the formal education in Burkina Faso is given in French, which, not being the first language of many people, causes learning difficulties at school. Large numbers of primary school leavers want to enroll in secondary education, but are unable to due to limited secondary school facilities. Agriculture is mainly rain fed with prolonged periods of droughts in the Northern zones and desertification in an already fragile ecosystem. The financial sector is well developed. MFIs are spread across the country and offer a variety of services. Access to credit in agriculture oriented rural areas is however low. Very few FIs (financial institutes) engage in product innovation (leasing, value chain finance) and lending to the productive/agriculture oriented sectors. An approach is lacking in which existing medium, (and to a lesser extend) micro and small enterprises are linked with bigger economic actors in a synchronized effort to improve revenues for all chain actors.

At meso level

Access to primary education is unbalanced. The primary school enrollment gap between boys (71%) and girls (60%) narrowed only modestly between 2004 and 2007.¹⁴ There are high numbers of over-age children who are not in school. The reasons for low enrolment are diverse: cultural priority is given to boys over girls in some rural areas, long distances to school, poor quality of physical facilities, etc. The financial support provided by government to schools are inadequate to cover the costs of a good quality education. There is no effective match between the labor market demands and the focus of TVET training institutions. Turnover of teachers is very high, because of low salaries which negatively influences the level of education. Even though the country is agricultural focused, the government does not provide significant support for agricultural TVET training programs. A problem is the high level of under-employment in rural areas, estimated at 40%. Other meso level problems include low investments in the agriculture sector, dispersed markets (both supply and demand), low yields, relatively low urbanization¹⁵, and limited access to inputs and technology.

At micro level

Poor household income, leading to high household poverty level and food insecurity is a big problem. This has a negative effect on the number of children being sent to school and being able to complete (primary) education and/or to stream into secondary education. Rural families have to survive in a subsistence oriented agricultural sector, work with inappropriate technology, few organized markets (lack of information, organization), and with a limited capability to scale up production. TVET in general and agricultural skills training in particular have a low social status. Due to lack of skills, the TVET target group have few employment possibilities. Most small enterprises face difficulties in getting access to affordable and quality services. Small enterprises have insufficient equity/assets to apply for a loan, low administration capacities and high dependence on the owner of the business.

IV. Background analysis

The various social, economic and political factors are summarized in the SWOT analysis below. The opportunities and threats refer to external factors helping or worsening the problems mentioned above, while the strengths and weaknesses refer to (generalized) capacities of civil society to deal with these problems.

Strengths (of civil society):

- CSOs work complementary to the national government priorities in providing education for disadvantaged groups; CSOs participate in different educational networks.
- Movement towards unity and cooperation among CSOs; recognised by the government and invited to participate in decision-making.
- A number of donor programs have contributed to developing modern craft federations.
- Exchanges and linkages among CSOs with irrigation experience; linkages with private sector.

Weaknesses (of civil society):

- Little attention for a learning outcome assessment system, not always strong analytical/ organizational capacity for developing proposals and documentation.
- Little finance for research and studies.
- Diversity of CSO-bodies could be a threat to their joint cooperation.
- Charity oriented agriculture partners inhibiting scale/market orientation.
- Limited coordination between CSOs involved in enterprise development.

Opportunities(for civil society):

- Government support to develop civil society. The decentralisation policy enables community groups to prepare development plans themselves.
- Civil society cooperates with technical and financial partners, like EU, UN bodies.

¹² www.uis.unesco.org/template/pdf/ged/2008/GED%202008_EN.pdf.

¹³ <http://earthtrends.wri.org/>

¹⁴ <http://earthtrends.wri.org/>

¹⁵ www.photius.com/rankings/population

- Rural development and skills development are priorities; government emphasises collaboration with private TVET suppliers regarding the government TVET policy.
- Regulation of the MFI sector increases professionalism, SNMF (*Stratégie Nationale de Microfinance*)¹⁶ provides technical assistance to MFIs, improving business enabling environment (permits & registration)¹⁷.
- CSOs understand the realities of the poor communities, have the confidence of the (rural) target groups and have developed a relevant network of other civil society actors, government departments and donors.

Threats (for civil society):

- Civil society actors becoming too politically involved (thereby missing their primary goal).

Partners CREDO, AEAD, ACFIME, Burkina Bail are implementing organisations with many years of relevant experience. They understand the realities of the poor communities, have the confidence of their target groups and developed a relevant network with other CSOs, government departments and donors. Partners are active in advocacy at the national level through their membership of SPONG. Intended effects relate to strengthening the capacities of these civil society actors (with whom our partners work) and increasing their effectiveness (to be measured along the lines of the programmatic results frameworks of chapter 6 of this proposal).

V. Multi-actor analysis

Education subprogram

The added value of CREDO and AEAD is a substantial contribution to the implementation of government policies (such as PDDEB¹⁸), advocacy for better implementation of policies (e.g. through CCEB) and development of innovative practices contributing to more effectiveness and system improvement. The speed school program is part of a bigger program for West Africa, with NGOs in Mali, Niger and Burkina Faso working closely together. EKN also focuses on similar priorities (namely: 1) access to education; and 2) non-formal education) for its policy dialogue. Partners work with different teacher training institutes as the need for trained teachers remains huge. They have identified the need to start-up a teacher training institute. To bring in relevant knowledge and experiences, contacts are also made with teacher training institutes via Woord en Daad (Driestar Educatief). While the WD-REK Alliance focuses on child education and literacy, the ICCO Alliance programs focus on adult literacy, in different geographical regions.

TVET-JBS subprogram

The strategic framework for the Fight against Poverty of the government, has been endorsed by all the assistance providers, including the EU Member States. The political authorities are showing increasing interest and willingness to develop the sub-sector of TVET. However, TVET facilities are expensive and the government is reluctant to create facilities. CREDO and AEAD work in different geographical areas and thereby complement each other and also other TVET-JBS providers in Burkina Faso. CREDO and AEAD focus on high quality of TVET-JBS training, include an apprenticeship period for all students, and support in job mediation to find employment after training. Relevant agricultural skills will be included in the training. There is combined exchange of information, field visits and sharing of joint policy documents on thematic areas. Both organizations operate (partly) in agricultural skills training in rural areas, with a focus on (self-) employment; an area which is not covered by the government. Collaboration with the ASPAO network is taking place in Ouahigouya (*Association Professionnelle des Artisans de Ouahigouya*).¹⁹

AD/ED subprograms

The AD subprogram contributes to the government aims to diversify the rural/agriculture economy; especially to two priorities of the Rural Development Strategy (2003-2015): 1) diversification, intensification and increase of crop production; and 2) reinforcement between production and markets. The AD subprogram is market focused, aiming to increase yields/volumes and contribute to privatization of agriculture. As part of the ICCO alliance Terrafina is contributing to rural finance, strengthening the supply side of microfinance. ACFIME is mainly urban based and the more rural program of ACFIME is outside the intervention area of MFIs supported by Terrafina. Harmonization takes place within APIM²⁰, though growth, costs and quality of services are to a large extent influenced by the competitiveness of MFIs. There has been regular exchange of information with actors in the private sector: Anastasis S.A. based in Bobo, a commercial company set-up to process and trade cashew and jatropha. Together with Genese S.A. (owned by Anastasis S.A.) activities are developed to introduce value chain finance to farmers as well as to develop a project for sustainable energy generation in rural areas. EKN does not have an active role in agriculture in Burkina Faso. The ED subprogram has a strong focus on providing access to finance for growth oriented enterprises, because small enterprises are not served by the MFI sector and commercial banks do not offer the right services for

¹⁶ http://www.uncdf.org/francais/microfinance/uploads/sector_assessments/Burkina%20Faso%20-%20SA.pdf

¹⁷ <http://www.doingbusiness.org/ExploreEconomies/?economyid=31>

¹⁸ Programme décennal de développement de l'éducation de base (PDDEB) - www.evd.nl/home

¹⁹ <http://www.villedouahigouya.org>

²⁰ Association Professionnelle des Institutions de Microfinance du Burkina Faso

small businesses. BRS²¹ is probably the only provider focusing on growth oriented enterprises, associations and youth enterprises. Very few development actors intervene in the area of SME development. The government operates the PADL²² program (a.o. financing of SMEs through *Maison de l'Entreprise*, which provides a one stop shop services for the establishment and business development support to SMEs). SNV does not specifically focus on ED but can assist in the formation and strengthening of associations. The ICCO alliance is active in value chain development and has a focus on shea nuts, mangos and organic cotton. The WD-REK ED subprogram does not have a sector focus, but is most likely to focus on cashew, cereals, dairy/poultry. WD-REK will make use of the ICCO partner network for market linkages and ICCO partners can make use of access to finance for SMEs through WD-REK partners. Partner ACFIME targets micro and small enterprises with loans for productive activities while partner Burkina Bail focuses on medium enterprises with innovative financial products, such as lease. There is also a business partnership with EcoBank for Western Union.

VI. Tailor-made programs

Looking at the Burkinese local context as a Profile I country, the focal point in the programs are the opportunities in the market. The demand in and relevance for the market are the entry point to link TVET-JBS to job opportunities. This is done among others through input of the private sector in the design of curricula and networking with the private sector. From this demand driven TVET-JBS the programs link also to formal education., for instance by creating interaction between formal education and TVET-JBS or by adjusting the entrance level of TVET-JBS to the level/ skills/ competence of formal education graduates by cooperation with the government. In this way the subprograms presented here aim at linking education and skills training with work and entrepreneurship. The education and TVET-JBS subprograms enhance people's knowledge, skills and therefore employability, while the AD and ED subprograms create opportunities for finding a job or starting a business. The SPN subprogram strengthens partners' capacities to implement the other four subprograms. For the period 2011-2015 the financial volume of the WD-REK Alliance program for Burkina Faso will be in the order of € 3.200.000 euro per year.

Education subprogram

AEAD and CREDO focus on increased access to and quality of primary and secondary education. Specific attention is given to a speed school program, aiming at out-of-school children in the age of 8-12 years. Increased quality of education will be addressed in a program for teacher training (both initial training and refresher courses, and follow-up after completion of training). Capacity building of local school committees and stronger involvement of communities and parents in education will be emphasized. Advocacy through networks shall focus on status and salaries of teachers, among others in the private education sector. To work on an increased literacy level, a program for adult literacy will be executed in a number of areas. To a limited group of most promising students the opportunity is given to follow a professional study or a university study.

TVET-JBS subprogram

CREDO is experienced in carrying out formal TVET-JBS programs in the Southern and South-Eastern parts of Burkina, while AEAD implements a dual training (learn and work) TVET-JBS program in Ouahigouya. The TVET-JBS programs meet the nationwide need for formal TVET training in technical and construction sectors. Dual training programs are implemented by CREDO and AEAD. Government curricula are used, while additional emphasis is placed on practical training, apprenticeship periods and job mediation for graduates. The coming years, skills training in agriculture and skills needed in rural areas will be included in the TVET training program. As the government is no longer involved in agricultural TVET training programs, the WD-REK partners will step into this area to fill this gap. This links the TVET subprogram to the AD subprogram.

AD/ED subprograms

The AD subprogram wants to stimulate agriculture production and diversification by linking smallholders to national, regional value chains and in that way reduces dependency on cotton. The AD subprogram will assist farmers to link to markets, set-up financing/input schemes in collaboration with MFIs and input suppliers/buyers. It will stimulate farmers grouping with the aim to become economic actors and improve productivity through appropriate technologies (inputs, irrigation). Targeted farmers will be triggered to produce beyond subsistence and within 5 years timeframe they will see the benefits of integration in value chains and see their farm as an enterprise. The ED subprogram contributes to the expansion and consolidation of the SME sector in Burkina Faso by stimulating micro businesses to grow into small businesses and generating employment. The economic impact of the MSME sector will grow, income is generated by the jobs and taxes are paid to the government. In the ED subprogram support is given to FIs to innovate their services (e.g. MFIs to target small enterprises) and to venture into more productive credits in

²¹ Banque Régionale de Solidarité

²² Projet d'Appui au Développement Local - www.uncdf.org

combination with BDS (Business Development Services). The ED subprogram will also contribute to the demand side in SME financing; assisting small business owners to develop bankable business (plans). ACFIME and Burkina Bail are well positioned to offer niche services and complement each other in terms of target markets.

Strengthening the partner network subprogram

This subprogram focuses on enhancing capacities of partners and other relevant actors in the above mentioned subprograms to act as a change agent in their respective environments. This is done on national as well as local level, and contains elements of skills training, exchange visits and coaching of staff, as well as support in strengthening civil society and/or the set-up of relevant networks or reviving existing ones. In Burkina Faso this program will focus on strengthening the policy development (Theory of Change), organisational HRM, PMEL and change and knowledge management at organisational level. Part of this program will be realized through the set-up of a West Africa regional alliance with other WD-REK partners and actors, within which knowledge and capacities on these issues will be shared. Organizational capacity assessments form input for concrete capacity strengthening plans.

SWOT analysis W&D-REK supported subprograms in Burkina Faso: EDUCATION, TVET-JBS, AD and ED²³, SPN	
Strengths	Weaknesses
<ul style="list-style-type: none"> - Partners have good track-records and are experienced in carrying out education and TVET-JBS programs - Cooperation with Strømme Foundation for innovative approach in education and joint advocacy - Cooperation with government in adult literacy programs - Integrated approach of the subprograms: functional literacy and skills training to increase income opportunities combined, link of students from primary to secondary/TVET training and job markets - Product innovation by FI partners, collaboration with private sector, business oriented partners 	<ul style="list-style-type: none"> - Limited training capacities for teachers - Current TVET curriculum is limited in facilities for practical teaching and apprenticeships - TVET curriculum lacks skills for rural areas - Low involvement of parents (taking their responsibilities) needs to be strengthened - Sharing innovative practises with others receives less attention - Policy development strategies are weak - Level of PMEL and HRM within partner organisations not up to standard - Change and knowledge management of partners not well developed
Opportunities	Threats
<ul style="list-style-type: none"> - High need for agricultural TVET training - Exchange of information and sharing of best practices between CREDO and AEAD - Niche for other organisations involved in finance - Government is committed to EFA-goals - Austrian cooperation promotes the harmonisation among donors for TVET (CCETFP) - Regional integration and supply chains, foreign direct investments in agriculture on the increase 	<ul style="list-style-type: none"> - Drought and soil erosion - Poor availability and distribution of appropriate technology, water - Ineffective synchronisation in the AD approach with different partners - A donor driven approach in AD only generates limited impact and scale.

²³ For financial support of the ED subprogram other donors/sources are addressed.

2.04 CONTEXTUAL ANALYSIS BURUNDI

I. Introduction

In Burundi the WD-REK Alliance will support and strengthen its partners and other relevant actors in effective and sustainable implementation of the following subprograms: 1) education, 2) technical vocational education and training and job and business (TVET-JBS), 3) agribusiness development (AD) and 4) a strengthening partner network program (SPN). This contextual analysis is a joint effort of the WD-REK Alliance and her Southern partners. Contextual information was derived from various external sources (the main of which are referred to in footnotes), from strategic multi-annual plans of partners and from field visit reports. This information was analysed and strategic programmatic choices were jointly made on global and regional partner conferences, in Nairobi, Apeldoorn, Burundi and Putten during 2009 and 2010. Draft and final versions were discussed and validated with partners. The ED subprogram of the WD-REK Alliance is not part of the intervention strategy. This is due to the fact that the agricultural sector is far more relevant for the target group. Burundi is a profile II country.

Burundi is, a landlocked country with a population >8 million people and an area of 27,834 km². It is among the most densely populated countries of Africa.¹ Hutus and Tutsis are the two main ethnic groups that comprise the country's population. Smaller groups are the Twa and Ganwa. In 1993 a violent civil war broke loose, causing the death of an estimated 200.000 civilians and the displacement of over 9% of the population. Since then the country's development situation is characterized by dramatization, social insecurity and economic impoverishment. Only in March 2008 the government signed a ceasefire with the last remaining rebel group.

The war seriously damaged infrastructure and basis service systems in the country. Living conditions have been seriously declined since 1993. At the start of the conflicts, about 35% of the Burundi's population lived below poverty line.² Nowadays over 80% of the population has an income lower than US\$ 1 dollar a day. On the Human Development Index the country ranks 174 out of the 182.³ Infant and <5 year mortality rates are 102 and 168 per 1,000. A little more than 30% of the children in primary school complete their primary education and less than 15% of them enrolls in secondary education.⁴ HIV-AIDS prevalence rate is 2% and antiretroviral therapy coverage is less than 25%. With regard to the Millennium Development Goals (MDG's), the country has made insufficient progress. Economic growth is estimated 4,5%. The country's development perspective is fragile, in social, political and economic respect. The country faces the challenge to consolidate the recently recovered peace. And faces challenges to enact reforms that provide a framework for increased economic growth and reconstruction.

II. Target group analysis

The target groups of the *subprograms education, TVET-JBS and AD* are marginalized rural households, in particular those which are child or female headed and/ or have children and youth which are above average vulnerable concerning their social economic situation and prospects. The choice for these households is based on the situation that the country counts 600,000 orphans and a number of demobilized young combatants.⁵ These two groups have little access to education, and therefore lack the possibilities to find (another) job.⁶ With little options for making a living, there is a risk of these young people returning back to violence. Parents and care givers are an important target group also. They are involved in supporting the educational carrier of their children and youth, by involving them actively in parent teacher associations and in the agribusiness development program.

The target areas are communities in the provinces Kirundo, Rutana and Makamba, Bururi and in Bujumbura rural. Kirundo province scores highest on incidence of poverty: over 80% against the national 69%.⁷ The province is prone to draughts.⁸ Net enrollment for primary education is 57% against the national average of 71%.⁹

The province Rutana has known a lengthy presence of rebel movements. The number of deaths during the war was high here as well as the number of young people who has been active as child soldiers. Female and child headed households are still common. The highest percentage of severely underweight children is found here being 12% compared to the national 8%).¹⁰ Rutana, as well as Makamba and Bururi province have the highest numbers of

¹ All statistical data in this document are taken from the CIDIN database with option 'latest available data': www.ngo-database.nl unless otherwise specified.

² Africa Development Bank Group 2008-2011 Country Strategy Paper Burundi, September 2008, page 2

³ <http://hdr.undp.org/en/statistics/>

⁴ The State of the World's children: child rights, UNICEF 2010

⁵ http://www.unicef.org/infobycountry/burundi_statistics.html

⁶ Poverty Reduction Strategy Paper (PRSP), September 2006, page 23

⁷ Staff advisory note on the Poverty Reduction Strategy Paper, IDA-IMF January 2008

⁸ Food Security Alert, USAID March 2010

⁹ Joint IDA-IMF staff Advisory note on the poverty reduction strategy paper, January 2008

¹⁰ Ibidem.

returnees, after long times of internal and external displacement.¹¹ Bujumbura rural is chosen as target area because of the number of street children and women affected with HIV/AIDS.¹²

The **strengthening partner network subprogram** targets the alliance partner organizations FECABU (Fraternité Evangélique du Christ en Afrique au Burundi), Rainbow and Help Channel and focuses both on weaknesses (their capacity with regard to planning, monitoring, evaluation and planning (PMEL) and increasing network capabilities) and opportunities (their embeddedness in the communities they work among and with).

III. Problem analysis at macro/ meso/ micro level

At macro level: as a result of the war foreign investment in the private sector declined. The economic growth stagnated, limiting government's ability to realize good infrastructure and sufficient and good services in the country.^{13 14} The national productive system is dominated by the agricultural sector. Over 95% of the foreign exchange earnings coming through the export of agricultural products, such as coffee and tea.¹⁵ However income from exports is declining yearly, due to low production levels and the economy is vulnerable due to its dependency on only one or two crops.¹⁶ Additionally, specific services with regard to agribusiness, such as knowledge centers and financial credit services are scarcely available in the country, in particular for micro, small and medium enterprises (MSMEs) in the sector.

Burundi's poverty reduction strategy paper (PRSP) speaks about chronic underemployment in the country. The young population, nearly 50% of Burundi's population is younger than 15 years, makes the labor market in the (near) future even more tight.¹⁷ The government's strategy to make the country less dependent on the agricultural sector and to increase people's possibilities on the labor market is to focus in its development policy, among others, on (vocational) education and training. Public spending on education increased from 6,3% in 2005 to 12% in 2008, focusing on basic education. By 2005 primary education was declared free and compulsory to all. However, the limited budget of the government prevented the set up of an extensive national TVET system. And the primary education sector is unable to keep up its quality in relation to the increased influx.

At meso and micro level: the presence of vocational education and training institutes in the target areas is limited. In Kirundo and Rutana two institutes are found, in Makamba only one centre offers a very limited number of vocational courses. The existing institutes are poorly equipped and/ or have training curricula which do not match market demand.¹⁸ Due to low completion rates for primary education, a significant number of youth don't qualify for government TVET in these areas. Additionally, in these rural areas formal employment opportunities are hardly present. Therefore there is a need to support self employment among the target groups, by improvement of access for in particular young, starting entrepreneurs and small holders to credit services, training and knowledge.

The involved households experience increased shortage or lack of land, erratic rainfall and a related decrease of the number of livestock as well as a decrease of income because of worsening world market prices for coffee and tea. In particular orphaned and female headed households have difficulties with regard to land entitlements and ownership of livestock, and have lesser possibilities to link up with agribusiness activities.¹⁹ As a result these households run a higher risk of food insecurity and have less possibilities to gather the needed income to send their children to school.²⁰ Social stigmatization, because of the households' backgrounds of loss of family members through the war, family members being ex-combatants and family members being HIV-AIDS positive is problematic, leading to experiences and feelings of exclusion and a higher risk towards misuse and abuse.

The involved partner organizations FECABU, Help Channel and Rainbow (latter is a supplier) are experienced in child centered community development. They are well embedded in the target areas. Relatively weak areas in their organizational management are strategic planning and knowledge management, as well as monitoring and evaluation procedures. These weaknesses are related to the history of the organizations, being relatively small church based/ related organizations. The development of the organizations into professional development organizations requires an improvement, in their cases in particular with regard to strategic planning, setting up of PMEL systems of quality and expanding linkages and exchange through networking.

¹¹ Burundi country briefing, UNHCR August 2009

¹² Hear my voice... lobby and advocacy for protection of orphans and vulnerable children, Rainbow, 2010

¹³ Poverty Reduction Strategy Paper (PRSP), September 2006, page 25

¹⁴ The World Factbook, USCIA 2009

¹⁵ Burundi National Agriculture Strategy 2008-2015, July 2008

¹⁶ Republic of Burundi, Progress Report PRSP 2007-2008

¹⁷ PRSP, September 2006, page 23

¹⁸ Participatory Integrated Development Assessment, FECABU November 2009

¹⁹ Participatory Integrated Community Assessment report, FECABU, Nov. 2009

²⁰ On national level already only 19% of the households is ensured of food and 46% suffers from chronic malnutrition, FAO country information, 2010

IV. Background analysis

The various social, economic and political factors that are related to civil society initiatives in Burundi are summarized in the SWOT analysis below. The opportunities and threats refer to external factors helping or worsening the problems mentioned above, while the strengths and weaknesses refer to (generalized) capacities of civil society to deal with these problems.

Strengths (of civil society)

- Churches have extensive experience providing support to marginalized children and youth and have developed a significant amount of trust in communities
- Churches as civil society representatives have well-established links with local government.

Weaknesses (of civil society)

- Civil society initiatives are often small scaled and have limited impact on national and regional sector level.
- Civil society organizations (CSO's) are often to a high extent dependent on external financial support.
- Organizational management is in general weak among many CSO's.

Opportunities (for civil society)

- Existing linkages between civil society and the government allow for advocacy activities, with regard to groups they represent.
- A growth of sector related networks and associations in which both (non) governmental organizations and private sector are active is seen.
- On national level a political and social eagerness for rebuilding of society is observed.

Threats (for civil society)

- The overspill of violent conflicts in neighboring countries, Rwanda and Congo, might affect negatively development in Burundi.
- In particular among marginalized, unemployed youth resurfacing of conflicts is a risk.
- Control mechanisms by the state, in order to prevent blazing of the ethnical conflicts, limit political space for civil society organizations (CSOs).

With regard to the education and TVET-JBS subprograms the WD-REK alliance has chosen to cooperate with three social service organizations FECABU, Rainbow and Help Channel. Because of their well-embedded positions in the communities they work with and for. Each of them has expertise in different areas: FECABU has a good track record in providing access to TVET-JBS for orphans and other vulnerable children (OVC's), Rainbow's professionalism is their capacity and experience with advocacy for groups such as child and female headed households, Help Channel has extensive experience in supporting the reintegration of returnees through agricultural/ micro economic activities. For the AD subprogram, organisations to deliver non-financial sector specific services will be selected using the existing network of our partners.

V. Multi-actor analysis

With regard to education and TVET-JBS government policies give special attention directing resources from the Heavily Indebted Poor Countries (HIPC) initiative towards these sectors. Government policy also mentions as areas of attention the qualification of teachers and provision of sufficient teaching and learning materials. Technical vocational education has become already, subject wise incorporated in secondary education. However, as enrolment is low (only 15% of those who finish primary education, see paragraph 1) this policy strategy does not target the big number of young uncertified people outside the education sector.

Various bilateral (including the UK together with the Netherlands, Belgium, Japan, Norway and France) and multi lateral donors (World Bank, UNICEF, which leads the technical support, UNDP and UNESCO) assist the government of Burundi in the education sector. The involvement of these donors focuses on the construction or rehabilitation of infrastructure (DFID, UNDP, Belgium) and on the provision of school materials (World Bank, UNICEF). Also a number of national and international NGO's are active in the education sector. Among them are the Dutch organizations ZOA and War Child. ZOA is focused on community participation to improve access to education, War Child gives special attention to the psychosocial needs of children impacted by the war in its work with schools and communities.

The added value of the WD-REK alliance ***education and TVET-JBS subprograms*** is their strong roots and embedding in the communities and their extensive direct links with the target group through its grass root presence (through a network of schools and churches) which gives them the ability to effectively target the specific local educational and training needs. In comparison with many other NGOs active in the education sector the WD-REK alliance stands out because of its holistic approach through which it has the ability to address both in- and out-of-schools factors

influencing school enrolment and completion rates. The subprogram TVET-JBS also has an added value as it facilitates market oriented formal and non-formal vocational training for specifically out of school youth and aims to link them through the job and business services in a early stage to credit facilities and job opportunities.

With regard to agribusiness development the government has been working on developing an environment that enhances the development of micro and small rural businesses. These efforts are supported by a number of donors including USAID with which the Dutch collaborates. Their efforts are focused on the development of a network of finance service providers as well as small and medium enterprise development. Also a number of alliances (ICCO, IMPACT and SPARK) funded by the Dutch government are active through local partners in the areas of micro finance, enterprise and market chain development. A lot of government attention goes towards the improvement of agriculture productivity. This happened by increasing the available farmland, improvement of research and agriculture extension services and the improvement of the provision of agricultural inputs. The government is supported in by multilateral donors such as the FAO and bilateral donors such as the Belgium and Italian government support the government in the improvement of agriculture productivity. The partners of the DCR and IMPACT alliances with their livelihood programs are also active in the agriculture sector. The added value of the WD-REK alliance **AD subprogram** is that it contributes to an improved coverage of availability of packages of (non-) financial services in the working areas. This empowers and enables different value chain actors to become more reliable actors for local and national retailers producing state of the art quality, timely and steady supply and hence increasing opportunities for entrepreneurial farmers.

VI. Tailor-made programming

As mentioned in the first paragraph Burundi is a Profile II country. Its fragility has been described in the above chapters. Burundi's ability to keep the national reunification and ensure ongoing social-political stability strongly depends on its ability to realise national equitable economic growth. One of the tools to involve the target group in economic growth chances and opportunities, is by making business services available for (potential) MSMEs in the target areas, in particular in relation to agribusiness. Due to the strong agricultural character of the selected intervention areas, WD-REK Alliance has chosen to focus on agribusiness development, instead of a more general enterprise development. The education and TVET-JBS subprograms in summary enhance the people's knowledge, skills and therefore employability, while the AD subprogram creates opportunities for income generation. The SPN subprogram strengthens partners' capacities to implement the other three subprograms. For the period 2011-2015 the financial volume of the WD-REK Alliance program for Burundi will be in the order of € 600.000 per year.

Education subprogram

Facilitation of marginalized child and female headed households to enroll all children into education will happen through various strategies. Stigmatization, discrimination and psychosocial problems will be addressed through awareness activities community and school wise. The same communities will be offered economic development support, through the AD subprogram, to enable involved households to overcome the cycle of poverty. The quality of the education offered in the target areas will be addressed through teacher training, among others on the issue of child rights. Aiming to halt early school drop-out. The subprogram will also strengthen the capacity of parent teacher associations, as well as advocate on the issue of access to education for OVC's on local and national level.

TVET-JBS subprogram

Increased opportunities for access to formal and non-formal are facilitated through the TVET-JBS subprogram. The content of the training will be explicitly market oriented and based on the demand in the labor market. Intensive networking with the private sector will provide update input for the curricula and contribute to the relevance of the training and services and therefore prepare students effectively for (self) employment. In cooperation with the AD subprogram young (potential) entrepreneurs will be linked with financial credit services and where possible with relevant market chains. By offering non-formal training opportunities are offered to those who do not qualify for formal (governmental) organization.

Agribusiness development subprogram

The AD subprogram will aim to economically strengthen the communities surrounding the children and youth who are targeted by the education and TVET-JBS subprograms. Low agricultural productivity and access to production resources (land, inputs, seeds, and fertilizers) will be addressed through awareness raising among the communities regarding existing policies, advocacy towards the government and the private sector, training will provided for micro, small and medium entrepreneurs with regard to agribusiness and producer groups will be organized around marketable products (e.g. agricultural cash crops or livestock). The subprogram will work together with other organizations in the market chain development and improvement of access to financial and business services. Advocacy towards the government will focus on creased engagement of local government regarding drought-related early warning and disaster management systems.

Strengthening partner network subprogram

The subprogram SPN focuses on enhancing capacities of partners and other relevant actors in the above mentioned subprograms to act as a change agent in their respective environments. This is done on national as well as local level, and contains elements of skills training, exchange visits and coaching of staff, as well as support in strengthening civil society and/or the set-up of relevant networks or reviving existing ones. In Burundi this program will focus in particular on organization management, PMEL and networking capabilities. Main part of the program will be realized through the Greater Lakes Regional Alliance, set up in 2009, which consists of other WD-REK alliance partners in the region, as well as possible other organizations that will join this Alliance. The regional alliance will function as a platform for exchange and training.

SWOT analysis WD-REK supported (planned) programs in Burundi: AD, TVET-JBS, Education and Strengthening Partner Network (SPN)	
Strengths	Weaknesses
<ul style="list-style-type: none"> - The strong relationships of the alliance partners for education and TVET-JBS within the communities and with local government - The quality of the combination of subprograms offered: the unique combination of work and life skills, the participation of parents/ care givers and communities, and the provision of formal and non-formal courses according to the need in the target areas. 	<ul style="list-style-type: none"> - Due to the scope and intensity of the problems in the target areas, the current partner organizations need linking up with other actors to be able to expand the scope of the impact of their combination of subprograms. - Defining phasing out strategies is a challenge in the current situation where government lacks capacity and financial resources to address the needs. - The holistic approach of the combination of subprograms requires expertise of staff on many thematic areas.
Opportunities	Threats
<ul style="list-style-type: none"> - The signing of the ceasefire leads to an improvement environment for renewed possibilities for economic growth, providing opportunities for educated and trained people. - Education and vocational training are high on the government's agenda. - The combination of subprograms is complimentary to and can make use of network and programs of the ICCO Alliance, Oxfam Novib and the Royal Dutch Embassy. 	<ul style="list-style-type: none"> - The election process (2010) is observed with caution as little is needed to break the fragile ceasefire. - Poorly developed national market mechanisms de-motivates investment in agriculture production, processing and value addition by the private sector.

2.05. CONTEXTUAL ANALYSIS CHAD

I. Introduction

In Chad the WD-REK Alliance will support and strengthen its partners and other relevant actors in effective and sustainable implementation of the following subprograms: 1) Education, 2) TVET-JBS, 3) Agribusiness Development (AD), 4) Strengthening of Partner Networks (SPN). WD-REK Alliance does not execute its ED subprogram in Chad, due to the fact that outside agriculture there are hardly opportunities.

This contextual analysis is a joint effort of the WD-REK Alliance and her Southern partner BAC (Bureau d'Appui et Conseil) in Chad. BAC is also active in the sectors Health and HIV/AIDS. These subprograms are not part of the MFS proposal, but in practice linkages between programs exist. Contextual information was derived from various external sources (the main of which are referred to in footnotes), from strategic multi-annual of partners and from field visit reports. This information was analyzed and strategic programmatic choices were jointly made on global and regional partner conferences in Nairobi, Apeldoorn, Ouagadougou and Putten during 2009 and 2010. Draft and final versions were discussed and validated with the partner. Chad is a Profile II country.

Chad became an independent nation under Francois Tombalbaye in August 1960. After three decades of civil warfare as well as invasions by Libya, a semblance of peace was finally restored in 1990 when general Idriss Déby took power. In 1998, a rebellion broke out in northern Chad. In 2005, new rebel groups emerged in western Sudan and made probing attacks into eastern Chad. Despite signing peace agreements in 2006 and 2007, rebel violence peaked in 2008, when rebel groups tried but failed to overthrow the president. This and the Darfur crisis has resulted in over 250,000 refugees from Darfur, and 180,000 internally displaced persons in Chad, near the Sudanese border, and resulting trauma and feelings of insecurity. In June 2005, President Idriss Déby held a referendum successfully removing constitutional term limits and won another (third) controversial election in 2006. Chad is ranked 173rd out of 180¹ most corrupt countries. The rebel insurgencies and emerging political opposition weaken the social and political environment in Chad. Insecurity, instability and not least the level of corruption have caused a setback in relations with international donors.

Chad can be considered a fragile state and is among the ten poorest countries of the world, ranking 175² of 182 countries in the HDI. Life expectancy at birth is 46 years. 62% of the population lives on (less than) USD 1 per day (2003). Prevalence of undernourishment in the total population stands at 38%. In 2004 37% of the under-five year olds were moderately or severely underweight. Access to potable water has improved in past years, but is still limited to one in three people. Less than 2% of the population has access to electricity. In Chad, being twice the size of France, only 1,160 kilometres of roads have been paved. The relatively high HIV-AIDS prevalence rate (3,5% in 2007) negatively impacts society at all levels.

Chad's economy³ has long been handicapped by its landlocked position, high energy costs, and its political instability. At least 80% of Chad's population relies on subsistence farming and livestock raising for its livelihood. The overall economy is significantly boosted by major foreign direct investment projects in the oil sector in the south that began in 2000. Chad began to export oil in 2004. Cotton, cattle, and gum arabic provide the bulk of Chad's non-oil export earnings. GDP growth averaged 5.2% between 1994 and 2003 esp. due to investments in the petroleum sector. In 2004, it reached a record level of 30% when petroleum revenues started flowing in. Growth plummeted to below 5% in 2005 and 2006, after a drop in petroleum production and because of serious difficulties in the cotton sector. Overall economic activity in 2007 and 2008 was sluggish, probably due to a 11.8% decline in oil production in these years. The unemployment rate among youth is high and possibilities for (TVET) education are limited. Most employment is in the informal sector. However, youth lack adequate technical and business skills to set up their own business and start-up capital is hard to obtain. Low availability of employment due to the overall low level of economic activity in the country is problematic.

The PRSP was adopted in 2003. The strategy is based on the attainment of five core objectives: good governance, robust and sustained growth, the development of human capital, improved living conditions for the most vulnerable segments of the population, and environmental protection.

¹ Transparency International, Corruption Perceptions Index, 2008.

² All statistical data in this document are taken from the CIDIN database with option 'latest available data': www.ngo-database.nl unless otherwise specified.

³ Paragraph based on Country Brief Chad, WorldBank. Retrieved from <http://go.worldbank.org/8U4COBBZG0>

CILONG (*Centre d'Information et de Liaison des ONG*) is a national NGO network⁴. CILONG promotes inter-NGO dialogue to bring about harmonization of actions, collaboration and adoption of shared positions, contacts with bilateral and multilateral organizations. There is also a Peace and Reconciliation Initiative (PRI)⁵, a national network of more than 150 CSOs. The aim of PRI is to bring all political actors to the negotiation table and engage them in a peaceful management of political conflicts. Radio is the main means of mass communication, but state control of the broadcast media allows few dissenting views. Private newspapers critical of the government circulate freely in the capital, N'Djamena, but have little impact on the largely rural and illiterate population. Reporters Without Borders has registered the frequent detention and harassment of journalists in the country.

II. Target group analysis

Geographical coverage of program implementation will focus on the following regions in the south and central parts of the country: Chari Baguirmi, Logone Occidental, Logone Oriental, Mandoul, Mayo Kebbi Est and - Ouest, Moyen Chari, Tandjilé, Batha and the capital N'Djamena. Our partner organisation BAC is a network organization working with 12 members of the network EEMET (*Églises et Missions Évangéliques au Tchad*). They work in 24 specific communes or sub-prefectures in the 10 regions.

Interventions of BAC members are mainly in rural areas, but also in some urban or peri-urban places like N'Djamena, Moundou and Doba. Most people in these regions are sedentary and live on subsistence farming.

BAC works with the private school sector in **education** in Chad, which comprises 10 % of primary education and a even higher percentage in secondary education. The private schools have similar objectives as other schools in Chad but they want to ensure equal access to quality education for all children especially for the backward groups. All the private schools are part of the government formal education system. The education target groups are the poor and vulnerable children enrolled in the schools making education accessible for them. Another important target group are the management and parent committees of the schools. These schools are selected by BAC for support, based on their own motivation and willingness, since any support provided by BAC is only complementing community efforts. Where direct support for education costs is given, strict and transparent selection of the most vulnerable section of society is assured. The selection criteria include orphans and vulnerable children (OVCs), vulnerable children with disabilities, or whose parents have disabilities, abandoned children.

The **TVET-JBS** subprogram has two different target groups: (i) the private TVET providers and through them (ii) youngsters in both rural and urban areas of Chad. The TVET subprogram is implemented in three areas in N'Djamena and Moundou in order to enhance the relation between education and relevant employment and income. The TVET program in Moundou has a centre to provide skills training for youngsters from rural communities with a link to (self-) employment in the agricultural sector. The target group in the TVET program in N'Djamena is focused on poor but qualifying and motivated youth. By investing in this target group, the focus is to provide an income through sustainable (self-) employment. The JBS subprogram facilitates apprenticeships, job mediation, etc. for TVET students and graduates who look for employment. For the planned **AD** subprogram, target groups are (groups of) smallholder farmers, suppliers, traders and processors in relevant value chains. BAC itself as an organization is targeted by the **SPN** program, with a special focus on linking with TVET-JBS and networking with other actors, in which BAC is still weak.

III. Problem analysis at macro/meso/micro level

The following factors at macro, meso and micro levels underlie the problems for the target groups mentioned in paragraph 2.

At **macro level**: corruption and lack of good governance is a major problem. Chad is ranked as one of the 10 most corrupt countries for years⁶. Corruption is also present in the various education systems. There is a plethora of institutions for education and TVET, but no clarity about roles and accountabilities. Quality and quantity of education (completion rate primary school is 28%⁷, Gross Enrolment Rate (GER) in secondary education is 23% for boys and 8% for girls) and TVET is lacking, many schools do not have any facilities, and hardly any educational materials (e.g. 15 children per science booklet for private schools⁸), very high student/teacher ratios (63 in primary schools⁹), unqualified teachers and schools can be of any quality without being controlled. Compulsory curricula are being revised by the national centre for curricula (CNC), but are still outdated and inflexible. The internal

⁴ http://ong-ngo.org/spip.php?page=fiche_pn&lang=en&id_rubrique=45

⁵ <http://www.konfliktbearbeitung.net/downloads/file837.pdf>

⁶ http://www.transparency.org/policy_research/surveys_indices/cpi/2009/regional_highlights

⁷ World Bank (2009) Le système Éducatif Tchadien. Éléments de diagnostic pour une politique éducative nouvelle et un meilleur efficacité de la Dépense Publique. Washington D.C. See: www.educationfasttrack.org/epdf/countries/view/9

⁸ Pafing and Bouba, 2009. Analyse du secteur 'Enseignement Évangélique' au Tchad. BAC: N'Djaména p. 42.

⁹ Ibid.

efficiency of the education system is among the weakest in Africa¹⁰. Gender inequality is high in access to education (GER for primary education is 90% for boys and 61% for girls¹¹) and literacy rate (21% literacy rate for females and 43% for males¹²).

At **meso level**: functioning of regional delegations for education (DREN) and departmental inspections (IDEN) varies greatly between regions and departments. This is one of the factors underlying disparity in quality of education between regions. Regional economic activity is hampered by the lack of a good transport network. The fact that Chad is thinly populated and that distances between populated areas are long, creates a threshold for regional economic activity. Few of the TVET institutions have all the required systems in place or work effectively, like quality assurance, certification, curricula, examination. Access to credit is low esp. in the rural districts. Most farmers are subsistence farmers and have no economic links to district/regional markets nor through e.g. value chains.

At **micro level**: Most households find their livelihoods in subsistence agriculture. The pressures on scarce water resources, availability of agricultural inputs (e.g. high yielding seed varieties, fertilisation) contributes to poor crop yields per land area. Households need to farm large pieces of land to obtain some level of yield, leading to household labour becoming also a scarce good. This contributes to poor school attendance as children are needed for farm labour. The long distances to schools, make time an even scarcer commodity. Due to the high unemployment levels and subsequent high poverty levels of (rural) families in the targeted rural districts, families are unable to pay the own school charges that children have to contribute. This is a barrier especially for poor families to allow their children to attend school. Household expenditure for education is over 20% of total expenditure for education on average¹³, but in rural areas this may be much higher if government support is out of reach. Education management at community level is often weak. Lack of physical and economic infrastructure (roads, enabling environment) hamper any further development of profitable economic activity, which leaves the households in the vulnerable cycle of subsistence agriculture. Youths do migrate to N'Djamena on the lookout for scarce job opportunities or small scale selling (hawking). The problems which need to be addressed within partner organization BAC are its weaknesses with regard to policy development, knowledge management, Planning, Monitoring, Evaluation and Learning (PMEL), financial management, HRM and fundraising capacity. The SPN subprogram seeks to address these issues, in order to enhance BACs capacities.

IV. Background analysis

The various social, economic and political factors are summarized in the SWOT analysis below. The opportunities and threats refer to external factors helping or worsening the problems mentioned above, while the strengths and weaknesses refer to (generalized) capacities of civil society to deal with these problems. On the basis of this SWOT analysis, the choice for partners and intended effects of programs are explained.

Strengths (of civil society)

- Framework and willingness for cooperation between CSOs through CILONG.
- Focus on collaboration with government
- Participation in decision making (e.g. through policy influencing) and monitoring implementation of government policies, rather than only gap filling.
- Many CSOs are deeply rooted in society: good legitimization

Weaknesses (of civil society)

- Civil society is much smaller than in many other countries. This creates less opportunity for cooperation, complementarity and making a critical mass.
- Poor organizational capacities of some CSOs, insufficiency of qualified personnel.
- Civil society lacks technical and institutional capacity needed to ensure and sustain participation in the definition of development policies (esp. in areas of strategic planning, envisioning durable partnerships, strategies for social advocacy work)
- NGO networks weak and most NGOs heavily dependent on foreign financial support

¹⁰ Worldbank, 2009 The coefficient of efficiency is calculated by dividing the optimal (ideal) number of pupil-years (i.e. in absence of repetition and drop-out) by the number of pupil-years actually spent by a cohort of pupils. See also :

http://www.uis.unesco.org/i_pages/indspec/efficiency.htm

¹¹ <http://earthtrends.wri.org/>

¹² http://www.uis.unesco.org/i_pages/indspec/efficiency.htm

¹³ In 1997/1998, the contribution of parents (through parent associations) to education in Chad was 7.4 billion CFA, and projected 11.6 billion for 2005, while the government contribution is 53.4 billion in 2009. Pafing & Bouba, 2009.

Opportunities (for civil society)

- Exploitation of oil has led to greater government budgets for poverty reduction (e.g. government contribution to (TVET) education, employment schemes implemented by CSOs)
- The policy of decentralization creates opportunities for CSO engagement at the regional level
- Government capacity for data collection and statistics improves step by step. This development will in future allow CSOs and government to work more complementary in the economic and education sectors.
- The PRSP's strong focus on increasing government budgets for education increases opportunities to achieve government funding for private sector schools, run by CSOs.
- Government's reform plans to resolve TVET problems: reviving, expanding and strengthening technical and vocational training structures, reforming teaching and training methods and courses.

Threats (for civil society)

- Instability, due to internal unrest, the Darfur crisis or political instability is a very realistic threat for all activities of civil society, as well as the possibility of political pressure on civil society.
- Corruption of government institutions, both at central and decentralized levels.
- Opportunities for economic growth and access to finances are currently low for rural households. This makes access to jobs, employment or possibilities for self employment lower.

Based on this SWOT analysis, the choice is made to work with our partner BAC, a national network of organisations, representing many other civil society actors. While these organisations implement their poverty reduction programs, the role of BAC is to provide strategic guidance, training, strengthen their organisational and institutional capacities and effectiveness and bundle their inputs to create critical mass. Likewise BAC strengthens the networking among these organisations, as well as their networking with other relevant CSOs and government departments in their regions/districts. A specific partner organisation will be sought with complementary capacities for the AD subprogram. Selection criteria are a.o.: business oriented model of service provision, track record in agriculture/private sector development, specialized organization (not active in charity oriented projects), concordance with ethical values of WD-REK. Intended effects relate to strengthening the capacities of the civil society actors with whom BAC works and increasing their effectiveness.

V Multi-actor analysis

Concerning education, literacy and TVET, the government has a plethora of institutions that have varying degrees of effectiveness¹⁴. Government policies focus on increasing access and quality of education, through partnerships with the donor community, but also in partnership with private and communal schools, e.g. through the National Federation of Parent Teacher Associations (FENAPET). The education reform program PARSET (*Programme d'appui à la Réforme du Secteur de l'Éducation au Tchad*) focuses on diminishing gender disparity in access to education, promotion of bilingual education, stimulation of community initiatives, development of materials and linkages to employment (through the EFE policy). The World Bank is involved in this reform program.

All these government policies focus strongly on partnerships between communities, civil society and government. Since BAC represents a growing network of schools (at present 80 primary schools, 20 secondary schools, 3 lycées), they represent the private sector in education and focus on the various institutions in the national education sector in order to advocate for better (implementation of) government policies for education. The **added value of BACs education program** is that BAC thus fulfils the role to organize private community schools/institutions and link them up to relevant government policies and accreditation¹⁵, payment of salaries, provision of educational materials, while at the same time helping the government to interact with a large part of private education providers. For TVET, BAC has a similar function. In this role, the program helps to effectuate the government (and donors') vision on complementarity between communities and government. Without the link of a network organisation such as BAC, the small and scattered civil society organisations are out of reach for the government (and major donors) and vice versa.

The two focal areas of the EC in Chad are good governance and sustainable development, based on infrastructure and the rural sector¹⁶. The second focal area complements the efforts of the TVET-JBS and the AD subprograms that focus on creating economic activities in rural areas. Other major donors are UNDAF (with a focus on girls education, community schools and TVET), Islamic Development Bank (with focus on literacy), UNESCO, UNICEF and UNDP. The ADB is a major donor to stimulate TVET and networking among TVET providers through the Enseignement technique et formation professionnelle (ETFP) project. France is a significant partner and donor to

¹⁴ Paragraph based on analysis done by Pafing and Bouba, 2009

¹⁵ Pafing and Bouba (2009) did a survey and found that only 4 out of 30 private schools had official recognition. Others worked only with provisional arrangements, which makes them ineligible for government support.

¹⁶ Country Strategy Paper EC: http://ec.europa.eu/development/icenter/repository/scanned_td_csp10_fr.pdf

Chad for a.o. TVET and teacher training. German cooperation (KfW and GTZ) has a strong presence in the area of local and rural development and support to strengthen parents associations and support to elementary education. Swiss cooperation acts directly to help the population (education, health and rural development) in liaison with grassroots associations.

Partner BAC fulfils a **significant role** therefore by facilitating practical TVET skills training through providing skills needed in rural areas, with a direct linkage to the job market through the JBS sub-program which serves a wider audience and is promoted as a model to replicate. Being a national networking organisation, BAC has the ability to coordinate and link her policies and programs with those of other actors (see above), creating thus an added value.

VI. Tailor-made programmes

Looking at the Chadian local context as a Profile II country, the focal point in the programs should be the opportunities in the market. But in general this market is still limited to agriculture and agriculture related businesses. Looking at the profile of the country, the main entry point is the agricultural sector. That is why WD-REK does not yet execute its ED program in Chad but focuses on the opportunities in AD. The input from the agricultural business sector is important for the design of curricula for instance. So the demand in and relevance for the market are the entry point to link TVET-JBS to job opportunities. From this demand driven TVET-JBS the programs link also to formal education., for instance by creating interaction between formal education and TVET-JBS or by adjusting the entrance level of TVET-JBS to the level / skills / competence of formal education graduates by cooperation with the government. In this way the subprograms presented here aim at linking education and skills training with work and agricultural entrepreneurship. The education and TVET-JBS subprograms enhance people's knowledge, skills and therefore employability, while the AD subprogram creates opportunities for finding employment or income. The SPN subprogram strengthens partners' capacities to implement the other threesubprograms with a special focus on multi-actor networking. For the period 2011-2015 the financial volume of the WD-REK Alliance program for Chad will be in the order of € 1.100.000 per year.

Subprogram Education

This subprogram focuses on strengthening the officially recognized private education providers in (rural) communities in the areas mentioned above. School management, parents' and maintenance committees are strengthened, teacher training is supported, community efforts in infrastructure are supported (class rooms, boreholes) and direct support for education costs for a small percentage of the (selected) most vulnerable children in these communities. This will lead to increased access for most vulnerable groups and improved quality of primary and secondary education. Since BAC represents a growing network of schools (at present 80 primary schools, 20 secondary schools, 3 lycées), they can represent the private sector in education and focus on the various institutions in the national education sector in order to advocate for better (implementation of) government policies for education.

Subprogram TVET-JBS

The following are the focal points in the TVET-JBS subprogram. Private TVET providers are supported and linked with JBS in order to strengthen the linkage to employment and income. The objective is not only on the aspect of technical training, but also on apprenticeship, job mediation, (work) skills for (self-) employment, entrepreneurial skills, etc. In the TVET sector, BAC fulfils the same role of linking private providers to government efforts and policies, while at the same time directly supporting them. In the TVET-JBS subprogram in southern Chad, there are specific linkages between TVET and development of the agricultural sector, skills needed in rural communities and skills for agricultural entrepreneurship. In this way, the education and TVET-JBS and AD subprograms are linked.

Subprogram AD

The AD subprogram is an integrated program contributing towards a more competitive agriculture sector in which the focus is on increased productivity of smallholders that have farming as a business. To be able to link farmers to value chains it is necessary to stimulate farmers groups and associations to become market oriented trading partners being able to source the right technology, inputs and finance. The AD subprogram assists this process of increased productivity and competitiveness by stimulating the demand for resources (organization of groups, linkages to MFI's, processors, buyers, etc.) as well as facilitating the supply of the necessary products/services by stimulating small and medium rural enterprises offering agriculture products/services. The approach is market driven (the market demand defines how to organize farmers, which products/services to stimulate, etc.) as well as inclusive (opportunity for smallholders to integrate in value chains but using an approach in which small farmers and emerging farmers are stimulated to collaborate in order to successfully produce and market their crops).

Subprogram SPN

The SPN subprogram focuses on enhancing capacities of partners and other relevant actors in the above mentioned subprograms to act as a change agent in their respective environments. This is done on national as well as local level, and contains elements of skills training, exchange visits and coaching of staff, as well as support in strengthening civil society and/or the set-up of relevant networks or reviving existing ones. In Chad this program will focus on strengthening the policy development (Theory of Change), PMEL, HRM, financial management and institutional fundraising capacities of partner organizations. Part of this program will be realized through the West Africa regional alliance, set up in 2009, with other WD-REK Alliance partners and actors, within which knowledge and capacities on these issues will be shared. Organizational capacity assessments executed in 2009 form input for concrete capacity strengthening plans.

SWOT analysis WD-REK Alliance supported programs in Chad: Education, TVET-JBS, AD, SPN	
Strengths	Weaknesses
<ul style="list-style-type: none"> - BAC operates country-wide, is a network structure and represents and strengthens a large group of community and private initiatives in education and TVET - Available experience in coordinating education and TVET programs in rural as well as urban areas, and a relevant network within the education sector existing. 	<ul style="list-style-type: none"> - Limited track record of BAC in TVET-JBS and with AD (remedy: find additional partner for AD subprogram and strengthen capacities BAC for TVET-JBS) - Shortage of capable staff (remedy: invest in BAC's capacities through SPN subprogram) - Weak in results measurement (remedy: invest in BAC's capacities through SPN subprogram) - Policy development strategies, weak. - Level of PMEL, HRM and financial management within partner organisation not up to standard - Weak fundraising capacity of partners.
Opportunities	Threats
<ul style="list-style-type: none"> - Leverage of successful programs to other areas - Government has explicit policies and practices to cooperate with civil society and with private and community initiatives – opportunity for increased sustainability of CS programs - Government's reform plans to resolve TVET problems: reviving, expanding and strengthening technical and vocational training structures, reforming teaching and training methods and courses 	<ul style="list-style-type: none"> - Political, religious, ethnic and social instability is a very real threat - Lack of coordination in many and diffuse government institutions - Poor economic outlook of the country makes linkage between education/TVET to job and income and AD more difficult - Small private sector to link with - Education funds are spent based on social selectivity, mainly in urban areas, countervailing the PRSP objective.

2.06 CONTEXTUAL ANALYSIS COLOMBIA

I Introduction

This contextual analysis is a joint effort of the WD-REK Alliance and her Southern partners. Contextual information was derived from various external sources (the main of which are referred to in footnotes), from strategic multi-annual plans and annual plans of partners and from field visit reports. This information was analyzed and strategic programmatic choices were jointly made on global and regional partner conferences during 2009 and 2010. Draft and final versions were discussed and validated with partners. In Colombia the WD-REK Alliance will support and strengthen *Corporación Dios es Amor* (CDA) and other relevant actors in effective and sustainable implementation of the following subprograms: 1) Education, 2) TVET-JBS, 3) Enterprise Development (ED), and 4) Strengthening Partner Networks (SPN). The AD program is not part of the interventions due to the fact that the network of WD-REK limits itself to urban area's. Colombia is an Profile II country.

For the last half century, Colombia and violence have gone hand in hand. Illegal armed groups and a continuous battle against drug cartels have significant effects on governance and citizenship. Inequality combined with a general lack of opportunities led to growth of left-wing guerrillas, in turn triggering the growth of right-wing paramilitary groups. Drug-related activities and kidnapping have been flourishing, providing funding for both movements. As a result up to 4.9 million people have been internally displaced¹, mainly from the rural areas to the cities. In 2008 the government's strategy to contain and combat illegal armed groups had brought a string of positive results. However, insecurity in urban areas and particularly in large cities, which had declined in 2008, increased again in 2009.² With USA help attempts are made to advance *Plan Colombia*, aimed at countering these activities at the base, while simultaneously expanding the Colombian military, police and judicial institutions. Although, despite costly operations, few results can be shown. Methods used such as enhanced military operations, chemical spraying of coca and other crops are leading to more forced displacement, human rights violations and political tensions with neighboring countries. Civilian casualties and increased fleeing from violence are regular due to armed confrontations between the army, paramilitary armed forces and insurgents, leaving people caught in between forces. The recent elections were won by Juan Manuel Santos, which means a continuation of current policies, reforms and efforts started by President Uribe.³

Colombia's economy has been solidly growing between 2001-07, by more than 4% annually. The financial crisis did affect this growth significantly in 2008 (2,5%) and 2009 (0,4%), however this is much better than the average in the region (-2,6%).⁴ A solid financial sector, sound macroeconomic fundamentals, combined with prudent fiscal policies and tough economic reforms by the Uribe administration, played an important role. However, the recovery will be slow due to lower domestic demand and export dependency, especially to the USA and Venezuela (related also to election outcome.) Colombia is ranked 77 out of 182 countries (2009 HDI⁵ from UNDP). However, Colombia needs to deal with three major challenges simultaneously: inequality, poverty and violence. Almost half of the population (2008)⁶ is rated poor, while 16% of this population (2006)⁷ lives in extreme poverty. Inequality is one of the highest in Latin America, and still increasing⁸. According to Unesco⁹ the Gross Enrollment Rate (GER) of primary Education is 122% (Net Enrollment Rate (NER) is 60%) while only 88% of the children complete the full course of primary education and 67% enroll in secondary education. There is high youth unemployment (21,1%) and a high disparity in gender.¹⁰

II Target group analysis

The program is carried out in 3 areas in Bogota: Santa Fé, Lucero Alto and Altos de Cazuca, the adjacent municipality of Soacha, as well as in El Pozon in Cartagena. These areas have been selected because they are classified in the lowest wealth strata.¹¹ The target group living in these areas is vulnerable and marginalized, and consist mainly of IDPs

¹ [http://www.internal-displacement.org/8025708F004CE90B/\(httpPages\)/22FB1D4E2B196DAA802570BB005E787C?OpenDocument&count=1000](http://www.internal-displacement.org/8025708F004CE90B/(httpPages)/22FB1D4E2B196DAA802570BB005E787C?OpenDocument&count=1000)

² [http://www.internal-displacement.org/8025708F004BE3B1/\(httpInfoFiles\)/18EFD5E90A66EA75C1257725006524C1/\\$file/GO2009_Colombia.pdf](http://www.internal-displacement.org/8025708F004BE3B1/(httpInfoFiles)/18EFD5E90A66EA75C1257725006524C1/$file/GO2009_Colombia.pdf)

³

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/LACEXT/COLOMBIAEXTN/0,,contentMDK:22254365~pagePK:1497618~pPK:217854~theSitePK:324946,00.html>

⁴ Ibidem

⁵ http://hdrstats.undp.org/en/countries/country_fact_sheets/cty_fs_COL.html

⁶ <https://www.cia.gov/library/publications/the-world-factbook/geos/co.html>

⁷ http://www.ngo-database.nl/tbl_indicators.php

⁸ The GINI index increased from from 53.8 in 1996 to 58.5 in 2008.

⁹ EFA Global Monitoring Report 2010; <http://www.unesco.org/en/efareport/reports/2010-marginalization/>

¹⁰ http://www.ngo-database.nl/tbl_indicators.php

¹¹ The socio-economic stratification in Colombia is a classification of the houses or homes, according to their physical characteristics and to the context (neighborhood), in six, formally recognized groups or strata: Strata 1: Low-low; Strata 2: Low; Strata 3: Medium-low; Strata 4: Medium; Strata 5: Medium-High; Strata 6: High.

as well as migrants from rural areas. Due to social-economic restrictions they have limited access to health services, education, and employment opportunities.

Education subprogram

The education subprogram combines actual support of education with family and community strengthening. In the selected areas the approximate enrolment rates are: Cartagena 70%, Ciudad de Bolívar 83%, Soacha 95%, Santa Fé 97%. Exact numbers are difficult to give due to continuous movement of people while census numbers are provided every 5 years. Official government figures are a bit higher, but these include literacy courses of school age (5-17) individuals as well as night class students. Also percentages are based on installed capacity at schools, which does not mean children are at school. This is confirmed by studies done by the Mayorality of Cartagena.¹² Therefore, in reality the figures are slightly distorted. In cases where sufficient enrolment spaces are available – such as Santa Fé – CDA has changed its approach towards community development. Actual support in education (pre-primary to higher education) is provided to children selected from most vulnerable families. Due to the family and community strengthening focus, the specific parents and communities are also direct target groups.

TVET-JBS subprogram

There is a close relationship between the target group for the subprograms education and TVET-JBS. A vocational training component is added to secondary school training, so that students in higher secondary are able to follow part-time training at the vocational training centre. Where possible, parents and relatives of the children involved in the education subprogram are reached with the TVET-JBS sub-program. The TVET subprogram has a special focus on women, as there are many women headed households. Another reason for focussing on women is that more than 80% of the women workers in Colombia receive less than the legal minimum wage. On average women earn 14% less than men.¹³

ED subprogram

The target group of entrepreneurs is mainly selected on entrepreneurship attitude and skills. The following main categories of clients are targeted: 1) People with entrepreneurial spirit and some experience in a micro-enterprise, who are following a course in the TVET-JBS subprogram of either CDA or another institute (private or government); 2) Poor entrepreneurs (strata 1 and 2) within the intervention zone of the other subprograms. Generally spoken these are micro-enterprises in trade, service or the productive sector and driven by family labour; 3) Small enterprises (owners belonging to wealth strata 2 and 3). These clients are attended to for two reasons. In the first place they provide risk diversification to the MFI and moreover this kind of enterprises hires employees, contributing to job creation for the poorer population in the neighbourhoods. The enterprises contract up to 6 persons on average and most of them are working in the productive sector.

SPN subprogram

The target group of this subprogram consists of the partner organisation mentioned in the background analysis. For more details see paragraph III, last part and paragraph V.

III Problem analysis at macro/meso/micro level

At macro level: Colombia is recognized as a country in which doing business is easy (ranking third in Latin America and Caribbean¹⁴): an improved ambience for doing business, an increased access to credit¹⁵, a GDP growth of over 7% in 2007 and FDI of almost 9 billion USD a year.¹⁶ However, the increased GINI index – from 53.8 in 1996 to 58.5 in 2008¹⁷ – indicates a growing inequality amongst the population. Also violence has been a feature of life for the past half century. The decades-long conflict has generated fear and instability through terrorist acts, kidnapping and extortion for poor and vulnerable groups, indirectly affecting different sectors of society. Though laudable improvements have been made in education, regionally Colombia scores average in reading and falls below average in math/ science. What is even more, is the fact that Colombia faces a systemic problem in providing quality education to poor, ethnic minority students and those affected by violence.¹⁸ Economically, there is a growing gap between the formal (going in mainstream globalized economy) and informal sector. The banking sector is affected by global crises/currency volatility, impacting the most vulnerable economic actors directly.

¹² Analisis de Insuficiencia de Cupos Educativos en la Ciudad de Cartagena 2009 – 2011, pags. 22,23,30,35,46.

¹³ <http://www.latin-focus.com/latinfocus/countries/colombia/columemp.htm>

¹⁴ <http://www.doingbusiness.org/economyrankings/?regionid=3>

¹⁵ The access to credit has improved from 30% to 60% according to the Doing Business report of 2005 and 2009 respectively.

¹⁶ <http://ddp-ext.worldbank.org/ext/DDPQQ/member.do?method=getMembers&userid=1&queryId=135>

¹⁷ <https://www.cia.gov/library/publications/the-world-factbook/fields/2172.html>

¹⁸ Colombia The Quality of Education in Colombia An Analysis and Options for a Policy Agenda, World Bank, 2008.

At meso level: Rural-urban disparity is high, but also within cities disparity is highly existent. This is strengthened by rural-urban migration and internal displacement. Bogotá, with nearly 8 million inhabitants, has a poverty level of 23.8% and Soacha, an adjoining municipality with 370,000 inhabitants, has a poverty level of 53.8%. Cartagena has a poverty rate of 60.2% with around 1,1 million inhabitants. Disparities in enrolment and quality in primary and secondary education exist between the different strata in the cities. It is calculated that about 20% of the school going children/youth are outside the education system.¹⁹ In state exams about 16% of schools (predominately private institutions) achieve high and superior quality.²⁰ There is insufficient education coverage and quality/relevance of primary, secondary and vocational schooling is poor in the target areas. Awareness to focus on children and young people with problematic backgrounds as well as a specialized approach/ training for those children/ youngsters is low. Drop-out rates are high as well as absenteeism due to assigned placements for children being in different locations, leading to extra transportation costs for families. Children are then kept at home for a year or two. When they do return to school they are placed in non-age appropriate classes, which affect their development. Un- and under-employment is high (average 22% in target area compared to 11,3% national average), especially among women and IDPs. In 2009 only 11% of IDPs earned the (already low) minimum salary of \$260 per month, with the rest having to rely on informal work.²¹ According to the Chamber of Commerce and Mayor Offices, the micro-enterprises comprise 87%²², 93%²³ and 97%²⁴ of the total number of registered enterprises in Bogotá, Cartagena and Soacha respectively, yet most micro-enterprises remain in the informal sector.

At micro level: In the slums of Bogotá (incl. Soacha) and Cartagena (with very high poverty rates) the target group experiences high economic dependence, housing shortage, environmental risks, social instability due to drug use and trafficking, violence, a high level of crime and insecurity, broken families, domestic violence, sometimes child exploitation and sexual abuse. Though primary education is compulsory and free, sending their children to school is hard for the poor, due to additional indirect school costs or because they are not generating income while going to school (also a problem for TVET). Regarding credit, micro-enterprises are often unable to get loans with the banking sector and are therefore referred to MFIs which charge higher interest rates; thus lowering competitiveness of these enterprises. Access to services and resources for MSMEs in the process of formalization is difficult due to lack of track record. Market information, accounting skills, knowledge, which is necessary to run an enterprise, are often lacking.

The partner organizations involved in the implementation of the programs mentioned under tailor-made programs, face the following challenges (which will be addressed in the SPN subprogram): strengthening in planning, monitoring, evaluation and learning (PMEL) and advocacy. Also fundraising capacity and donor diversification are important issues to work on.

IV Background analysis

The SWOT analysis below mentions various social, economic and political factors. It takes also in account the role of civil society, including our partner CDA in relation to the problems mentioned above. While the opportunities and threats refer to external factors solving or conserving the problems mentioned above, the strengths and weaknesses provide insight in the civil society capacity to manage these problems. CDA Colombia is an organization with many years of relevant experience in Colombia. It is embedded in the local situation, having gained the trust of local communities, while also cooperating with relevant government institutions/ departments, (I)NGO's/donors as well as private sector actors.

Strengths (of civil society):

- Social networks, churches, and CSOs have made significant headway in enhancing a culture of peace, accountability and participation. These efforts are the first steps to knitting a solid civil society that can be an alternative, as well as act as a critical voice towards the government and other actors.
- Community embeddedness, connection with many actors and an integrated approach such as CDA executes, provides a strong base for tackling poverty problems, leaving ownership to the target group, while simultaneously connecting with other actors, and having the education, TVET-JBS and ED subprograms interact and learn from each other.

¹⁹ Foro Latinoamericano de Políticas Educativas. El Derecho a la Educación en Colombia, pág.52.

²⁰ ICFES – Instituto Colombiano para la Evaluación de Educación

²¹ [http://www.internal-displacement.org/8025708F004CE90B/\(httpCountries\)/CB6FF99A94F70AED802570A7004CEC41?opendocument](http://www.internal-displacement.org/8025708F004CE90B/(httpCountries)/CB6FF99A94F70AED802570A7004CEC41?opendocument)

²² Cámara de Comercio de Bogotá. Balance de la Economía Bogotana, 2007 – 2008 y primer semestre de 2009, pág. 13.

²³ Económico de los Municipios de la Jurisdicción de la Cámara de Comercio de Cartagena, 2009, pág. 34.

²⁴ Cámara de Comercio de Bogotá. Perfil Económico Empresarial de Soacha, págs. 28-31.

Weaknesses (of civil society):

- Relation between civil society and other actors is often characterized by rivalry instead of cooperation, making networking difficult. Within civil society there is a strong ideological thought within CSOs; rights are more important than duty, resulting in less focus on sustainable development, and more on provision of direct welfare. CDA tries to find a remedy to this general thought and want to break this cycle by working with different actors, including government and private sector.
- Several factors have a negative impact on social cohesion in civil society, such as: criminal records or questionable reputations of the lowest strata, hampered communication and participation in productive life due to illiteracy, or certain existing gender stereotypes.

Opportunities (for civil society):

- Government awareness of poverty problems and its reform policies and priorities (such as free/ compulsory education, companies obliged to have 10% of their workforce as apprentices, creation of government Bank of Opportunities to assist people with no access to finance) are creating positive initiatives and openings for public-private partnerships.
- Colombian economy is growing and purchase power increases. In turn, there is an increasing market for products produced by target group, as well as increased existing financial and knowledge resources; which enable support to development programs of civil society.

Threats (for civil society):

- The context of conflict and overall insecurity and the displacement of people, combined with a malfunctioning justice system, contributes to deterioration of confidence in public institutions, which among others lowers expectations and willingness to lobby/cooperate.
- Macro-economically, Colombia is a middle income country, which could lead international cooperation organizations to phase out, leaving Colombia behind with high disparity and large vulnerable groups.
- Government policies and solutions to poverty reduction are not always integrated, hindering full impact of policies (e.g. policy of free enrolment, while not dealing with 'hidden costs' such as uniforms, books, transport, lost income because the child cannot earn an income during school time).

The SWOT and preceding analyses give insight in the choice of the WD-REK Alliance for certain partners in Colombia. CDA Colombia can be characterized as a partner with a strong integrated approach, through its integration of different programs under one umbrella organization (TVET-JBS and ED are part of CDA Forjar, one of the divisions of CDA, experience in education and TVET-JBS, and recently also in ED, embeddedness in the local context, and the ability to link with a variety of actors.

V. Multi-actor analysis

Many actors in Colombia are focused on conflict transformation and/or peace building. Multilateral organizations such as UNHCR focus on IDPs at community level and advocating for positive public policy impact through government agencies (such as *Accion Social*), NGOs and other institutes.²⁵ Japan, as large bilateral donor together with UN, recently launched a 2,5 million dollar initiative in Soacha to improve social conditions, local governance and access to quality social services.²⁶ Though CDA does not work directly on conflict/peace, they do work among IDPs. Through collaboration with agencies like *Accion Social* it is ensured that overlap does not take place. The government of Colombia has been working to increase the relevance and access of its education system from pre-primary to higher education, to increase the productivity and competitiveness of the country.²⁷ Through the Colombia Platform of MFS organizations such as ICCO, War Child and Save the Children and W&D/REK align their interventions (see for more information chapter 8). Furthermore CDA cooperates structurally with the local partners of War Child and Save the Children as it was the lead organization in the *Millennium Project* (Schokland Pact) 'Education in fragile states'.

Education subprogram

The added value of the education subprogram lies in the fact that it is aimed at the holistic development of children with attention for their cognitive, physical, social and spiritual needs. Additional attention is paid to the needs of the parents/ caregivers with regards to raising their children.

TVET-JBS subprogram

Within this subprogram close collaboration with SENA exists, a well-organized governmental organisation which develops curricula, exam requirements and provides various other types of support to develop Colombia's TVET

²⁵ <http://www.unhcr.org/cgi-bin/texis/vtx/page?page=49e492ad6>

²⁶ <http://colombiareports.com/colombia-news/news/9621-japan-and-un-to-donate-25m-to-soacha.html>

²⁷ The Quality of Education in Colombia, an Analysis and Options for a Policy Agenda, November 4, 2008, Human Development Sector Management Unit, Latin America and the Caribbean Regional Office, World Bank.

capacity. Alliances with churches in the target areas are made, in order to use spaces they need as classrooms for the mobile TVET training. Chambers of Commerce provide spaces for micro business owners to participate in competitions, training, business conferences, trade fairs, and more. CDA's connection with the Chambers allow entrepreneurs to market their products through business access and link VET graduates to a job. CDA cooperates with local CBOs/NGOs (e.g. International Youth Foundation, Aldeas Infantiles SOS, Comedores comunitarios Fundacion Rescate, Fundacion Hogar Sagrado Familia) to improve the TVET curriculum, strengthen TVET institutions and link to the world of work. The added value of CDA's TVET-JBS is the holistic approach. Not only assistance is given when it comes to poverty-problems, but also regarding psychological/social problems and access to the job market/loans.

ED subprogram

Regarding ED, nor World Bank, nor IMF, nor USAID have programs specially focussed on ED. The USAID program of crop substitution can be considered as a value chain development program, but this is executed in rural areas. CDA focuses on urban areas. The Inter-American Development (IDB) program²⁸ focuses strongly on the creation of new enterprises, and the development of MSMEs. The United Entrepreneurship Alliance supports the development and implementation of partners' BDS (Business Development Services), mainly in rural areas, and coordination has taken place. Given the focus of BDS in the Colombian context, where normally services are paid by users, the subprogram is executed in a competitive environment where nonetheless the market is far from saturated (MFI penetration rate 6.6%²⁹). Other providers of BDS and financial services are: *Fundación Mario Santo Domingo*³⁰ (an IDB subcontractor), attending the same zone in Cartagena. *Oportunidad Latinoamericano Colombia*³¹ provides similar services the area of Bogotá and Soacha. The following banks are partly targeting the same group, but provide only financial services: *Bancamia*³², *Finamerica*³³ and *Procredit*³⁴. The added value, especially regarding these last actors, is that the WD-REK ED-subprogram does not only provide the financial services to the most risky clients which do not have access to the banking sector, but simultaneously offers BDS to improve business skills and knowledge of clients. Additionally, the ED subprogram is executed under the same umbrella organization as the TVET-JBS subprogram (CDA Forjar), thus enabling a more integrated approach connecting business needs and training.

VI. Tailor-made programs

Looking at the Colombian local context as a Profile II country, the focal point in the subprograms are the opportunities in the market. Although fragility is still an issue, one should not underestimate the opportunities, that steady economic growth creates. That is why economic development is the focal point. The demand in and relevance for the market are the entry point to link TVET-JBS to job opportunities. This is done among others through input of the private sector in the design of curricula and networking with the private sector. From this demand driven TVET-JBS the programs link also to formal education, for instance by creating interaction between formal education and TVET-JBS or by adjusting the entrance level of TVET-JBS to the level/ skills/ competence of formal education graduates by cooperation with the governmental institutions. In this way the subprograms presented here aim at linking education and skills training with work and entrepreneurship. The education and TVET-JBS subprograms enhance people's knowledge, skills and therefore employability, while the ED subprogram creates opportunities for finding a job or starting a business. The SPN subprogram strengthens partners' capacities to implement the other three subprograms. For the period 2011-2015 the financial volume of the WD-REK Alliance program for Colombia will be in the order of € 2.400.000 per year.

Education subprogram

The education subprogram focuses on the holistic development and empowerment of children, young people and adult members of families, through offering formal and informal quality education. In the program a pedagogical model is used which specifically deals with the spiritual and psychological needs of (IDP) children from broken families, in a context of high levels of violence. A special protection program for vulnerable girls is included. In connection with other subprograms attention will be given to take away financial constraints for families to send members to school. Increasing the quality of education will be done by strengthening the role of different education actors; including teachers, school management/board, parents and the wider, local community. This strengthening allows these actors to change their communities through education.

²⁸ <http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=1389131>

²⁹ CIDIN website: http://www.ngo-database.nl/tbl_indicators.php

³⁰ <http://www.fmsd.org.co/index.html>

³¹ <http://www.olc.org.co/suvi/>

³² <http://www.bancamia.com.co/index.php>

³³ <http://www.bancamia.com.co/index.php>

³⁴ <http://www.bancoprocredit.com.co>

TVET-JBS subprogram

The TVET-JBS subprogram focuses on improving the access to vocational training through a modular and flexible system of training and improving the link between TVET and the labor market. A strong JBS program is developed, a business platform will be set up where businesses can give input and feedback into the TVET-JBS sub-program, labor market surveys are carried out regularly and entrepreneurial skills are fully integrated in the curriculum. Through training and advocacy, improvement of labor conditions will be a focus. A new financial approach will be developed ensuring 20% financial sustainability of the subprogram in 2015.

ED subprogram

The ED subprogram will strategically focus on actively linking up entrepreneurs of the target groups into value chains of the growing formal economy. To foster these links specific products and services will be designed. Focus will also be on strengthening the service of microfinance to improve sustainable access to financial service, and taking advantage of the opportunities commercial banks and government provide to MFIs to obtain resource for further lending to the target group. Additionally, BDS will be a core focus.

SPN subprogram

This subprogram focuses on enhancing capacities of partners and other relevant actors in the above mentioned subprograms to act as a change agent in their respective environments. This is done on national as well as on local level, and contains elements of skills training, exchange visits and coaching of staff, as well as support in strengthening civil society and/or the set-up of relevant networks or reviving existing ones. In Colombia this subprogram will focus on strengthening PMEL, advocacy and fundraising capacities of partner organizations. Part of this subprogram will be realized through the set-up of a Caribbean and Latin America regional alliance with other WD-REK partners, in which knowledge and capacities on these issues will be shared.

Strengths	Weaknesses
<ul style="list-style-type: none">- The program is directly impacting poorest and vulnerable groups of society- Integrated approach of the subprograms provide opportunities for higher efficiency/competitiveness- The subprograms have an extensive track record and a lot of knowledge and experience is available within CDA	<ul style="list-style-type: none">- Internal focus will be addressed by working in line with Theory of Change, which asks for cooperation and networking- Low success rate for finding qualified apprenticeships: will be improved through business platform- The ED subprogram is relatively small: no scale advantages to be taken advantage of
Opportunities	Threats
<ul style="list-style-type: none">- Networking and partnerships between government, private sector, civil society; public private partnerships are opening up- Colombia's general movement towards achieving education goals opens lobby possibilities for payment of the education subprogram in underachieving areas- Government involvement in ED, which provides opportunities for subcontracting- Flow of loan funds from commercial banks to MFIs for further lending towards MSME is encouraged	<ul style="list-style-type: none">- The conflict situation; displacement of people and the overall insecurity- The financial crisis affects the entrepreneurial climate and the job market- Culture: due to the violence context of the country the population has lower trust, work discipline and identification with their employer- The formal sector has a high level of competitiveness (good investment climate). However the informal sector could be left out (increasing gap between large corporations and MSME)

2.07 CONTEXTUAL ANALYSIS ETHIOPIA

I. Introduction

This contextual analysis is a joint effort of the WD-REK Alliance and its Southern partners. Contextual information was derived from various external sources (see footnotes), from strategic multi-annual plans of partners and from field visit reports. This information was analyzed and strategic programmatic choices were jointly made at global and regional partner conferences in 2009 and 2010. Draft and final versions were discussed and validated with partners. The program of the WD-REK Alliance in Ethiopia comprises of the following subprograms: 1) Education, 2) Technical and Vocational Education and Training / Job and Business Services (TVET-JBS), 3) Agribusiness Development (AD), 4) Enterprise Development (ED) and 5) Strengthening of partner network (SPN). Ethiopia is a profile I country.

The military Derg regime of Mengistu was toppled in 1991 by the Ethiopian People's Revolutionary Democratic Front (EPRDF). Ethiopia's first multiparty elections were held in 1995 and Meles Zinawi was elected Prime Minister. In 1998, a border dispute between Ethiopia and Eritrea escalated into a two-year war. In 2006 Ethiopian troops invaded Somalia in an attempt to protect Somalia's transitional government and remove Islamic insurgents. Ethiopian troops remained in Somalia until January 2009. The president at this moment is President Girma Wolde-Giorgis. The Prime Minister is Meles Zenawi, being re-elected in May 2010. Ethiopia can be considered a fragile state and ranks 17 on the failed states index 2010¹.

Ethiopia has a population of about 78 million and a gross national income per capita of USD 280². On the HDI, Ethiopia is ranked 171 out of 182 countries³. 39% of the population is rated poor⁴. Only 52% of the population has access to an improved water source and 33% of the children under five are underweight. Life expectancy at birth is 56 years. Ethiopia's population is very young, with 46% of the population under 15. The adult literacy rate is 36%⁵. According to UNESCO, 85% of girls and 97% of boys are enrolled in primary school, while only 41 % complete the full course of primary education. High gender disparity in education is reflected in a low literacy rate amongst women, which stands at 23% as against 50% for men. At the secondary level, only 36% of boys and 24% of girls are enrolled in secondary school.

Ethiopia remains unable to provide food security to its population and the government relies heavily on international food aid. The country is prone to drought and flooding. Under Ethiopia's constitution, the state owns all land and provides long-term leases to the tenants. This system hampers growth in the industrial sector as entrepreneurs are unable to use land as collateral for loans. Ethiopia went through a period of strong economic growth of around 11% annually in 2006-2008. Inflation has been more difficult to control leading to over 40% inflation in 2008 and 11% in 2009⁶. The economy is highly dependent on agriculture (45% GDP contribution and 80% labour force involvement). The agriculture sector is characterized by low productivity, high demand on existing land due to population growth and continuous degradation of the natural resources. The urban informal sector is large and is characterized by low technology and lack of diversification.

The Plan for Accelerated and Sustained Development to End Poverty (PASDEP) is Ethiopia's guiding strategic framework for the five-year period 2005-2009/10⁷. The PASDEP carries forward important strategic directions related to infrastructure, human development, rural development, food security, and capacity-building. A major focus is on greater commercialization of agriculture and enhancing private sector development, industry, urban development and a scaling-up of efforts to achieve the MDGs. Civil society has faced a difficult environment in Ethiopia since the 2005 elections with repeated suppression of freedom of expression.

In 2009 the Ethiopian Parliament passed a controversial law restricting the activities and funding for civil society organisations (CSOs)⁸. The law forbids any foreign NGO – or local NGO that receives at least 10% of its funding from abroad – from activities related to human rights, policy influencing, etc. Most CSOs are involved in economic and social development rather than political matters. Still, active civil society organizations focusing on political issues do

¹ www.foreignpolicy.com/articles/2010/06/21/2010_failed_states_index_interactive_map_and_rankings

² <http://ddp-ext.worldbank.org/ext/DDPQQ/member.do?method=getMembers&userid=1&queryId=135>

³ <http://hdrstats.undp.org/en/indicators/87.html>

⁴ Data in this section are derived from the CIDIN database (www.ngo-database.nl)

⁵ http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=143&IF_Language=eng

⁶ <https://www.cia.gov/library/publications/the-world-factbook/geos/et.html>

⁷ http://planipolis.iiep.unesco.org/upload/Ethiopia/Ethiopia_PASDEP_2005_2010.pdf

⁸ <http://www.civicus.org/press-release/993-new-law-will-cripple-ethiopian-civil-society>

exist, mainly in Addis Ababa. The Consortium of Christian Relief & Development Association (CCRDA) is a platform of 321 Ethiopian NGO's⁹.

II Target group analysis

Partners MKC-RDA and EKHC are involved in the **education and TVET-JBS** subprograms in four **rural** districts in Oromia regional state: Jeldu, Adda, Liben and Lome districts. The livelihood of the communities is tied up with subsistence farming. The literacy rate in e.g. Jeldu district is less than 20% and the enrolment rate in primary education is 63.5%¹⁰. RLDO works with marginalized community groups of the Sidama zone in the SNNPR State in four densely populated districts: Dale, Wonsho, Arbegona and Hulla. All partners link the TVET-JBS with the education subprogram. Target groups of the education subprogram are school management and committees in these rural areas as well as children from the scattered villages. The TVET-JBS subprogram is focused on youth and adult community members but also directly for children with a disability and orphans. TVET-JBS will focus on skills profitable in rural areas.

Hope Enterprises has a main **urban** focus and works in **education** in a number of *kebeles*¹¹ in Addis Ababa, Gambella, Dessie and Assosa. In Arsi Negelle and Zeway Dugda district (Oromia) two projects are set-up in a rural area. Target groups are selected from economically and socially poor families. Selection of children is done in cooperation with *kebele* officials and community participation, based on a list of criteria that define poverty. Illiterate parents and community members can participate in literacy programmes. The **TVET-JBS subprogram** targets five main marginalized groups: 1) children from extremely low income families, 2) (half-) orphans, 3) street children and homeless adults, 4) female headed households and 5) children of families who cannot work due to e.g. disability. The TVET-JBS subprogram operates in Addis Ababa, Dessi and Gambella. These areas are all characterized by high (youth) unemployment. Education and training levels are at the lowest stage compared to other parts of the country.

The **AD subprogram** will focus on growth- oriented farmers (-groups) in food crops that can be integrated into national processing value chains; farmers with the ability and attitude to produce to market requirements. The regional focus is determined by the opportunities for collaboration with market players, processing companies, etc. The focus will be on the regions as mentioned in the subprograms for education/TVET-JBS. The **ED subprogram** will focus on two types of target groups: (i) SME's: agro processing businesses that assist smallholders in those food crops that are targeted in the AD subprogram to get market access. (ii) Youngsters/adults with technical skills who can establish a small business . Both groups have very little opportunities to access finance to start a small business or access business development services. This subprogram will focus on the (semi)urban areas of Addis, Dessie, Gambella.

The **SPN subprogram** focuses on the partner network itself, in making a relevant program, with a special focus on networking.

III. Problem analysis at macro/meso/micro level

Participatory, comprehensive context analyses by WD-REK staff and partner organizations have identified problems that form main barriers for development for the target groups. This has formed the basis for the following choice of problems to be addressed by the various subprograms.

At **macro level**: Even though there is impressive progress in Ethiopia in terms of access to schools (GER primary education 91%¹²), access is still insufficient and quality of education remains even more problematic¹³. Ethiopia has a low literacy rate of 36% and access to higher education is very low. The sheer size of the youth population (46% is under 15 yrs old) and the population growth rate (currently 3.2% p/a) means it will be practically impossible to achieve enough school places for all. Unemployment is a huge social problem especially in the 15-24 age group, the main target group for TVET, due to lack of marketable skills. Poor job mediation services equally contribute to unemployment. There is no strong SME sector that drives employment generation. Major causal factors for the low profitability of agricultural production are the effects of climate conditions in some areas, degradation of natural resources because of population pressure, land tenure insecurity, regulated food markets and lack of input supplies. The government influences the capital markets with significant state involvement in the private sector and a negative business legal framework (taxes, land/property issues, formalization of enterprises, bureaucracy). This limits the profitability and viability of the (agri-) business sector.

At **meso level**: Even when access to (primary) education is available there are high drop out rates, partly caused by lack of support from parents and communities. In a number of underprivileged areas even access to education is still a problem, such as some rural areas, border areas and drought affected areas in the Southern region. In rural areas, the low fertility of farmland combined with using traditional farming techniques lead to low yields, which aggravates food

⁹ http://ong-ngo.org/spip.php?page=fiche_pn&id_rubrique=231&lang=en

¹⁰ Jeldu Woreda Education office, August 2009.

¹¹ A **kebele** is the smallest administrative unit of Ethiopia similar to ward, a neighbourhood or a localized and delimited group of people. It is part of a district.

¹² CIDIN database (GER – Gross Enrolment Rate)

¹³ MASP 2008-2011, EKN Addis Ababa

insecurity. There is also a lack of access to appropriate TVET training programs in many rural areas. Unemployed rural youth easier decide to migrate to urban areas. Lack of adequate inputs (financial products, distribution systems of inputs) combined with high logistical costs for rural areas to reach the markets (a.o. due to bad roads), further hamper rural economic development. The capital market focus is on short term capital and/or very stringent collateral requirements. The SME sector is dominated by small firms (little diversification), in a very small urban private sector. The private sector services (BDS) do not develop due a history of subsidized BDS.

At **micro level**: In discussion with communities in Jeldu district, the communities prioritized the following causes of poverty: lack of education and relevant (TVET) skills, lack of access to financial assistance and credit, lack of market information, lack of cooperation both within the household and the community , HIV/AIDs. The leadership of the (often overcrowded) schools and involvement of parents is weak in many cases. In Arbegona district, 32% of the primary school age children are out of school and there is 17% drop-out rate in the existing schools. Major factors for this are the need for child labour in the household, inability to pay tuition fees or training materials due to high level of income insecurity. Many rural communities have lack of access to MFIs and receive low prices for their agricultural products. This is related to a lack of market orientation and business attitude and to the small size of plots. For (urban) SMEs problems exist like poor capacity/skills of entrepreneurs/staff, no proper business planning, low quality of products/services.

The partner organizations involved in the implementation of the subprograms face the following problems, which will be addressed in the SPN subprogram: weaknesses in strategic planning, monitoring, evaluation and learning (PMEL), in knowledge management and innovation, networking and collaboration. Also fundraising capacity and donor diversification are important issues to work on.

IV Background analysis

The various social, economic and political factors are summarized in the SWOT analysis below. The opportunities and threats refer to external factors helping or worsening the problems mentioned above, while the strengths and weaknesses refer to (generalized) capacities of civil society to deal with these problems.

Strengths (of civil society)

- CSOs work complementary to the government in supporting awareness creation and innovative development programs with disadvantaged groups
- Many organisations are rooted in society and receive good support from the (rural) community
- The provision of micro financing schemes for associations of graduates in different trades
- Agricultural potential, many organizations involved, high level of organization of farmers
- TVET Institutions take initiatives to cooperate with MSE offices; organize graduate associations

Weaknesses (of civil society)

- Available network opportunities are not fully used; dependency on external funding
- Little space for advocacy; CSO's have only symbolic access to the decision making process
- Social orientation in agriculture interventions; most NGO's do not apply business principles

Opportunities (for civil society)

- Favourable government policies towards local fundraising and income generation
- Government is heavily investing in education through its ESDP III policy, providing opportunities for collaboration with relevant CSOs.
- Political authorities show increasing willingness to develop TVET (new National TVET policy). Extending collaboration with relevant CSOs is appreciated
- Establishment of focal agency for civil societies by the government

Threats (for civil society)

- New NGO law poses high level of government control and risk for continuation of programs
- Usage and application of the strict rules and regulations by the government for CSOs; bureaucracy of government services
- Delay in structural economic reforms

The SWOT and preceding analyses give insight in the choice of WD-REK Alliance for certain partners in Ethiopia: Hope Enterprises and Hope University College that focus on the link from education through skills provision to employment in (semi) urban settings; Meserete Kiristos Church-Relief and Development Association (MKC-RDA), Ethiopian KaleHiwot Church Development Program (EKHC), Resurrection and Life Development Organisation (RLDO) which have a similar economic orientation in rural settings. The WD-REK Alliance partners are local organisations with many years of experience in their areas of operation. They understand the realities of the (rural) communities, have their

confidence and have developed relevant networks with other civil society actors, government departments and donors. First Consult is an AD partner relation that is currently being developed. It concerns the set-up of an equity fund by ICCO, Cordaid and Woord en Daad in close collaboration with First Consult to finance agro processing SME's which play crucial roles in the development of specific value chains. The goal is to strengthen economic actors that offer opportunities for smallholders in the rural areas of Ethiopia.

V. Multi-actor analysis

The government is heavily investing in **education** through its ESDP III policy, but also realises that still more needs to be done to provide quality education for all. The WD-REK Alliance partners can therefore complement government efforts while at the same time strengthen public education provision. Partners sign agreements with the government for interventions, which enables the government to harmonise all interventions of all actors in a certain area. Partner MKC-RDA starts centres of Alternative Basic Education (ABE) which can be accredited as formal primary schools, supported by the government. EKHC has a very close cooperation with the regional government in Oromia; 18 schools which were established by EKHC, are now handed over to the government. The government will take care of total management of these schools, while EKHC will give indirect support related to strengthening civil society (e.g. parent committees) and quality improvement (school facilities, teacher training). RLDO is active in pre-primary education. Implementation is done by non-government actors while the government provides training to teachers. This is the same with Functional Adult Literacy (FAL).

Local authorities are directly involved in the monitoring and evaluation of partner projects. The current model where there is a strong link between pre-primary and primary education is a best practice and accepted as a model by the regional government. The authorities plan to duplicate this model in other parts of the region. The WD-REK education program supports quality improvement in (government) schools. Partners play a catalyst role in quality teacher training, which is realised in cooperation with existing training institutes, NGOs and schools. See also the MoU with the ICCO alliance on harmonisation (Tab 13 b.1.).

The government promotes the involvement of NGOs in providing **TVET** training, in line with the new national strategy for national TVET (2008) to create a competent workforce. There is an active network among the TVET colleges and institutions (both private and public) located in Kolfe Keranio sub city of Addis Ababa that consists of Hope Enterprises, Kumuz College, Awolia TVET and Kolfe TVET Institutes. In Dessie area, the Hope TVET institution has been clustered with the public owned Dessie and Kombolcha TVET colleges, Kemissie TVET institute and other private institutions such as Afro Millennium TVET college. The same networking is taking place in Gambella town by networking Hope TVET and Don Bosco TVET centers with the public TVET College. Partners are members of EducAid, AEBE (Association of Ethiopia Basic Education,) and Poverty Action Network of Civil Society in Ethiopia (PANE). The objective of these networks is to strengthen the members to improve the living condition of the poor.

The **JBS** component in the program has a strong network with companies in the urban areas mentioned above.. The WD-REK Alliance partners place a strong connection between the target groups in the education subprogram (pre-primary → primary) to the TVET subprogram, and (through the JBS subprogram) to access to the job market. The emphasis on skills training in rural areas, connects the TVET subprogram to the AD/ED subprograms, improving agricultural productivity and profitable market linkages for small producers.

The **AD subprogram** fits into the PASDEP program and the Agricultural Development Led Industrialization (ADLI) strategy of the PRSP which focus on increased agricultural production and rural economic development. The focus of the ADLI strategy is to stimulate marketable crop production. The government emphasizes rural road infrastructure, agricultural/credit market developments, land tenure, enabling environment for specific export crops, etc. The AD program will focus on access to resources (technology, inputs, credit) and linkages between farmers (- groups) and agro processing SME's. The focus of the bilateral cooperation of the EKN in the past years has been on the participation in the Productive Safety Net (assistance-oriented household food security system rather than business/profit-oriented approach to food security). EKN strives to make sure that the poorest segments of society can integrate into the economy. The AD program will contribute to this strategy to make sure that less people are dependent on safety net measures and that smallholders become integrated in market-driven value chains.

AD interventions complement the planned Public Private partnerships (PPPs) in oilseeds, horticulture and seed sectors as well the efforts in chain integration in other markets. SNV has been active in value chain development in dairy, honey, fruits, etc. AD will focus on the same chains to bring scale to the existing chain developments, to make use of already developed capacities of BDS suppliers/ technology providers and to create effective chain finance mechanisms. The added value of the AD/ED subprograms is the ability to link (small) rural farmer organisations with BDS and MFIs to stimulate value chain developments for poor rural farmers. ICCO/Cordaid and other AgriProFocus (APF) members focus on strengthening of cooperatives, associations and on linkages (farmers-markets). The AD

subprogram of WD-REK will focus on different regions in Ethiopia. With ICCO/Cordaid an equity fund will be established to stimulate market linkages for smallholders. A joint declaration has been signed by APF members on collaboration, harmonisation and exchange of information (see annex 13.b.11).

The **ED subprogram** contributes to the PSD objectives of the government as well as to the commercial objective in agriculture. The ED program will invest in agro processing SME's in selected value chains and by doing so creates both jobs as well as access to markets. The EKN integrates agriculture/rural development and PSD into one strategy focusing on specific value chains (floriculture, oilseeds and seeds). The AD and ED programs are intertwined as AD will focus on the same value chains as the ED interventions to capitalize/support agro processing enterprises. The AD/ED subprogram make use of the macro interventions of EKN and other bilateral donors relating to the enabling environment. SNV/ PUM focus more on BDS to entrepreneurs. GTZ/SNV have developed a capacity building program to strengthen BDS providers. MicroNed¹⁴ has piloted through the national association of MFI's a program to stimulate youth enterprises. Upon referral by MicroNed collaboration is now taking place between Hope Enterprises and MicroNed partner SPFI.

VI. Tailor-made programmes

Looking at the Ethiopian local context as a Profile I country, the focal point in the subprograms within the context are the opportunities in the market. Taking into account that the network of WD-REK is active in both rural and urban areas, the way the link will be made is and should be tailor made. The link in the urban areas will be with the private sector. In the rural areas with agricultural development and value chain development. The subprograms presented here aim at linking education and skills training with work and entrepreneurship. The education and TVET-JBS subprograms enhance people's knowledge, skills and therefore employability, while the AD and ED subprograms create opportunities for finding a job or starting a business. The SPN subprogram strengthens partners' capacities to implement the other four subprograms. For the period 2011-2015 the financial volume of the WD-REK Alliance program for Ethiopia will be in the order of € 2.800.000 per year.

Subprogram Education

The education subprogram will focus on access of education for disadvantaged target groups through ABE and FAL centers, primary, secondary and higher education. Quality of school management, teachers and teacher training is also a focal area. Promotion and implementation of child friendly policies/and teaching practices in the curriculum will be made as well as strengthening of parent involvement and ownership, through support to CBOs, PTAs and SMCs. Pre-primary education is a means to increase the effectiveness of primary education, esp in less conducive environments and thereby also the chances for vulnerable target groups. Advocacy will be addressed through CBOs on issues like pre-primary education, monitoring, etc. Strengthening the link between education and TVET/employment. The issue of harmful traditional practices is mainstreamed through life skill training and awareness raising in the communities.

Subprogram TVET-JBS

The TVET-JBS subprogram will focus on strengthening formal and non-formal TVET training. Emphasis is placed on practical training, apprenticeship, innovation and entrepreneurship skills and job mediation for graduates. More investments in JBS will be done to strengthen this link with TVET. There will be a strong focus on quality and management of TVET-JBS programs, including value education and life skills for TVET. Networking is an integral part of the TVET-JBS subprogram, involving communities, CSOs, private and public sector, etc. The coming years, skills needed in rural areas will be included in the TVET training program. In all programs HIV-AIDS, leadership and gender are cross-cutting themes and as such given due attention.

Subprograms AD/ED

The AD/ED subprograms focuses on improving agricultural productivity and profitable market linkages for small producers, including access to market information. This fits very well in both national government as well as bilateral policies. The AD subprogram will address market integration for small farmers in specific food crops. The AD subprogram contributes to reduced dependence on the safety net program and strengthens the competitiveness and profitability of the agriculture sector in Ethiopia. ICCO, Cordaid and the WD-REK Alliance are setting up a fund to provide equity to agro processing SME's. This will be accompanied by linkages to BDS providers and to international companies for technology transfers and integration in regional markets. This equity fund is linked to the AD interventions in specific value chains and will target those value chains that EKN, SNV, ICCO and W&D are involved in.

¹⁴ www.micro-ned.nl/microned/countries/ethiopia

Subprogram SPN

The subprogram ‘Strengthening the partner network’ focuses on enhancing capacities of partners and other relevant actors in the above mentioned subprograms to act as a change agent in their respective environments. This is done on national as well as local level, and contains elements of skills training, exchange visits and coaching of staff, as well as support in strengthening civil society and/or the set-up of relevant networks or reviving existing ones. In Ethiopia the program focus will be on strengthening of PMEL of programs and of alliances, knowledge management, fundraising diversification and increasing the effectiveness of networking. Partners will set-up and participate in a Greater Horn of Africa regional alliance with other actors, within which knowledge and capacities on these issues will be shared. Organizational capacity assessments form input for concrete capacity strengthening plans.

SWOT analysis W&D-REK supported programme’s in Ethiopia: EDUCATION, VOCATIONAL TRAINING & JOB MEDIATION, AD/ED	
Strengths	Weaknesses
<ul style="list-style-type: none"> - Good track record on education and TVET-JBS - TVET training meets need for skilled labour - Programs are in line with government policies - Strong MFI sector in urban areas, improved skills of the work force 	<ul style="list-style-type: none"> - Link between training and labour market is weak so employment rate of TVET graduates is low - No track record / experienced partners on ED - Agricultural sector is fragmented, subsistence-oriented and too much dependent on aid - Level of PMEL and HRM within partner organisations not up to standard - Knowledge management of partners not well developed - Weak fundraising capacity of partners - Networking of partners to be better focused
Opportunities	Threats
<ul style="list-style-type: none"> - Expansion of TVET training to other target groups - Strong economic focus by government for commercialization of agriculture and enhancing private sector development - Economic growth leads to a growing demand for skilled manpower, creating employment opportunities for TVET graduates - Good access to regional markets, FDI incentives, growth agenda of the government - Government focus on commercialization of agriculture, increased spending on agriculture and food security, increased investments in value added activities 	<ul style="list-style-type: none"> - Restrictions of Ethiopian government - The agriculture sector suffers from frequent drought - Low status for teachers, high staff turn-over; lack of competent teaching staff - Brain drain of higher educated people; - Changes in education curricula not managed effectively (related to diversity in language/culture) - Government control capital markets/private sector, low formal employment opportunities in urban areas.

2.08 CONTEXTUAL ANALYSIS GUATEMALA

I. Introduction

This contextual analysis is a joint effort of the WD-REK Alliance and her Southern partners. Contextual information was derived from various external sources (the main of which are referred to in footnotes), from strategic multi-annual plans and annual plans of partners and from field visit reports. This information was analyzed and strategic programmatic choices were jointly made on global and regional partner conferences during 2009 and 2010. Draft and final versions were discussed and validated with partners during these conferences. In Guatemala the WD-REK Alliance will support and strengthen its partners and other relevant actors in effective and sustainable implementation of the following subprograms: 1) Education, 2) Enterprise Development and 3) Agribusiness Development and 4) Strengthening of Partner Network (SPN). One of the subprograms, TVET-JBS is not mentioned here. The reason of this fact is laying in the fact that in the working context of the Guatemalan partners, other good providers of TVET-JBS are available. The partners have a network relation with them and the partners themselves do not have an added value in the field of TVET-JBS (see also paragraph VI.) Guatemala is a Profile II country.

Signing the Peace Accords in 1996 ushered in a new period for Guatemala after over 3 decades of conflict, between leftists and rightwing parties. The conflict left a fragmented society, which was ruled by a militarized State that had perpetrated massive abuse of human rights during the conflict, perpetuated social inequalities and excluded and persecuted indigenous peoples. Creating stronger public institutions and promoting citizenship and democratic participation required intense reforms. Guatemala has made progress in overall macroeconomic stability and democracy, but political institutions remain rather weak partly due to limited resources. This limits the reduction of social disparities and conflict. Limited political transparency, low civil society participation, restrictions in information access, non-indigenous male domination in political decision-making remain a challenge in Guatemala.^{1/2}

Guatemala is one of Central America's largest economies, maintaining a relatively stable growth at 4.2% average between 2004-07, due to good macroeconomic management. Expansion of access to foreign markets and trade agreements such as CAFTA played an important role as well. The positive effect of the latter does not take away the negative impact of the macro economic growth on the position of the poor and the impact of the open market on the competition position of Guatemalan products in the world market. While Guatemala is the top recipient of remittances in Central America, equaling nearly 2/3 of the exports, the level of remittances decreased sharply due to the recent international economic crisis. Another major negative affect was the decrease in exports to the USA, the main trading partner of Guatemala. Increased Social spending and the implementation of a National Emergency and Economic Recovery Program did help the Guatemalan economy to have a slight growth in 2009. Reoccurring tropical storms and hurricanes, such as in May/June 2010, have their effect on national infrastructure and economic growth plans in trade and rural agribusiness for MSME.

Amidst positive steps towards political and economic reform, inequality and poverty rates are among the highest in the region especially in rural and indigenous (Mayan) areas (GINI Index 55.1).³ Exponential demographic growth, exclusion and inequality cause a situation in which 56% of the population lives in poverty and 22% in extreme poverty. Disparities also exist in access to health, basic education, social services and economic opportunities. Especially chronic malnutrition and infant and maternal mortality are still extremely high. Additionally, violence and crime are rapidly increasing⁴ in cities, related to the country's drug -"corridor" function. Steadily more smallholder farmers are changing from staple crops into cash crops. Export of vegetables is increasing and the challenge is to have the target group of the agriculture program connected to that trend⁵.

II. Target group analysis

The **Education subprogram** is implemented in four areas: the capital, the east and southern rural areas and the highland area in the west. Target groups are school management, parent and community committees and direct support is given to (selected) most vulnerable children. Despite the increase in primary education enrolment rates, a significant difference exists between the gross enrolment rate of 123% (2007) and the net enrolment rate of 73%

1

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/LACEXT/GUATEMALAEXTN/0,,contentMDK:22254443~pagePK:1497618~piPK:217854~theSitePK:328117,00.html>

2 http://ec.europa.eu/external_relations/guatemala/csp/07_13_en.pdf

3 <https://www.cia.gov/library/publications/the-world->

<factbook/rankorder/2172rank.html?countryName=Guatemala&countryCode=gt®ionCode=ca&rank=13#gt>

4 <https://www.osac.gov/Reports/report.cfm?contentID=116930>

5 <http://www.sieca.org.gt/site/inicio.aspx?lng=2>

(2007)⁶ Girls, inhabitants of rural areas and those in the most disadvantaged socio-economic groups have significantly less access to education than other groups⁷. The target group in the east and southern rural areas as well as in the highland area in the west have few opportunities and access to social services provided by the government. The poverty rates in these areas vary from 60% to 85%⁸ and the target group mainly consists of (subsistence) farmers. Illiteracy is a major problem in rural areas especially among women. In the city the program is carried out in different *zonas rojas*, quarters characterized by high rates of violence and crime. Most of these zones are characterized by poverty and are amongst the most vulnerable for natural disasters such as floods, hurricanes and earthquakes. A lot of social problems exist which affect the education of the children and cause high drop-out rates, low learning outcomes as well as a low completion rates.

The target groups of the **ED and AD subprograms** are entrepreneurs of micro, small and medium enterprises (MSMEs) in productive activities, which can be split up in the following: *SMEs in processing, transformation and export* mostly in agribusiness, but in other productive sectors as well. These are well established enterprises, hiring an average of over 25 persons. The enterprises are located in the major production areas as well as in the capital. They are bankable for most existing activities, but need capital for expansion and innovation. *MSME in productive sectors* (MSME with potential to grow into SME) are targeted by financial and Business Development Services. These enterprises normally employ up to 8 workers and have a need for investments capital (up to USD10,000) in order to expand production. They are located in the departments San Marcos, Sololá, Totonicapán, Chimaltenango, Sacatepéquez, Guatemala and Chiquimula.

Farmers and smallholder producers groups are targeted by the AD subprogram. These entrepreneurs generally just have a few acres and some experience in cash crops. Their cooperatives or associations are located in the remote rural communities and often lack institutional capacity to foster market access for their members and have a need for technical assistance both for business as well as governance issues. The main focus of this subprogram is the Altiplano region.

The target group of the **SPN subprogram** consists of all partner organisations mentioned in par IV.

III. Problem analysis at macro/meso/micro-level

Participatory, comprehensive context analyses by WD-REK staff and partner organizations have identified problems that form main barriers for development for the target groups. This has formed the basis for the following choice of problems to be addressed by the various subprograms.

At macro level: Poor government funding and fiscal decisions have left a public education system without sufficient resources to improve education access and quality (Guatemala scored 126 out of 133 countries in World Economic Forum ranking of quality of math and science⁹). Corruption and a poor tax collection system are factors behind insufficient school infrastructure (access) especially in rural areas. One of the factors leading to low quality of education is insufficient payment to teachers and little attention for curriculum development. Policies are not sufficiently backed with funds.

Severe drought in 2009/2010 is a serious problem especially in combination with increased food prices and a drop in remittances.¹⁰ 23% of the children under five are underweight, and one in two children under five is stunted¹¹. Children living in the poorest households and/or in rural areas in Guatemala are 3,5 times more likely to be underweight than children living in the richest households¹². Malnutrition has increased, particularly affecting the Dry Corridor in the east and centre of the country¹³.

Access to finance is difficult for MSMEs in general, but for smallholders the problem is also insufficient access to market information and the necessary technological and knowledge resources for commercial production. Underlying this problem is the low degree of organization in this sector which is linked to poverty problems (illiteracy, low mutual trust). Trade agreements are an advantage to Guatemalan growth and the coffee crisis has caused diversification,

⁶ EFA Global Monitoring Report 2010, UNESCO 2010; <http://www.unesco.org/en/efareport/reports/2010-marginalization/> :

⁷ Guatemala Country case study; Emilio Porta and José R. Laguna; UNESCO, 2007

(<http://unesdoc.unesco.org/images/0015/001555/155575e.pdf>)

⁸ Internal survey AMG Guatemala, SMAP 2010

⁹ <http://networkedreadiness.com/gitr/main/analysis/showdatatable.cfm?vno=4.3>

¹⁰ <http://www.undispatch.com/food-running-out-drought-ravaged-guatemala>

¹¹ Stunting, or low height for age, is caused by long-term insufficient nutrient intake and frequent infections. Stunting generally occurs before age two, and effects are largely irreversible. These include delayed motor development, impaired cognitive function and poor school performance.

¹² http://www.unicef.org/publications/files/Progress_for_Children_No_6_revised.pdf

¹³ <http://ochaonline.un.org/humanitarianappeal/webpage.asp?Page=1845>

converting the agricultural sector into one of the most dynamic sectors of the Guatemalan economy. Nonetheless, agricultural production is concentrated on by relatively few big farms making use of most arable land.¹⁴

At meso level: In urban areas, violence, drug-trafficking and abuse require special psycho-social attention as well as value development, which public schools cannot provide (insufficient capacity and skills of teachers.) Moreover, quality and relevance of curriculums and **education** in general in rural and urban schools is low due to insufficient funding.

MSMEs in the **agricultural sector** are facing serious problems in taking advantage of the economic opportunities. According to an Enterprise Survey of the World bank¹⁵, crime and corruption, which is much higher than in other Latin American countries, is considered a burden that increases production costs. Over 20% of the **enterprises** consider access to and costs of financial services as a major constraint for doing business. Specifically in the agricultural sector, access to investment finance is very difficult.

At micro level: The government has declared **primary education** compulsory and free of charge for everyone. However, especially in rural areas, sending children to school is still hard for poor families because of financial constraints, under-valuing of education and perceived income loss due to loss of labour of the child. In urban areas a lot of social problems arise due to broken family-situations, criminal and gang violence, drug-trafficking, extortion, prostitution, (psychological) abuse, infidelity and (financial) irresponsibility. Within the families and communities there are few good examples and role models, making the vicious circle of problems hard to be broken to foster change.

Regarding **smallholders** and **microenterprises** the degree of organization into e.g. associative enterprises is low and so access to financial services is low as well. In a country with such high corruption, the business culture is relatively weak and many business decisions are based on-the-spot initiatives rather than long term business relationships. Infrastructure, especially in more remote areas, is still insufficiently developed when compared to other Latin American and Caribbean countries.

The partner organizations involved in the implementation of the subprograms mentioned under tailor-made programmes, face the following challenges, which will be addressed in the Strengthening Partner Networks subprogram (**SPN**): weaknesses in planning, monitoring, evaluation and learning (PMEL), in leadership development in the organization and with target groups and advocacy. Also fundraising capacity and donor diversification are important issues to work on.

IV. Background analysis

The SWOT analysis below mentions various social, economic and political factors and the role of civil society in relation to the problems mentioned above. While the opportunities and threats refer to external factors conserving or solving the problems mentioned above, the strengths and weaknesses provide insight in the civil society capacity to manage these problems. On the basis of this SWOT analysis, the choice for partners and intended effects of programs are explained.

Strengths:

- Large number of NGOs, CBOs and church organizations trying to work together with the people of Guatemala, which offers many opportunities for cooperation and best practice exchange.
- Good examples of NGOs that are well embedded in local reality and at the same time connected to other actors (government / private sector).

Weaknesses:

- There is insufficient connectedness between civil society actors and low capability to influence government policies as well as decision-making regarding resource allocation.
- Disparity and high competition within communities causes a lack of willingness to collaborate and even causes ill-will between the different civil society actors.
- Within the private sector there are weak linkages between smallholders (groups) and SMEs in the same sector. Additionally there is a relatively low geographic coverage of services to micro entrepreneurs, especially regarding the combination financial services and BDS.

Opportunities:

- Enhanced Government focus on poverty reduction with for example programs like *Mi familia Progres*a creates a positive environment for NGOs and other actors to critically engage the Government and complement its efforts in poverty reduction.

¹⁴ <http://www.idevelop.biz/2-2-3-guatemala.html>

¹⁵ <http://www.enterprisesurveys.org/documents/EnterpriseSurveys/Reports/GUATEMALA.pdf>

- Guatemala has a strongly developed country image of the productive sector providing space for private sector organizations to develop initiatives to further increase and expand the productive sector.

Threats:

- A history of many well-intentioned organizations, which through their efforts relieved the government of many of its responsibilities, have left behind a “dependency” mentality among citizens. This, combined with many self-interested politicians, a select number (7-8) of prominent families controlling major business segments and a continuing disparity between indigenous and other citizens, forms a weak basis for civil society as a critical actor.
- Decrease in competitiveness of sector due to increased production costs (violence context = protection insurance). Additionally limitation in loan access in formal banking sector due to risk profile SME and other opportunities banks do have such as loans to the government.

The SWOT and preceding analyses give insight in the choice of the Alliance for certain partners in Guatemala:

- AMG Guatemala can be characterized as a partner with a strong integrated approach, experience in education, a networking mindset and embeddedness in local reality;
- AGUDESA is well-equipped in delivering financial products which are different from traditional MFI loans, especially for growth oriented enterprises in the productive sector in rural areas;
- Oikocredit Guatemala has good expertise in increasing the competitiveness of SME in the agribusiness sector, including investments in productive infrastructure, by which smallholders are assisted in their production (e.g. processing facilities close to production sites). Recently this has been expanded with productive SME financing, creating a link between small holders and larger enterprises.

V. Multi-actor analysis

Regarding education, the government of Guatemala has 8 main policy goals to be implemented from 2008-2012¹⁶: advance the Quality of Education, extend access to education, promote social justice through education, fortify intercultural bilingual education, implement transparent management model, increase education investment, decentralize, institutionalize the National Education System. This is done through several programs (e.g. *Mi familia progresa*) and institutions. World Vision and Care work on community development and girl’s education. Compassion has a large financial sponsorship program in Guatemala, supporting education of children but less formal and in different areas than AMG works. The World bank has a large education project running till 2013, focused mostly on secondary education.

The Dutch embassy doesn’t focus directly on education but has indirect linkages with education through its focus on discrimination and exclusion, justice and security and environment.¹⁷ Dutch MFS organizations do not focus directly on education, but focus more on conflict transformation and democracy.

AMG Guatemala cooperates closely with government, in particular with the Ministry of Education and Agriculture and the office of the First Lady (SOSEP), the National Committee on Alphabetization (CONALFA) and National Committee on Disasters (CONRED). The **added value of the Education subprogram** is in the fact that it aims at a holistic development of children. The subprogram focuses on value development as well as cognitive, physical and social aspects of education. Moreover, attention is also paid to the parents/caregivers with regard to raising their children. The largest component of the subprogram is done through after school tutoring at day care centres which provides additional quality learning space and leads to increased completion rates. Aspects of malnutrition receive attention through connection to the health program. The connection with *Instituto Nacional Tecnico Empresarial* (INTECAP) allows AMG to link its students to vocational training and thereby to jobs and employment.

Concerning ED/AD the government of Guatemala has the following policies for the SME sector in the ‘Plan de la Esperanza’¹⁸: 1. Promote creation and strengthening of MSME, 2. Stimulate industry and agro-industry, 3. Improve physical infrastructure prioritizing rural areas and those that help MSME. Bilateral and multi-lateral organizations have economic development programs in Guatemala. USAID executes a program for Enterprise, Trade¹⁹ and Environment, to provide technical assistance and training of small scale farmers allowing them to have higher value production which meets international quality standards and market requirements. As part of this program USAID finances linkages between farmer organization exporters via the development division of the Guatemalan Exporters Association (AGEXPORT). This is a private non-profit entity, which promotes and develops non-traditional exports of Guatemalan companies. W&D/REK are exploring possibilities to partner with AGEXPORT to work on administrative

¹⁶ <http://www.segeplan.gob.gt/downloads/Plan%20de%20la%20Esperanza.pdf>

¹⁷ <http://netherlandsembassy.ee/dsresource?objectid=buzabeheer:203575&type=org>

¹⁸ <http://www.segeplan.gob.gt/downloads/Plan%20de%20la%20Esperanza.pdf>

¹⁹ http://www.usaid.gov/gt/enterprise_trade_environment.htm

capacity of associated SMEs to access finance. The German GTZ has developed together with the Chamber of Industry, Ministry of Economy and INTECAP a toolbox with instruments for MSME.²⁰ The Inter-American Development Bank focuses more on the enabling environment, like infrastructure.²¹

The Dutch embassy doesn't focus directly on ED in Guatemala though a general spearhead of the Dutch policy for Development Cooperation is economic development with a focus on agribusiness and production. HIVOS and ICCO also work on sustainable economic development and W&D/REK coordinates with them in sharing information on partners, region and ED/AD issues. A joint statement between MFS organizations has been developed. The **added value of the AD/ED subprograms** is the creation of links between small holders and larger enterprises in the area of productive SME financing, thus developing the larger chain (Oikocredit Guatemala). AGUDESAs provides micro-enterprises, which have grown into productive businesses, with financial products (e.g. more longer term financing with investment focus) other than traditional MFI loans. AGUDESAs is part of the World Vision network and partners closely with the microfinance services of Visionfund. It is also an active member of the Guatemalan microfinance network REDIMIF and the Central American Microfinance Network (REDCAMIF – partner of HIVOS).

VI. Tailor-made programmes

Looking at the Guatemalan local context as a Profile II country, one cannot ignore the fact that from a social and political point of view Guatemala is a fragile state. At the same time Guatemala is the biggest economy in the Central American region. That is why the focal point in the subprograms within the fragile context are the opportunities in the market. The demand in and relevance for the market are the entry point to link education to job opportunities. Because of other good providers, WD-REK will not directly support TVET-JBS programs in Guatemala.

The subprograms presented here aim at linking education with work and entrepreneurship. The education subprogram together with other actors active in TVET-JBS enhance people's knowledge, skills and therefore employability, while the AD and ED subprograms create opportunities for finding a job or starting a business. The SPN subprogram strengthens partners' capacities to implement the other four subprograms. For the period 2011-2015 the financial volume of the WD-REK Alliance program for Guatemala will be in the order of € 2.500.000 per year.

Subprogram Education

In education, the focus is on offering *quality education* to children through curriculum development in own schools in areas where there are few public schools. The largest part of the subprogram consists of day care centers which complement public education. In the day care centers students get additional tutoring on specific subjects as well as teaching on life skills and moral values, focusing on the context of violence in Guatemala. The involvement and empowerment of parents in their children's education plays a major role in increasing the quality and relevance of education. Moreover, more possibilities to link education to employment / TVET - JBS are developed through increased contacts with INTECAP²². A number of scholarships are available to facilitate the linkage and help students continue with TVET. A major focus will also be on capacity building of school management and after school centers in order to increase the quality of their services. Especially this part of the program offers a reasonable alternative to the gang issue.

Subprograms AD/ED

The ED and AD subprograms will focus on increasing access to Business Development Services and productive Financial Services for smallholders (groups) and small industry, through AGUDESAs and Oikocredit. Furthermore there will be a focus on increasing investment opportunities for SME in the productive sector in all major production areas. Increasing the overall sustainability of SMEs will be done through chain organization between SME and productive small holder enterprises and groups. By implementing these activities, new jobs are created and the revenues of enterprises is increased.

Subprogram Strengthening Partner Network

The subprogram 'Strengthening of partner network' focuses on enhancing capacities of partners and other relevant actors in the above mentioned subprograms to act as a change agent in their respective environments. This is done on national as well as local level, and contains elements of skills training, exchange visits and coaching of staff, as well as support in strengthening civil society and/or the set-up of relevant networks or reviving existing ones. In Guatemala this subprogram will focus on strengthening PMEL, leadership building, advocacy and fundraising capacities of partner

²⁰ <http://www.infomipyme.com/Index.ASP?T=S&P=7>

²¹ <http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=2049911>

²² INTECAP is the Technical Institute for Training and Productivity, the leading Guatemalan Institute of Vocational Training of Workers and Human Resources in joining the working world. It is promoted by State and Private Sectors contribution.

organizations. Part of this subprogram will be realized through the set-up of a Caribbean and Latin America regional alliance with other WD-REK partners, within which knowledge and capacities on these issues will be shared.

SWOT analysis W&D-REK supported program in Guatemala: Education, ED/AD and SPN	
Strengths	Weaknesses
<ul style="list-style-type: none"> - The education subprogram complements public education with after school centers, is focused on the marginalized and excluded groups (red zones) and is locally embedded. - Strong track-record of AMG in working with communities has led to high satisfaction of parents and ex-students in recent evaluations .²³ - The ED/AD focus on potential sectors (agriculture), combined with focus on the “missing middle” for finance and BDS for SME in the productive sector (niche), by local partners provides strong potential for high development impact in terms of employment and increased income especially in poorest regions. 	<ul style="list-style-type: none"> - After school centers of AMG function rather independently from each other, limiting exchange of experience, tools, methods. New policy has been put in place to ensure once a year a 1-2 day exchange meeting. - The percentage of qualified teachers is quite low at several centers and schools. To increase this percentage a capacity building plan will be developed and teachers will work on being certified. - The ED-program is mostly focused on financial interventions while BDS receives less attention. The remedy will be to select a strong BDS-provider to compliment financial interventions in the coming policy period.
Opportunities	Threats
<ul style="list-style-type: none"> - Strong connection with local and government actors and integrated approach allows for further investment in quality and relevance of education; with attention for individual learning paths of children, critical thinking, team work, analytical skills as well as linking with labor market (through TVET with INTECAP). - Mutual trust which has been built allows for investment in parent/community involvement. - Emergence of some high added value non-traditional agricultural activities. - Increased export opportunities through trade agreements (DR-CAFTA and EU). 	<ul style="list-style-type: none"> - Context of violence (gangs), extortions and threats to school directors, staff and students and families creates risky situations, negatively affecting the education subprogram. It creates a threat not only for entrepreneurs, but also increases production costs with over 10%. - High probability of natural disasters affects all programs and projects in some way. - Negative effects / impact of macroeconomic developments on the target group in the programs

²³ External education evaluation AMG Guatemala, November 2008

2.09. CONTEXTUAL ANALYSIS HAITI

I. Introduction

This contextual analysis is a joint effort of the WD-REK Alliance and its Southern partners. Contextual information was derived from various external sources (see footnotes), from strategic multi-annual plans of partners and from field visit reports. This information was analyzed and strategic programmatic choices were jointly made at global and regional partner conferences in 2009 and 2010. Draft and final versions were discussed and validated with partners. The program of the WD-REK Alliance in Haiti comprises of the following subprograms: 1) Education, 2) Technical and Vocational Education and Training / Job and Business Services (TVET-JBS), 3) Agribusiness Development (AD), 4) Enterprise Development (ED) and 5) Strengthening of partner network (SPN). Haiti is a profile II country.

Haiti, the poorest country in the Western Hemisphere, was severely hit by the 7.0 earthquake on January 12, 2010. Estimates of more than 230,000 people dead makes this one of the worst natural disasters in world history. The earthquake damaged an already extremely weak public system in Port-au-Prince and other affected areas. Prior to the quake, the government had made some progress since 2004, by improving economic and social stability and revitalizing the manufacturing and tourism sectors. But Haiti remained extremely vulnerable. Haitians experienced hardship as food prices soared world wide, triggering violent protests and causing changes in government leadership in 2008 and 2009. Recently, the mandate of the present government was prolonged with a year, stretching to May 2011. An Interim Reconstruction Commission, chaired by Haiti's Prime Minister, takes charge of coordinating all reconstruction efforts. There are doubts among Haitians about the democratic legitimacy of the decisions being taken in this Commission. Insecurity and violence is a structural problem. Since 2004, UN mission MINUSTAH is responsible for overall security in the country and assistance to the build-up of the national police.¹

Since 2004 Haiti experienced five years of precarious economic growth, despite financial, food and fuel crises and regular hurricanes. The severity of the January quake will affect this growth, the direct damage of the quake at least equalling Haiti's GDP. In 2009 Haiti finally qualified for HIPC debt relief (\$1.2 billion). Since the quake, the World Bank, the G-7 and Venezuela have announced relief of all remaining debts. Remittances form a substantial part of the national income, equalling nearly a quarter of GDP and more than twice the earnings from exports. Two-thirds of all Haitians depend on the agricultural sector, mainly small-scale subsistence farming. Vulnerability for the frequent natural disasters is high partly due to the country's widespread deforestation and erosion and very weak physical infrastructure.². Currently most aid is focused on the capital. Most poor live in rural areas and urban slums.

Haiti has a population of about 10 million people, of which more than 30% lives in Port-au-Prince. 55% of the population lives under the poverty line. The urban population accounts for 47% of the total, with an average annual urbanization rate of 4.5%.³ The labor force by occupation is agriculture (66%), industry (9%) and services (25%). Unemployment figures are not clear, and it is estimated that more than two-thirds of the labor force do not have formal jobs.⁴

II. Target group analysis

According to the Ministry of Education (MENFP 2007, data from 2002-2003), 92% of the schools (81% of the children) for primary education and 91% (75% of the children) for secondary education in Haiti are non-public schools. These schools include for-profit private schools, run by entrepreneurs, schools run by churches and community schools⁵. The WD-REK Alliance education subprogram mainly targets church and community schools. Partner Parole et Action (P&A) is active in rural areas: Cul-de-Sac (Département de l'Ouest), Saint-Marc, Gros-Morne and Anse-Rouge (Département de l'Artibonite). Target groups are the communal committees that govern the schools, as well as school management and teachers. Direct support is provided to (selected) most vulnerable children, drop-outs and over-aged out of school youth. In and around Port-au-Prince, similar target groups are reached by partner Action Missionnaire Globale Haiti (AMG Haiti). In Port-au-Prince they work in areas with high rates of violence and crime (Bel Air, Cité Soleil). Both organizations also target vulnerable children affected by the earthquake (Bel Air, Cité Soleil, Delmas). P&A and AMG

¹ World Bank website, country data

² CIDIN website

³ CIA World Factbook

⁴ CIA World Factbook

⁵ Wolff, L. (2008) *Education in Haiti: The Way Forward*.

<http://www.thedialogue.org/page.cfm?pageID=32andpubID=1605ands=haiti>; Ministry of Education (MENFP, 2007); Lunde, H. (ed.) (2009) *Haiti Youth Survey 2009*,: <http://www.fafno.no/pub/rapp/20143/20143.pdf>; UNICEF (2010) *Children of Haiti, three months after the earthquake*, available at http://www.unicef.org/infobycountry/files/FINAL_UNICEFHaiti_90-Day_Report_13_April2010.pdf; CIA World Factbook; Mérisier, G. (2009) *Analyse du Secteur éducatif Haïtien*. Research commissioned by FONHEP/Woord en Daad.

work with adults in literacy courses, being the parents of the children in the education program. At sector level, partner Consortium pour le Renforcement de l'Éducation Chrétienne en Haiti (CRECH) targets Christian schools and teachers by teacher training and curriculum development. Partner Fondation Haitienne de l'Enseignement Privé (FONHEP) represents the private education sector at the national level. It targets private schools for upgrading their educational quality and the government for improving its educational policies. FONHEP is more extensively described in chapter 8.

The TVET subprogram was implemented in Léogane. This area was the epicentre of the earthquake. The target group that is currently addressed are pupils who finished primary education and drop-outs from regular education, who survive by street-selling or doing short-term work. Due to lack of vocational and life skills, their livelihood opportunities are limited. In the coming years the TVET-JBS subprogram will also target jobless and unskilled adults in rural areas, to enhance rural skills. Finally, the program targets civil society actors in training and skills provision, which are quite weak with regard to TVET, by strengthening their capacities to deliver TVET, and inciting the development of networks and the set-up of alumni associations. The TVET-JBS subprogram will be implemented in the same areas as other subprograms in order to strengthen linkages.

The AD subprogram is a new program. Implementation will focus on Gros Morne, Anse Rouge and Pays Pourri regions. The target group is defined as follows:

- Smallholder producers in rural areas with favourable conditions for agriculture as economic activity (rainfall pattern, availability of additional water sources, potential for access to markets and basic infrastructure);
- Formal and informal producer groups with an entrepreneurial focus and capacity to grow and enter new markets;
- Micro, Small and Medium Enterprises (MSMEs) needed for the development of value chains (input suppliers, agro-processors and MFI's focusing on the productive sector).

The ED subprogram will focus nationwide on the productive sector and be complementary to the AD program. It will also target SMEs in value-addition, logistics, exports and productive industry. These SMEs are labor-intensive and generate economic activity in other links of the value chain, thereby creating jobs and income. They are characterized by lack of access to finance for investments, Business Development Services (BDS) and lack of access to markets and supplier networks. Main partner for ED is Centre Spécialisé de Leadership (CSL).

The target group of the subprogram Strengthening Partner Network consists of all partner organisations mentioned in par. IV.

III. Problem analysis on macro/meso/micro level

Participatory, comprehensive context analyses by WD-REK staff and partner organizations have identified problems that form main barriers for development for the target groups. This has formed the basis for the following choice of problems to be addressed by the various subprograms.

At macro level

Haiti takes the 168th position on the 2009 Corruption Perception Index which shows that corruption is a very serious problem affecting public service delivery in all sectors. In the education sector this is one of the causes of a general failure of the public system to provide access to quality education. The net enrolment rate is 76% for primary and 22-28% for secondary education. Completion rates of primary education are just 4% at the age of 12 years and 35% at the age of 15 years. These percentages have to be interpreted with caution, due to lack of reliable monitoring by the MoE. Quality standards for education are generally lacking and quality control agencies (e.g. National Pedagogical Institute) are malfunctioning. 79% of primary school teachers have no formal teacher training. Generally, teachers in private schools are paid less than in the public sector. According to UNICEF, an urgent challenge after the earthquake is to retain sufficient numbers of teachers within the system⁶. Vulnerability for natural disasters due to erosion and extreme deforestation affects subsistence farmers. Nevertheless, land use for agriculture is still under its potential: 28% of the surface is arable, but only 11% is actually used. Main reasons for under-exploitation are: openness of the Haitian economy, allowing imports of staple food crops without major restrictions; weakness of the agricultural sector in terms of competitive power (especially on use of technology and infrastructure). According to Doing Business, the enabling environment for SME's is quite unfavourable.⁷ An important problem is the lack of TVET with sufficient quality, especially in rural areas. Poor youth have limited access to training in vocational skills to apply for a decent job and earn an income.

⁶ See references note 5.

⁷ <http://www.doingbusiness.org/ExploreEconomies/?economyid=85>

At meso level

Secondary schools are almost only available in urban areas and many children do not continue after primary school.⁸ The region around Port-au-Prince is most affected by the earthquake. There is also an influence on the countryside as people have moved to these areas. Access to TVET may differ a bit between rural and urban areas, but due to the earthquake many skilled workers are needed for rebuilding Haiti, not the least in urban areas. At meso level it is observed that the number of formal SMEs in agribusiness or trade is very low, causing difficulties in access to markets. Most BDS services are provided by institutions in Port-au-Prince, which have been heavily affected by the earthquake.

At micro level

Low enrolment is due to the high costs for school fees. Presently most parents are not involved in school affairs. Statistics of teacher attendance show that 32% of them is sometimes absent for more than a week and this is a persistent phenomenon independent also from the situation after the earthquake.⁹ Lack of organization at micro-level makes it difficult for existing SME's to operate efficiently. Multiple infrastructural problems add to this. Generally, formalization of SME's is cumbersome, but continued informality hinders competitiveness. Financial service for productive activities is virtually absent or only available at high costs.¹⁰ On the part of banks, risk avoidance and low confidence play a role in providing insufficient investment capital. MFIs are few and much more expensive and therefore not always a realistic alternative.

The partner organizations involved in the implementation of the subprograms mentioned in par. 6, face the following problems, which will be addressed in the SPN subprogram: weaknesses in strategic planning, monitoring, evaluation and learning (PMEL), in knowledge management, networking and policy influencing. Also fundraising capacity and donor diversification are important issues to work on.

IV. Background analysis

The various social, economic and political factors are summarized in the SWOT analysis below. The opportunities and threats refer to external factors helping or worsening the problems mentioned above, while the strengths and weaknesses refer to (generalized) capacities of civil society to deal with these problems. On the basis of this SWOT analysis, the choice for partners and intended effects of programs are explained.

Strengths

- The resilience of the Haitian population and organisations in difficult situations
- Increasingly developed network structure of the private education sector organisations/schools

Weaknesses

- Poor quality of substantial part of education and skills training service delivery
- Weak coordination between different civil society and government actors in education-
- Weak coordination between international and national NGOs-
- Low number of organizations that have experience in agribusiness

Opportunities

- The government's reconstruction plan focuses on decentralization, creating opportunities for engagement at regional level, both political, administrative, social and economical
- Willingness of international community to assist the earthquake affected country
- Public-private partnerships in education are increasingly seen as a viable alternative to improve access, quality and equity in educational service delivery
- SME development is getting more international attention, creating opportunities for agribusiness

Threats

- Continuous brain-drain; high levels of violence and crime in working areas
- Proliferation of new NGO's and private initiatives after the earthquake might hamper efforts towards sustainable development
- Haiti's open economy obstructs development of competitive agribusiness sector
- Low entrepreneurial ambitions due to high dependency on foreign aid and remittances

The SWOT and preceding analyses give insight in the choice of WD-REK Alliance for certain partners in Haiti:

- P&A can be characterized as a partner with many years experience in supporting private education actors, a strong rural focus and a community based approach;
- AMG is well-rooted in the urban slums of Port-au-Prince;

⁸ See references note 5.

⁹ See references note 5.

¹⁰ MFI-indicators are below average in the region, according to <http://www.mixmarket.org/mfi/country/Haiti>

- FONHEP and CRECH provide the partner network with the means to strengthen civil society and to access decision makers;
- CSL is well-equipped for delivering BDS and linking SME's to financial institutions. As indicated elsewhere in this chapter, esp. in the area of AD/ED new partnerships are considered.

V. Multi-actor analysis

Haiti has developed a national plan on education for 2007-2015 (MENFP). In this document, a strategy for reaching the Education For All (EFA) goals in 2015 is worked out. Another relevant document is the recent Plan National de Rélèvement. It has a clear added value for NGOs and networks of the private education sector to work for better coordination and provision of services in a context of fragility. Partner organisations work with the MoE and regional education offices. FONHEP especially participates in different policy dialogues, either through COSPE (Consortium du Secteur Privé de l'Éducation) or in cooperation with ISC (l'Initiative de la Société Civile). CRECH and P&A work together in ROCHEPE, an education network. At present, coordination with other multilateral organisation and bilateral donors is done through the UN education cluster¹¹. In this cluster, a.o. UNICEF, Save the Children, World Bank, USAID, World Vision participate. Our partner organisations take part in these meetings. There are no Dutch alliances active in education in Haiti. The **added value of our education program** is that it strongly focuses on strengthening communities to manage their own schools and on overcoming fragmentation in the non-public sector by forming and supporting the leading networks in the education sector.

In the area of TVET we mention the government-established Institut National de la Formation Professionnelle (INFP) to coordinate and control TVET in Haiti, which is however in practice a malfunctioning institution. As part of the Canadian International Development Agency's (CIDA) Skills for Employment initiative, Canada is investing \$13.3 million over six years to strengthen CANADO (Centre de Formation Professionnelle d'Haïti in Port-Au-Prince). Also the Inter-American Development Bank (IADB) implements a TVET program, with some financial support from the EU. Presently, initiatives in the enterprise development sector fit well into the Plan National de Rélèvement, which states that SME development will receive major attention for its contribution to job creation. The **added value of our TVET-JBS program** is its demand-driven character, the focus on links with the private sector and on provision of rural skills training in areas where other major actors are hardly present.

USAID supports trade, financial sector, agricultural value chains¹² and the IADB strengthens the underlying foundation for economic growth, targeting transportation and electricity infrastructure, the agricultural sector, and the private sector. These organizations focus more on capacity building than on long term agricultural investments, thus having more a programmatic orientation than a business orientation. In the private sector our partners link with commercial banks, MFI's (especially Fonkoze) and cooperatives. The ICCO Alliance will implement a food security program in a different region: the South of the country. The **added value of our AD/ED program** is that it creates links between smallholders and markets, provides access to finances for MSME's and enhances the supply of BDS in Haiti. Through the link with education and skills provision it also strengthens the economic effects of the education and TVET subprograms.

VI. Tailor-made programs

Looking at the Haitian local context as a Profile II country, the focal point in the subprograms within the limited unstable context are the opportunities in the market. The demand in and relevance for the market are the entry point to link TVET-JBS to job opportunities.

The subprograms presented here aim at linking education and skills training with work and entrepreneurship. The education and TVET-JBS subprograms enhance people's knowledge, skills and therefore employability, while the AD and ED subprograms create opportunities for finding a job or starting a business. The SPN subprogram strengthens partners' capacities to implement the other four subprograms. For the period 2011-2015 the financial volume of the WD-REK Alliance program for Haiti will be in the order of € 4.200.000 per year.

Subprogram Education

The education program strengthens the capacity of teachers and principals and parent-teacher associations and school committees, and works on curriculum improvement. Assistance will be given to vulnerable children and youth to access primary education and to continue education. Psychosocial support will be included in the program, especially given the needs after the earthquake. Infrastructure development will take place in earthquake affected areas. Civil society networks will be strengthened, as well as links with the public sector to contribute to more effective and efficient education provision (policy influencing to the Ministry of Education for better quality of education). The speed-school concept is implemented to address the problems of over-age out-of-school children and

¹¹ OCHA (2010) *OneResponse*: <http://onerresponse.info/Disasters/Haiti/Education>

¹² http://www.usaid.gov/ht/docs/ege/economic_growth_onepager_feb_2009.pdf

drop-outs. Elements of vocational skills training will be strengthened in the curriculum of primary schools. Due to the socio-political situation ample attention will be given in school to citizenship, values and leadership.

Subprogram TVET-JBS

Market-driven flexible, short-term trainings will be developed for rural areas, connected with the education programs of our partners. Mobile training units will be used for these trainings, with which we have experience in other countries. In the skills training psychological guidance is included, to address the issue of trauma. Job and Business centres will provide the necessary services for career guidance, apprenticeship- and job-placement, linkage of trainees with MFIs and business incubators. Graduates will be stimulated to attend activities of alumni associations, which provide job - and apprenticeship opportunities and give feedback about the quality of TVET. Cooperation will be sought with other TVET providers. The program will invest in a strong network of TVET initiatives to exchange good practices and advocate for access and quality of TVET. The specific implementation of this subprogram is being prepared by an extensive feasibility study. A previous TVET program will be phased out because of weak quality. The existing Vocational Training Centre in Léogane will be used as expertise centre and teacher training institute, given the continuous shortage of trained teachers.

Subprograms AD/ED

For the implementation of the AD and ED subprograms the existing partner network will be strengthened and extended. Within AD we will strengthen private service providers (both financial and non-financial) for service provision in economic agriculture, as well as producers and producers' groups in the implementation of agriculture as business. Within ED focus will be on taking away barriers for access to finance for SME's by offering innovative financial products, alliance opportunities and tailor-made BDS in order to increase competitiveness of SMEs. Lastly, partner(s)' capacities to advocate for an improved business enabling environment will be enhanced.

Subprogram Strengthening partner network

The subprogram Strengthening partner network focuses on enhancing capacities of partners and other relevant actors in the above mentioned subprograms to act as a change agent in their respective environments. This is done on national as well as local level, and contains elements of skills training, exchange visits and coaching of staff, as well as support in strengthening civil society and/or the set-up of relevant networks or reviving existing ones. In Haiti this program will focus on strengthening the PMEL, networking, policy influencing and fundraising capacities of partner organizations. Part of this program will be realized through the set-up of a Caribbean and Latin America regional alliance with other WD-REK partners, within which knowledge and capacities on these issues will be shared.

SWOT analysis WD-REK Alliance programs in Haiti Education, TVET-JBS, AD/ED	
Strengths	Weaknesses
<ul style="list-style-type: none"> - Strong track-record of partners in education, good cooperation with local community structures, and combination of focus at micro, meso and macro levels through different partners. - Part of network has technical experience in agricultural development - Presence of strong ED partner focusing on agribusiness increases opportunities for linking AD program to the market - Wide network of contact with local MFI's 	<ul style="list-style-type: none"> - Level of PMEL within partner organisations not up to standard - Networking and policy influencing skills of partners not well developed - Weak fundraising capacity of partners - TVET-JBS still in explorative phase. - Existing partner network weak in agriculture as business
Opportunities	Threats
<ul style="list-style-type: none"> - Coordination and cooperation between different partner organisations in education (shared speed-school programme, cooperation in teacher training etc.) - Strengthened connection with TVET-JBS through stronger integration of informal skills training in education programs - External food aid will decrease: increasing need for food crops - SME is 'in' in Haiti, business approach will be complementary to traditional aid programs 	<ul style="list-style-type: none"> - Logistical infrastructure very weak for efficient implementation of AD and ED - International trade agreements and emergency food aid compete with in-country produced food - Improvements in business enabling environment for SME are very fragile - Frequent natural disasters hamper implementation of long-term programs - Implementation of business approach in AD might make the program less competitive compared to donor-granted agricultural programmes

2.10 CONTEXTUAL ANALYSIS INDIA

I. Introduction

The analysis presented below is a joint effort of the WD-REK Alliance and its Southern partners. Contextual information was derived from various external sources, the main of which are referred to in footnotes, from strategic multi-annual plans of partners and from field visit reports. This information was analyzed and strategic programmatic choices were jointly made on global and regional partner conferences during 2009 and 2010. Draft and final versions were discussed and validated with partners. In India the WD-REK Alliance supports and strengthens its partners and other relevant actors in effective and sustainable implementation of the following subprograms: 1) education, 2) technical vocational education and training and job and business services (TVET-JBS) and 3) a strengthening partner network (SPN).¹ Due to big differences between states and / or the focus of the respective partners within the states, the set of subprograms is carried out in various compositions over various states:

State	Education	TVET-JBS	Strengthening partner network
North East India (Assam, Manipur, Mizoram and Tripura)	x	x	x
Uttar Pradesh		x	x
Orissa	x		x
Bihar	x		x
Andhra Pradesh	x	x	x
Tamil Nadu	x		x

From the table above, it is very clear that the WD-REK Alliance does not execute its Agribusiness Development subprogram and its Enterprise Development program. Looking at the profile of the country, one would expect these programs as well. Nevertheless the WD-REK Alliance does not execute these programs by supporting this type of partners. This is due to the combination of the following reasons:

- Historically the partner network of the WD-REK Alliance has a strong relief / aid approach. The partner network is not equipped to execute AD / ED programs and linking up with AD / ED partners would not enrich the interventions of these partners;
- Within the period (2011- 2015) the financial support to the partner network will decrease, so the focus is on exit strategies instead of extending the partner network.

Our other subprograms are primary health care, food security on household level, and shelter, but these are financed through a.o. the ICCO Alliance. India is a Profile III country.

India, ranking 134 out of 182 countries in the Human Development Index, has experienced high growth rates (7-8%) in the last decade.² Based on the booming economy, the Indian government has since 2004 promoted inclusive growth through massive poverty reduction programs. Implementation levels are however low, due to incompetency and corruption. On the Transparency International list India ranks number 85 on a list of 146.³ Historically, poverty is concentrated in particular among the Scheduled Tribes and Castes (STs and SCs) and to a lesser extent among Other Backward Castes (OBCs). In recent days it is observed how culturally forward castes are found among socially and economically deprived households, not having been able to link up with development taking place in India. Food insecurity is high, resulting in a malnutrition rate among children <5 years of 48%. Figures specified for STs and SCs are slightly higher. India's literacy rate is 66% and its youth literacy rate 82%. Still about 302 million people in the country are illiterate. An estimated 42 million children aged 6-10 years are out of school. According to UNDP it is possible for the country to achieve eradication of extreme hunger and basic education for all.⁴ However improvements in strategy are still to be made. The challenge for the country is to make progress under the current level of population growth (1,5% on a total population of 1,173 billion) and its quite high rate of urbanization (for 2005-2009 annually 2,4%). The size of the country and its ethnic-cultural diversity also play a role: in certain states ethnic-political instability seriously threatens development.

¹ The subprograms primary health care and HIV-AIDS are financially supported through channels other than this proposal. Therefore reference to these subprograms are limited in this proposal. Elements of these subprograms are part of the ICCO Alliance proposal.

² All statistical data in this document are taken from the CIDIN database with option 'latest available data': www.ngo-database.nl unless otherwise specified.

³ <http://www.transparency.org>

⁴ <http://www.undp.org.bd/mdgs.php> and <http://www.mdgmonitor.org>

II Target group analysis

In general the (combination of) **education and TVET-JBS subprograms** targets rural and urban communities which are socially and economically vulnerable and have seriously limited access to education, health, agricultural and credit services of good quality. In general the subprograms focus on STs and SCs and OBCs. Scheduled tribal people, also referred to as Adivasis, represent on national level about 8% of the population. In northeast India, in Assam, Manipur, Tripura and Orissa they form about 20-30% and in Mizoram >90%. In the other intervention areas of the alliance, the percentages are lower. In Bihar for example STs represent 0,9% of the population (still being a group of about 750,000 people).⁵ Scheduled castes (SCs), also known as Dalits, constitute about 16% of the total Indian population. In the areas of working of the WD-REK alliance they represent between 15-20% of the states' population, except for northeast India where SC's represent <6% of the total population.⁶ Figures for the OBCs in the mentioned states vary between 30-50%. The focus of the subprograms, in particular in rural areas in the northeast of India, is on the above mentioned groups. However, selection of the households and individuals take place on basis of motivation, gender and socio-economic criteria. In that way we ensure that also poor households from 'forward' castes in the intervention areas are among the target group. This in particular appears to be the case in the interventions in and around urban centers, such as in Andra Pradesh and Tamil Nadu. In the education subprogram children are selected from pre-primary school age and upward. Early involvement in education of quality increases their abilities and chances to stream into colleges and universities and to finally find a job which enables them to realize a sustainable change in their families' living conditions. In the TVET-JBS subprogram in particular school drop-outs and early school leavers are targeted. Vocational training of quality enables also this group to catch up with the economic developments in their country. Without decent training many of them become seasonal laborers, living under poverty line and being prone to exploitation.

The target group of the **SPN subprogram** consists of all involved partner organizations of the alliance. (More information with regard to these organizations is given in paragraph III, sub partner level and IV)

III Problem analysis macro/meso/micro level

At macro level: The national economic growth of the country is spectacular. And offers opportunities for India to develop as a whole. Fair distribution of the benefits of the economic growth over its huge population requires careful national policies and strategies. The situation of the STs and SCs has already received attention from the Indian government for a long time. Through a national reservation policy and specific support schemes empowerment of STs and SCs is aimed at.⁷ Due to the schemes and support, representatives of these historically marginalized communities are now found in government and public sector units as well as in Parliament. However, the scope of the schemes and reservations has been limited, relying on quotas, and their effects additionally being hampered by corruption and regional political unrest. Also, the schemes and reservation only target the scheduled groups. Poor people from unscheduled tribes and from historically 'forward' castes are not reached out to.

At meso level: Concerning the education sector, figures regarding access to and quality of education vary per state. According to the Education Development Index (EDI) of India the north eastern states Assam, Manipur, Mizoram and Tripura are among the ten states (out of 35) with the worst situation. Among these states, Manipur ranks low on all four underlying indicators: access, number and quality of teachers, infrastructure and outcomes. Bihar and Orissa are also among the ten. They rank low on all indicators, except for access (Bihar) and outcome (Orissa) on which they rank mediocre. Andra Pradesh ranks mediocre to high when it comes to access, teacher and outcome. Yet, concerning infrastructure it ranks low. In spite of its reasonable score, less than half of the students who finish primary education, enrol in secondary education.⁸ Tamil Nadu ranks best among the states where the alliance is intervening, due to a high score on quality of teachers, infrastructure and outcome. Concerning access it ranks low to very low, 25/35.⁹ Comparable data concerning TVET are not available. Known is that coverage is number wise most high in Andra Pradesh and lowest in Orissa and Assam.¹⁰ In general, the quality of these centres is low caused by the earlier mentioned lack of incentive(s) to meet labour market demands, resulting in inadequate linkages with industries and

⁵ In Andra Pradesh STs represent 6% of the population, in Uttar Pradesh 0,1%, in Bihar 0,9% and in Tamil Nadua 1,0%.

⁶ <http://www.nacdor.org/TEXT%20FILES/Dalit.htm> and <http://delhiplanning.nic.in/Economic%20Survey/Ecosur2003-04/ch18-tab.pdf>, for state wise figures <http://delhiplanning.nic.in/Economic%20Survey/Ecosur2003-04/ch18-tab.pdf>

⁷ Such as the Tribal Sub-Plan, the SC and ST Prevention of Atrocities Act, Reservation policies for SC's and ST's: 11th Five Year plan (2007-2012), Planning Commission, Government of India

⁸ <http://andhrapradeshonline.in/Profile/Data>

⁹ Elementary Education in India, Progress towards UEE, Flash Statistics 2008/2009, National University of Educational Planning and Administration, New Delhi 2008

<http://www.educationforallindia.com/DISE-Flash-Statistics-2008-09-nuepa.pdf>

¹⁰ Skill development in India, The vocational Education and training system, 2007, World Bank

business and therefore low job placement figures. Also shortage of teachers and a lack of updated material and curricula influence negatively the quality of TVET-JBS.¹¹

The intervention areas of the alliance also face region specific ethnic-political tension. In the states of Orissa, Bihar, Andhra Pradesh and Tamil Nadu skirmishes and violent incidents by the Naxalites and related groups affect the infrastructure and the states' investment climate, as well as the general level of safety in these states.^{12 13} In the north eastern states the presence of militant groups creates the same barriers for development. In this region the intensity of the conflicts also hampers the effectiveness of the governmental service system.¹⁴

At micro level: among households and communities there is in general a lack of awareness or an underestimation of the need for education for girls. This is due to illiteracy of parents themselves and to the cultural custom of the girl's family having to pay a substantial dowry, which implies that the girl's manpower will benefit her husband's family. In marginalized rural areas and in urban slum areas the availability of education of good quality is limited and therefore problematic. Staff is in general insufficiently qualified. And (village) education committees and parent teacher associations (PTAs) lack skills to call for accountability from school and (local) government.

Among the scheduled tribes and castes in the target areas there is a lack of knowledge of government support schemes available for specifically their communities. Discrimination along lines of tribes and castes is legally prohibited. History however has influenced not only the social-economic situation of these groups, but is still found back in the mindset of these groups. The system is observed to lead to feelings of incapability among people regarding their own vision for development. The aspect of karma also contributes negatively to people's mindset and vision about their capabilities and rights.

An erratic rain season (the monsoon), causing floods, and which is increasingly interspersed with periods of depletion of water resources and draught, affects housing conditions, food security and also income levels for those working as land laborers.

The Indian partners of the alliance expose and face four areas where improvements are needed. Part of the organizations is strong in a community approach, while others are more institutional based and are less rooted in and related to the communities they work with. Part of the partners has knowledge about and is involved in policy influencing activities, while others are in the phase of developing their capabilities in this area. Planning, monitoring, evaluation and learning (PMEL) systems are to be developed to a more professional standard among all partners, although of course differences in level of progress are there. Also fundraising capacity and donor diversification are important issues to work on. Most of the weaknesses are related to the history of the organizations. The bigger partners have a history of being more or less charity organizations. Smaller community based organizations (CBOs) sometimes lack experience and exposure.

IV Background analysis

The various social, economic and political factors influencing civil society initiatives in India are summarized below. The opportunities / threats refer to external factors helping or worsening the problems mentioned above, while strengths / weaknesses refer to (generalized) capacities of civil society to deal with the problems.

Strengths (of civil society)

- There is a rich tradition of civil society initiatives, with high levels of social mobilization country wide.
- In north east India non-governmental organizations (NGOs), faith based organizations (FBOs) and churches have a respected place in society and can therefore play an important role as a bridge between civil society and government.

Weaknesses (of civil society)

- The civil society scene is fragmented, consisting of (numerous) small initiatives having a limited influence on sector level.
- A sometimes rather competitive attitude, instead of a cooperative attitude is exposed by civil society organizations (CSOs).

Opportunities (for civil society)

- The increased decentralization process, through which not only administrative tasks but also budget allocation and decision making power is moved to the level of Panchayati Rai (village community level), offers opportunities for civil society to appeal for funding and keep government accountable.

¹¹ 'Reorienting TVET policy towards education for sustainable development,' Dr. V.P. Goel, Ministry of Human Resource Development, Government of India, August 2009

¹² <http://www.cidcm.umd.edu/mar/assessment.asp?groupid=75011>

¹³ http://news.bbc.co.uk/2/hi/south_asia/8605404.stm

¹⁴ http://www.stanford.edu/~blacina/Lacina_Local

- The national economic growth offers chances for CSOs, in particular in Andhra Pradesh the number of large companies is rapidly growing, to promote and benefit of an increase of corporate social responsibility activities.
- The national economic growth also offers chances for CSOs to plead for stronger pro-poor growth policies by the government.

Threats (for civil society)

- Tensions related to the presence of militant and violent groups hamper effective governance and development in these areas.
- The aspect of mindset related to culture which affects people's self esteem and makes communities passive with regard to (participatory) development.

The WD-REK Alliance in India works through a number of partner organizations: Help a Child India (HACI) implements programs in Orissa and Bihar while the Reformed Presbyterian Church of North East India (RPCNEI) works in the North East. Word and Deed India (WDI), Christian Outreach for Uplifting New Tribes (COUNT) and The Leprosy Mission India (TLMI) work in Andhra Pradesh and Uttar Pradesh and Centre for Aids, Rehabilitation and Education (CARE) works in Tamil Nadu. Each of these partners bring in their own specific expertise and experience into the WD-REK program. CARE is an organization which is focusing on access to education and health services for scheduled castes in Tamil Nadu. COUNT and RPCNEI have extensive experience in the areas of education and TVET-JBS for (scheduled) tribal groups. TLMI is a an organization focusing on TVET-JBS for people living with disabilities and leprosy affected people. WDI offers a combined set of education, TVET-JBS and health services in particular to households and children/young people in (semi) urban areas in (the region around) Hyderabad.

V. Multi-actor analysis

Concerning the **education subprogram** the Indian government, through the implementation of the national initiative, the Sarva Shiksha Abhiyan (SSA) aims at basic education for all. The act, having come into effect by April 1st of this year mentions, among others the reservation of 25% of the seats of private school for children from a poor background. A strong cooperation with the private sector and an estimated budget of US\$ 38 billion in the next five years is required to realize the education for all within the coming five years.

On national level a substantial public private partnership (PPP) system is operational, having a positive effect on access to education. Government supports private initiatives through grants to privately managed schools, known as 'aided schools'. Due to teacher union demands, aided school teachers are paid directly by the state government at the same salary rates as for government school teachers, and they are recruited by a government-appointed selection committee rather than by the school. Learning achievements in aided schools appear to be similar to those in government schools and these significantly lower than in private schools.

Private schools are divide into two types: recognized schools and unrecognized schools. The existence of large numbers of unrecognized, especially primary schools has to do with the level of bureaucracy which is to be faced by private initiatives before recognition by the government is granted.

Concerning the **TVET-JBS subprogram**: national policies are available with regard to TVET-JBS. Policy making is a shared responsibility between central and state authorities, the National and State Authorities for Vocational Training (NCVT and SCVTs). Little coordination is found between these organizations.¹⁵ Financial support of TVET takes place on an ad hoc base. That makes government support untrustworthy and difficult to build programs on. A World Bank study also mentions the low level of quality of the government TVET institutes, due to a lack of incentive(s) to meet labor market demands.¹⁶ A remarkable initiative is taken by the Andhra Pradesh state government, where the government is active with regard to Job and Businesses Services, providing lists of vacancies from the private sector available for TVET institutes.¹⁷

India does not receive bilateral aid from The Netherlands, since the country decided to quit all development relations with bilateral donors, except form the G8 countries. Relations remained mainly in relation to research and culture, like the Dutch government providing scholarships to Indian students, for example through the 'Huygens-program'.¹⁸ The Dutch Embassy has joined initiatives to realize ratification of the ILO conventions no. 138 (about minimum age) and 182 (about worst forms of child labor) by 2016.

Organizations such as DFID, USAID, Danish Embassy, ADB, the European Commission, CIDA, SIDA, NORAD and the World Bank support substantially the education sector in the country. The greatest part of these programs focuses on support for higher education and improving the quality of education through direct support to the government. For

¹⁵ http://siteresources.worldbank.org/INTINDIA/2132853_1191444019328/21497927/IndiaVocationalTrainingReport.pdf
January 2007, page 15

¹⁶ Skills development in India, The vocational Education and training system, 2007, World Bank

¹⁷ Website Department of Rural Development, Andhra Pradesh: www.rd.ap.gov.in

¹⁸ www.nuffic.nl

information about the cooperation between Dutch alliances active in India, we refer to chapter 8 Harmonization & Complementarity.

The added value of the WD-REK program in the mentioned states is its strategy to support and empower still marginalized groups to benefit from the nationwide economic growth. In its effort to reach these groups and areas, the program of the WD-REK Alliance complements the government through its grass root presence and local ability to mobilize vulnerable marginalized groups to access services in the areas of education and vocational training.

VI. Tailor-made programme

Looking at the Indian context as a Profile III country, the focal point in the programs are the opportunities in the market. The demand in and relevance for the market are the entry point to link TVET-JBS to job opportunities. This is done among others through input of the private sector in the design of curricula and networking with the private sector. From this demand driven TVET-JBS the programs link also to formal education, for instance by creating interaction between formal education and TVET-JBS or by adjusting the entrance level of TVET-JBS to the level / skills / competence of formal education graduates by cooperation with the government. In this way the subprograms presented here aim at linking education and skills training with work and entrepreneurship. The SPN subprogram strengthens partners' capacities to implement the other two subprograms. In the introduction it has been explained why WD-REK Alliance does not execute its AD / ED program. However, in the TVET / JBS programs there are links with the private sector. In the coming period WD-REK will gradually phase out its Education and TVET-JBS program by making the programs self sustainable or by empowering the partners in local fundraising. For the period 2011-2015 the financial volume of the WD-REK Alliance program for India will be in the order of € 5.200.000 euro per year.

Education subprogram

The objective of the education subprogram is to strengthen CBO's to improve access to quality education in private and government schools. The marginalized target communities, now missing out on available government schemes, will be supported to get access to available government schemes related to education. Regarding quality of education, pedagogical and didactical competencies of teachers will have a central focus, as this is the main factor to improve the quality of schools. Special attention will go towards reducing the drop-out rates of girls. Parent involvement in education, to increase ownership, will also be a strong focus within the program in the coming policy period. In line with the increased possibilities of government funding and supporting educational services, a process of gradually phasing out is planned: by 2015 the budget for India will be reduced by 25%, after 2015 this process will continue. Strategies such as a focus on awareness raising on child rights, policy influencing towards the government and support to the target group to organize themselves and claim their rights by 2015 are therefore key elements in this program.

TVET-JBS subprogram

The problem of uneducated youth and a lack of skills training in the target areas is addressed through setting up informal and formal training as part of the TVET-JBS subprogram. The objective of the subprogram is to empower and transform vulnerable youth through provision of market oriented TVET and business skills training and services. The content of the program is based on local and regional market opportunities. The partner organizations will use these also as best practices to influence government policies for adjusting the existing vocational training services of the government in quality and relevance. Job and business services centers are in the process of being set up, aiming to function as a bridge between youth and the job market. In the JBS specific focus will be on self employment: offering training and services related to credit and financial management. In particular in the community based approach, the marginalized position of women is addressed in the training and services and parents/care givers of the target group are involved in the approach. Policy influencing activities will take place towards the government to come to more regular payment of its financial support to TVET institutes and place business services in marginalized rural areas higher on its policy agenda. A strategy will be available by 2015 to make the TVET / JBS sustainable from its own income.

SPN subprogram

The SPN subprogram focuses on enhancing capacities of partners and other relevant actors in the above mentioned subprograms to act as a change agent in their respective environments. The partner organisations in India will be trained and supported how they can effectively strengthen CBOs in particular in the field of participatory community approach. For all India partners, both those who work community based and those who work more institution based, knowledge about policy influencing and improvement of policy influencing and networking skills is to be developed more. Linking up with national networks will be an important strategy for the Indian partners to improve in particular their knowledge and expertise concerning quality matters of education and TVET-JBS. Additionally, organizational management, planning, monitoring, evaluation and learning (PMEL) will receive attention, with the aim to improve the quality of the services delivered by and the management of the organizations. This will also make it possible to search for national funds which can replace funding from abroad. Main part of this subprogram will be realized

through the Asian Regional Alliance (ARA), set up in 2009. which consists of other WD-REK alliance partners in the region as well as possible other organizations. The ARA functions as platform for region- specific exchange and training.

SWOT analysis WD-REK supported programs in India: Education, TVET-JBS and SPN	
Strengths	Weaknesses
<ul style="list-style-type: none"> - The combination of education and TVET-JBS enables social-economically marginalized children and young people not only to become educated but also to link up with and benefit from economic chances in country, by offering not only possibilities for basic education but also (scholarships for) higher education and in particular also vocational education and training. - The combination of providing both formal and non-formal vocation training makes it possible to adapt the TVET-JBS subprogram to the diverse contexts in the various target areas. - The TVET-JBS subprogram focuses also explicitly on mindset change, aiming to empower students to overcome feelings of incapability due to the tribal, caste and karma system. 	<ul style="list-style-type: none"> - The partner organization's capacity with regard to advocacy, networking, organizational management and PMEL needs improvement to meet international standards of professionalism, in order to increase the efficiency and effectiveness of the subprograms and to be able to find other funding. - Program specific areas of attention are for TVET-JBS the need for ongoing reflection on and adaptation of the content of the training and services to keep them market relevant. - For the education subprogram, the program elements in Andra Pradesh needs to overgrow its still limited community development focus and therefore limited level of parent involvement. Exchange and capability on this issues can take place with and by other partners of the ARA who are experienced professionals in community development approach.
Opportunities	Threats
<ul style="list-style-type: none"> - Increased government budget provides opportunities to advocate for equitable availability of basic services, also in marginalized rural areas and in urban slum areas. - Availability of support and reservation schemes offers opportunities for scheduled groups. - Increased economic growth provides opportunities to call for corporate social responsibility by the private sector. - The new act offers opportunities to increase public private partnerships with regard to education. 	<ul style="list-style-type: none"> - More than 90% of the labor force is employed in the informal sector. In this sector the Minimum Wage Act is either not, or only marginally implemented. Through education and training the target group might receive accredited certificates and find employment. Yet, connections with fair labor networks/advocacy groups are to be sought to prevent the students to end up as employees in unfair labor conditions. - Blazing of violent conflicts by militant groups in North Eastern States and Naxalite groups can hamper the implementation and effect of the subprograms.

2.11 CONTEXTUAL ANALYSIS KENYA

I. Introduction

The WD-REK alliance program in Kenya will comprise the sub-programs: 1) Education (Rift Valley Province) and 2) Vocational Education & Training /Job & Business Services (TVET-JBS) (Nairobi, Nyanza, Eastern and Rift Valley Provinces) and 3). Strengthening Partner Network (SPN). Issues related to gender, HIV/AIDS, environment, conflict resolution and child protection will be mainstreamed in all programs. Given the specific expertise of our partners in Kenya the choice is made not to implement AD and ED subprograms, but to focus on education and TVET-JBS. Links with other organisations will be established in this regard. The contextual analysis is a joint effort of the WD-REK Alliance and its Southern partners. Information was derived from various sources (see footnotes), strategic multi-annual plans of partners and field visit reports. Strategic programmatic choices were jointly made during partner conferences in 2008, 2009, 2010. In the Dutch policy Kenya is ranked as a Profile I country, but it is on the edge of becoming a Profile II country.

Kenya is divided into eight provinces: Western, Eastern, North Eastern, Rift valley, Nyanza, Central, Nairobi and Coast. The country is multi-ethnic, with 42 ethno-linguistic groups, and has a population of 38.7 million (2010). 75% of the population is under 30 years of age. Young people between 15 and 30 years of age are 32% of the Kenyan population. Around 43% of the population is below the age of 15.¹ In 2009, the country was ranked 147th on the Human Development Index (out of 182 countries).²

Kenya has a rather weak coalition government, formed after the political crisis of 2007, with factions internally competing for power. Over a long period, Kenya has been considered a model of stability in Africa, but the recent political unrest and corruption has tarnished this image. In 2007, Kenya ranked 31st on the Failed States Index (FSI). Since then, the situation has further deteriorated: in 2010 the country ranks 13th on the FSI (out of 177 countries).³ Though much of Kenya's ethnic violence can be attributed to political manipulation, economic inequalities also play a role. Particularly youth faces a number of challenges like unemployment, marginalization, lack of access to (social) facilities. This group is easily manipulated to cause instability in the country. Unless these challenges are addressed, the chances are that youth engage in violence again. This may become an issue with the referendum on the constitution (4th August 2010) and the election year 2012 coming up.⁴

Corruption continues to be a serious problem as well. If Kibaki's government would be able to tackle corruption and to end structural disputes among competing ethnic groups over land and other issues by adapting relevant texts in the constitution on these themes, Kenya would have the potential to stabilize politically and begin much-needed economic expansion.

The KIHBS⁵ suggests that in 2005/6 nationwide 47 % of the people lived in poverty, of which 85 % in rural areas. Almost one out of every five Kenyans lived in *severe poverty*. This means that they cannot meet the cost of a basic food bundle even if they spend their entire budget on food.⁶ Inequality of income distribution remains high, measured with the GINI coefficient, estimated at 39 % in rural areas and 49 % for urban areas (pre-crisis).⁷ However, the situation may improve following current economic growth (1.7%, 2009) after a steep decline in economic growth since 2008. Current unemployment rate is 14.6%, while youth represent nearly half of this force (45%).⁸ The majority of the unemployed, although educated, do not have employable skills suitable for the market. The number of youth in need of training is significant and cannot be covered by current TVET initiatives.⁹ Currently, three quarters of Kenya's labour force is employed in the agricultural sector, in total contributing 24 % of GDP only.¹⁰ Moreover, agriculture heavily relies on a small cash crop-subsector, which is responsible for the export of relatively inexpensive products such as tea, corn, and fruit. Large groups of

¹ Kenya National Bureau of Statistics, Preliminary Census Report by Ministry of Planning (2010)

² UNDP, 2009, Human Development Report

³ The Fund for Peace, 2009, Failed States Index, 2007 – 2010 (prognosis)

⁴ Nairobi Peace Initiative Africa, 2009 - Review of challenges faced by Kenyan youth: peace agenda in Youth Development

⁵ Kenya Integrated Household Budget Survey, 2005/6

⁶ World Bank, 2008 – Kenya poverty and inequality assessment, vol. I: Synthesis Report, Box 2-3 - based on: Kenya National Bureau of Statistics (KNSB), 2007 – Fourth Participatory Poverty Assessment (PPA-IV)

⁷ Kenya Integrated Household Budget Survey (KIHBS), 2005/2006

⁸ Central Bureau of Statistics, Ministry of Planning & National Development, 2006

⁹ Ministry of Youth Affairs Strategic plan 2007-2012

¹⁰ World Bank, 2008 - Kenya Poverty and Inequality Assessment, Volume I Synthesis Report (June 2008)

Kenyans face rising food prices and increased food insecurity..¹¹ Other challenges are the limited access to financial credit and information.

Kenya is experiencing rapid deterioration of its environment due to deforestation, land erosion and encroachment by population growth (3%) and urbanization (5 %/yr). This seriously increases the risk that water shortages strangle the water-demanding economy and strain social peace.¹² The HIV epidemic in Kenya peaked in the late 1990s with an overall prevalence of over 14% in adults. Currently, HIV prevalence is estimated at 7.4% in the age group 15-49 years in 2007. There is a substantial gender disparity: among women prevalence is 8.8%. Incidence remains high: 132,000 adults affected and 34,000 new paediatric infections in 2007.¹³

II. Target group analysis

The target group of the WD-REK Alliance-program in four provinces comprises communities with marginalized children and youth, high HIV/AIDS prevalence, high unemployment, and considerable inequalities in income distribution. The majority of the target group lives in rural areas. *Nairobi Province: Nairobi West District/ Kibera slums*; Most of the more than one million residents are children and youth, migrated from other Kenyan regions and living without proper safety nets. Unemployment among youth stands at 42%.¹⁴ It is a big group of vulnerable youth with low self-esteem and no perspectives in life. Many of them are living in slums, with poor hygiene, illnesses, fights and insecurity.

Nyanza Province: Nyando District, Kisumu East District; In this rural area, household incomes are lowest of all provinces, while HIV/AIDS prevalence is the highest in Kenya. Youth unemployment is a major issue; the unemployment rate of youth versus adult is 5,46 against the Kenyan average of all provinces of 3,30.¹⁵ Many youth migrate to urban areas to find work and livelihood opportunities.

Eastern Province (southern part): Makueni District, Kitui District, Kibwezi District The province has the second highest life expectancy in the country, but poverty indicators are unfavourable. Almost 60 percent of adults have not completed primary education, only 15 percent of children are currently enrolled in secondary school. According to the district government, the main issues in this area are unemployment, increased number of orphans, increased number of school dropouts, child-headed families, child labour and child abuse and increasing HIV/AIDS infections.

Rift Valley: Wareng District, Naivasha District, Narok District, Samburu District, Turkana District, North Pokot District; This province is characterized by inequalities in income and land distribution and by inter-ethnic clashes. Wareng, Naivasha and Narok Districts have most severely suffered under the post-election violence of December 2007 in which frustrated and unemployed youth played a central role. Samburu, Turkana and North Pokot are arid and semi-arid areas (ASALs) where 90% of the population lives on its livestock products. Major problems in these districts are lack of water, lack of sanitary facilities in schools, low pupil enrolment rates as a consequence of the nomadic life pattern of pastoralists, and lack of access to markets for local produce.

Under the SPN subprogram, the target group of the WD-REK Alliance program comprises local partner organisations, like Africa Inland Church (AIC) and Sombe. More details about their profile can be found in paragraph III and V.

III. Problem analysis on macro, meso and micro level

Macro level: In 2008, the Kenyan government has stated that despite the achievements made in reviving economic growth, the country is still confronted with major developmental challenges: job creation is required to address the high unemployment of labour for an increasing number of youth leaving school; the large scale poverty; lack of business mentorship and coaching at all levels lacking Job and business services to boost business; high inequality in income distribution; gender inequity; considerable regional disparities in development including quality education; low enrolment and high drop out rates; physical insecurity; food insecurity; and others.¹⁶ It is noted that this 'wish list' signals imbalance or disparity between provinces and districts, towns and countryside, women and men and between social groups as a challenge for government. For the government, fighting imbalances and disparities in access to economic progress and social services is the key to domestic peace and stability as the preconditions for structural development. However GOK lacks the finances and manpower to act upon this 'wish list'. Looking more specifically at education, the government

¹¹ World Bank, 2008 - Kenya Poverty and Inequality Assessment, Volume I Synthesis Report (June 2008)

¹² Water Sector Strategic Plan (WSSP) 2009-2014, April 2010

¹³ 11KAIS 2007 - Kenya AIDS Indicator Survey, Preliminary Report, National AIDS and STI Program

¹⁴ World Bank, 2008 - Kenya Poverty and Inequality Assessment, Volume I Synthesis Report (June 2008)

¹⁵ World Bank, 2008 - Kenya Poverty and Inequality Assessment, Volume I Synthesis Report (June 2008)

¹⁶ Kenya Ministry of State for Planning, National Development and Vision 2030; First Medium Term Plan 2008-2012 (2008)

aims to provide inclusive and quality education that is accessible and to all Kenyans. Currently, the government pays for teachers and school supplies in primary education. Literacy rate is 85.1% of the total population.¹⁷ In Kenya overall enrolment rate is 93 % - lowest in North Eastern Province (57 %) and highest in Central Province (99%).¹⁸ Out of the 8,83 million children in primary school only 1,51 million proceed to secondary school, either because the number of secondary schools falls short or because school fees are too high. Kenya is faced with regional and gender disparities in access to education, especially at primary level.

Meso level:¹⁹ Although *Nairobi Province* is highly urbanized and hosts more than 2/3 of enterprises in Kenya, the province accounts for 44% of formal employment. It is also faces massive inequalities in income and wealth distribution. Unemployment among youth (aged 15 to 24 years) stands at 42%. About 90 % of land in *Nyanza province* has high agricultural potential, but high population density and fertility rates imply that average plot size is small and declining. Youth unemployment is a major issue. Nyanza has alarming health problems with the highest HIV/AIDS prevalence rate of all provinces, coupled with endemic malaria and water-borne diseases. *Eastern Province* is the least urbanised province: only 6 % of the people live in urban areas. More than half of the population falls below the poverty line. The region suffers regularly from drought and food insecurity. Most of the land in the Province is low potential, though there is some arable land. The *Rift Valley province* is large and very diverse in terms of landscapes and ethnic groups. The province has a highly unequal distribution of income and land. Inter-ethnic clashes and land conflicts are frequent. Alternative agricultural production and marketable skills need to be developed to reduce pressure. The northern and southern districts are unproductive for (cash) crops and used as pastures. Lack of quality education facilities, and water/sanitation in schools are a major problem.²⁰ Waterpoints are far and often rivers and pools are used.

Micro level: At this level, the target group of children and youth can be further specified into three sub-groups: vulnerable youth among the *slum dwellers* in the urban area of Nairobi, among the *pastoralists* in the ASALs and in the *other rural and semi-urban* target areas. These subgroups have common problems and some specific threats. The majority of the targeted children and youth have a background of broken families. Poverty, diseases, conflicts and cultural norms are the causes. Many children and youth live with one parent or are sent to live with family members who see care for these children and youth often as a burden. Due to poverty, limited opportunities for jobs and low quality education in the rural areas, roughly half of the adolescents and many children migrate from rural areas into Nairobi and other cities, where they often end up in the slums. Lack of finances, guidance and coaching makes it hard for them to maintain a decent livelihood. Those who stay in the rural areas are hindered to attend school, as domestic tasks are many. School is often far from home and lacks basic facilities and sufficient teachers. Children and youth in the ASALs are absorbed in the nomadic lifestyles of the tribes in the districts, facing retrogressive cultural practices such as female genital mutilation (FGM) and early marriages, cattle rustling and insecurity.

At partner level, capacity of implementing partners in Kenya is an issue. In the recent past, among others through evaluations, it became clear that capacity needs to be strengthened for networking, policy influencing, project cycle management, and content issues (e.g. quality of education in ASALs, rural approaches in TVET JBS, establishing Job and Business Services, and microenterprise development).

IV. Background analysis

The factors behind the persistence and/or resolution of problems described are threefold.

The first factor: poor leadership in and for the country lies behind a variety of aspects and dimensions of today's problems in Kenya: failure to execute overall government strategy and sector plans in society, explosive birth rates, youth unemployment and highly insecure livelihoods. One aspect of neglect is the exploitation of Kenya's means of production for the world market. Another aspect is that the capitalized surplus has 'merely' added to the wealth of the elites. Although effects on those living in poverty are limited, development of roads, transport and banking industry and job creation do take place. *Highly unequal access to resources* among groups in civil society is a second factor, in combination with weak rule of law (bribe, blackmail, greed). A third factor are the *effects of climate change*, which are intensified by continuous exploitation of Kenya's natural

¹⁷ Literacy rate = the percentage of the population as of age 15 who is able to read and write

¹⁸ Central Bureau of Statistics, Ministry of Planning & National Development, 2006

¹⁹ World Bank, 2008 - Kenya Poverty and Inequality Assessment, Volume I Synthesis Report (June 2008)

²⁰ *Ibid.*, p. 179

resources. Climate change will lead to further erosion of soils, reduced food production and frequent floods and droughts.

SWOT analysis of Civil Society in Kenya

Strengths:

- Strong network of contacts in different sectors; a large variety of capable organizations and sector experts
- Respected and recognized by the communities for bridging gaps between the government, private sector and citizens
- Stakeholders in CS are keen on change and progressive development and have
- a good knowledge of local context, problems and relevant solutions

Weaknesses:

- High donor dependency of CSOs.
- Donor driven programs, often miss connection, relevance and community participation
- Pressure by political leaders for private (political) purposes and programs on CSOs and communities may be high
- Insufficient management skills in organizations (government and CSOs) and programs results in low transparency, accountability and effectiveness and insufficient rural decentralization of services

Opportunities:

- All sectors are well represented by CSOs at all levels and have links with local and international structures, which potentially makes up a platform for coordination and action on behalf of local groups
- Kenya's central position in the East-African community can be favorable for economic development

Threats:

- Volatile political environment creates tension and hampers socio-economic development and social change.
- High dependency on aid leads to loss of own initiative, self-esteem and dignity.
- Climate change effects combined with delay in taking urgent measures to reverse manmade degradation of natural resources - probably leading to disastrous effects on water availability, health and domestic food supply, further deepening turmoil and crisis.

In the face of the current situation, the *role of Southern CSOs* is to counteract processes of fading cohesion in local civil society. Based on trust and respect by the communities, CSOs are well placed to help enlarge access to basic education, and to empower and transform vulnerable youth and households in both rural and urban settings. The WD-REK Alliance has selected its partners based on knowledge of the context, acceptance by and good relationships with the communities but also the background of the partner (faith-based, child centred), the degree of access in parts of the country, the organisations' implementation capacity of sustainable programs as well as the participatory level of the community in program implementation. In addition, disposal of a multi-faceted and active network of contacts at micro, meso and macro level is an important asset for success in policy influencing. The main partners in Kenya are Africa Inland Church and Sombe.

V. Multi-Actor Analysis

Government: The WD-REK Alliance's program in Kenya contributes to the realization of the government's policy focus on '**Quality Education and Training for Development**' through education, TVET and JBS in rural areas (Strategic plan, Vision 2030 and the Kenya Education Sector Support Programme (KESSP)). For *education*, important aspects are to reach the 'Education For All' (EFA) goals by 2015; among other things this implies the construction and renovation of physical facilities, and the equipment in public learning institutions in disadvantaged areas such as ASALs. The **added value of the education subprogram** is its contribution to construction and renovation of government school buildings and facilities (water & sanitation) in ASALs, characterized by low enrolment, esp. of girls (Rift Valley - Samburu and North Pokot Districts).

For TVET-JBS, the KESSP intends to: develop a national training strategy for TVET and ensure that TVET institutions are appropriately funded and equipped and to achieve 50 % improvement by 2010. Agricultural extension aimed at both production growth and realization of environmental preconditions is another focus of the government. The **added value of the TVET-JBS subprogram** is its contribution to the increase of the number and reinforcement of the quality of TVET centres, as well as a better connection of the curriculum with the market. Mentorship and coaching of youth to start up businesses in view of growth of the job market is

one of the key aspects. Over the years, the WD-REK alliance has worked on improvement in TVET, JBS and Education. The program continues to address the government's priorities, including business development in agriculture.

UN agencies and other donors: The International Development agencies such as UNDP, Japanese Government Aid Agency (JICA), UNICEF, UNFPA and DFID are all active in TVET and support GOKs' efforts to implement their strategic plan 2007 – 2012, linked to Vision 2030. Moreover, the World Bank has been instrumental in supporting many government initiatives aimed at youth empowerment and training and particularly the '*Jobs for Youth initiative*'. In Education, UN agencies have invested in improvement of quality education and water and sanitation. The Alliance and its local partners participate in these initiatives in order to be complementary to the government programs. It furthermore participates in strategic meetings with Ministries and UNDP. WFP and the Ministry of Education are providing school feeding programs through one of the Alliance partners. The **Alliance adds value** to these interventions, leveraging our partners' existing relationship with local communities to deliver services, build capacities and strengthen advocacy initiatives.

Other NGOs: The Alliance members are all involved in networks in order to avoid overlap and duplication of development efforts in a target area and to share lessons learned. Some of the networks are with Dutch agencies working in Nyanza Province and in adjacent sectors: ICS, Terre Des Hommes, SOS Children's Villages and SNV on rights-based programming for children. Others are Kenya Youth Business Trust, MFI institutions such as Jamii Bora, Nairobi's and there are other networks with Youth and child organizations, like ANPPCAN (African Network for the Prevention and Protection of Children against Abuse and Neglect), Child Life Kenya and Kenya Youth Empowerment and Employment Initiative. With the Schokland Learn4Work program NGOs working in TVET have come together at national level to collaborate in the TVET-JBS sector. The Alliance members actively participate in these networks and stand out as organizations that have strong links with grass root level civil society and leadership but also strong connections with the government for lobbying. For example, AIC 's leader and protégé at national level is former president Moi and this opens many doors for policy influencing.

Dutch government: After a period of poor governance and subsequent economic decline in the 1990s, the Netherlands slowly resumed bilateral development cooperation in 2002. Today, Kenya is among the profile 1 countries. The Dutch program focuses on good governance, private sector development, socio-economic development and the environment. The Alliance is complementary in the themes related to the MDGs (including environment). Good governance is supported by partners' activities on child protection and human rights. The link to the private sector will be made on the agricultural production side through TVET- JBS. The Alliance partners are in touch with the Embassy of the Kingdom of The Netherlands (EKN) to strengthen collaboration with the EKN. The WD-REK Alliance will coordinate its education and TVET programs in Kenya with other Dutch alliances (see chapter 8 for details).

VI. Tailor-made program

Looking at the Kenyan context as a Profile I country, most logical focal point in the programs seems to be the opportunities in the market. However, as analyzed, presently one can wonder if Kenya is a rather stable Profile I country, or a country on the edge of fragility. Nevertheless, in different regions in the country there are still good opportunities to link the education and TVET-JBS subprograms to the private sector and the job market . This is done among others through input of the private sector in the design of curricula and networking with the private sector. From this demand driven TVET-JBS, the programs link also to formal education, for instance by creating interaction between formal education and TVET-JBS or by adjusting the entrance level of TVET-JBS to the level/skills/competence of formal education graduates by cooperation with the government. Given the specific expertise of our partners in Kenya the choice is made not to implement AD and ED subprograms, but to focus on education and TVET-JBS. Links with other organisations will be established in this regard. The SPN subprogram strengthens partners' capacities to implement the other two subprograms. For the period 2011-2015 the financial volume of the WD-REK Alliance program for Kenya will be in the order of € 1.100.000 per year.

Subprogram Education

As stated earlier, the enrolment in schools in ASAL areas is challenged by culture, poor facilities and quality. The main objective of the WD-REK Alliance program for education is increased access to education, especially for girls, in targeted ASAL areas, mentioned earlier. This is partially realised by improved access to water and sanitation and improved sanitary conditions in public schools. Partners, in consultation with local government, will pay attention to improved quality of present government schools a.o. by means of teacher training. Policy

influencing techniques will be used to help reinforce the voice of the communities in order to help them to make themselves heard and to lobby for access to and quality of services at all levels in society.

The link between the education and TVET-JBS subprograms is that TVET-JBS provides opportunities for youth who could not finalize primary or secondary education and dropped out, and for children and youth with academic performance below average.

Subprogram TVET-JBS

The main focus of the WD-REK Alliance in Kenya is on TVET-JBS. The objective of the TVET / JBS program is to empower and transform vulnerable youth and households, through provision of market oriented TVET and provision of JBS. In the rural TVET-JBS program the Alliance will strengthen producer groups in agricultural production and business development, by delivering relevant rural skills trainings. Moreover, graduates are coached in accessing the labor market. The Job and Business Services, use of business incubators, linkages with existing MFIs (such as Jamii Bora) and local business communities will be exploited as well as capacity enhancement of stakeholders and training for selected caretakers/guardians. Other activities are focused on transformation of marginalized youth into responsible skilled and productive entrepreneurs. A system of community based business-mentoring (through SOMBE) helps to achieve this objective. Part of the program is to advocate for (sufficient supply of) market oriented vocational training, availability of job and business services, improvement of effectiveness of service provision by parents/care takers and communities, strengthening leadership, etc.

In all programs HIV/AIDS, gender and human rights Interventions as well as Peace and Reconciliation and environmental care are integrated as cross-cutting issues..

Subprogram SPN: In the SPN sub program capacity of implementing partners in Kenya will be strengthened on networking, policy influencing, Planning, Monitoring, Evaluation and Learning (PMEL), and content issues (e.g. quality of education in ASAL’s, rural approaches in TVET JBS, establishing Job and Business Services). Partners receive ongoing training in management of programs. By exchange visits, trainings and conferences the partners are exposed and strengthened in all the areas mentioned.

SWOT analysis WD-REK supported (planned) programs in Kenya: Education, TVET-JBS and strengthening partner network (SPN)	
Strengths	Weaknesses
<ul style="list-style-type: none"> - Partners have good local knowledge on community approach and have gained trust - Strong focus on capacity building - Experience and sector experts are available - Partner have good connections at macro, meso and micro level for effective networking and policy influencing. 	<ul style="list-style-type: none"> - Rural techniques on TVET-JBS are poorly developed as of yet - Innovative ideas in the programs have not yet been tested - Still a lot of lessons to be learned on quality improvement of education in ASAL areas - Mindset of donor dependency among target groups complicates full ownership of programs
Opportunities	Threats
<ul style="list-style-type: none"> - Existence of political will + community preparedness to work on the program suggested in view of raising living conditions and standards - Favourable policies for development and strategic plans of the government in place. - Availability of networks and alliances in sectors and thematic domain where experienced and learned lessons can be shared. - Cooperation with locally well-embedded partners enhances impact in rural and urban areas 	<ul style="list-style-type: none"> - Insecurity is significant in certain areas of operation, related to culture and/or scarce resources - Cultural practices and beliefs can hinder both the pace of implementation and the impact of the program - Effects of climate change, especially in ASALs - HIV/AIDS prevalence rates - Referendum on the constitution in 2010 + the International Crime Court investigations - Civil turmoil/crisis resulting from political transition in 2012.

2.12 CONTEXTUAL ANALYSIS NICARAGUA

I. Introduction

This contextual analysis is a joint effort of the WD-REK Alliance and its Southern partners. Contextual information was derived from various external sources (see footnotes), from strategic multi-annual plans of partners and field visit reports. This information was analysed and strategic programmatic choices were jointly made on global and regional partner conferences during 2009 and 2010. Draft and final versions were discussed and validated with partners. In Nicaragua the WD-REK Alliance will support and strengthen its partners and other relevant actors in effective and sustainable implementation of the following subprograms: 1) Education, 2) TVET-JBS, 3) Agribusiness Development, 4) Enterprise Development and 5) Strengthening of Partner Networks (SPN). The implementing partners of this program are PAC and INDEF. Nicaragua is a Profile I country.

Decades of ruling by a few elite families in Nicaragua led to the Sandinista revolution in 1979. A US-backed counter-revolution meant a period of civil conflict and instability. Though the period of conflict did come to an end in the 90's, the continuous polarization between liberal and socialist ideologies makes it difficult to set long-term socio-economic policies. One moment policies are set to protect the economy's productive sectors, with favorable tax rules for privileged groups, outweighing the fiscal resources for social protection.¹ And the next moment policies are turned around almost 180° to be pro-poor. This happened when President Ortega came into power in 2008. To ensure pro-poor distribution especially the financial sector is controlled, leading to a deterioration of the investment climate and the micro-finance sector. Taking also into account the role of corruption (Nicaragua being 130th out of 180 countries on the Corruption Perceptions Index 2009²), a situation is created where in 20 years poverty has not been reduced. In response Nicaragua now has the new National Development Plan, which is aligned with the PRSP 2009-2011.³

Civil war, political unrest and natural disasters have left Nicaragua (though it did classify for HIPC accounting for almost 75% debt reduction) the second poorest nation in the Western Hemisphere after Haiti. The global financial crisis has added to the negative impact on the macro-aggregates and has slowed down the economy. (GDP growth rate 2007: 3.2% and in 2009: 1.5%). Nearly 60% of exports are in textiles and apparel, largely due to comparative advantage in low minimum wage.⁴ A rough GDP composition by sector provides the following picture; agriculture (17,8%), industry (25,8%) and services (56,5%). The labor force composition is agriculture (29%), industry (19%) and services (52%). The GDP growth figures are related to the economic recovery of the United States, which is the main export market (nearly 30% of exports) and increased remittances (more than 13% of GDP).⁵

Nicaragua has seen an increase in poverty, despite (inter-)national efforts. Around 50% of the population lives below the poverty line, with 1 out of 5 in extreme poverty. Poverty is transmitted through generations, due to insufficient education systems (illiteracy has been increasing in the past 16 years) and health and potable water systems, struggles for land titles and ownership and an overall weakness and lack of transparency of state institutions. There is a huge inequality in income distribution. Though differences are not the highest in the region, a survey done at national level in 2005, shows the wealthiest 20% of the population account for 47.2% of total household consumption, while the poorest 20% account for 6% of total household consumption. For income distribution this is even higher, the income ratio rich/poor being 24:1.⁶

II. Target group analysis

Education and TVET-JBS subprograms

The target group is mainly located in the remote rural area of La Paz Centro and the urban areas of Managua, Masaya and Tipitapa. La Paz Centro is one of the areas which was hit by hurricane Mitch in 1999. Studies done by INDEF give the following characteristics of the rural areas: Average daily income +/- \$1,60, average family size: 5, type of housing: Block/brick (68%), Wood (7%), Rubble (25%), with an average of 1 bedroom, leading often to forced sexual relationships. Only 38% has land-ownership. Main economic activities are agriculture, livestock, brick production, salt production and trade. Unemployment is quite high. The target group in urban areas has the following characteristics: many broken families, increasing (gang) violence and drug-use/trafficking, prostitution, (psychological) abuse (most TVET Beauty course students have experienced sexual abuse and domestic violence) and (financial) irresponsibility. Children and youngsters without possibilities of education (e.g. due to financial constraints) hang out on the streets

¹ PRSP Nicaragua May 2010

² http://www.transparency.org/policy_research/surveys_indices/cpi/2009/cpi_2009_table

³ <http://www.imf.org/external/pubs/ft/scr/2010/cr10108.pdf>

⁴ <https://www.cia.gov/library/publications/the-world-factbook/geos/nu.html>

⁵ <http://www.worldbank.org> - Country Brief Nicaragua

⁶ PRSP Nicaragua May 2010

idly. The average income is \$2,30, and average family size is 7 members. Around 70% of INDEF's urban target group lives in houses of rubble.

Subprograms AD and ED

The target group of the AD and ED subprograms is slightly different and consists of different economic actors in a range of value chains in the Center North (dep. of Matagalpa, Jinotega), Segovias (Madriz, Estelí, Nuevo Segovia) and South East (dep. de RAAS, y Río San Juan). The AD program will also be implemented in La Paz Centro. There are the *smallholder producers* producing for a regional/national or export market. Depending on the agro-ecological zones and production capacity of the farmers, they normally grow 2 to 3 different crops, of which the majority are cash crops (maize, beans, coffee, roots and tubers, cocoa). Food security is not a problem for the majority of the ED target group, which is different for the AD target group, *Micro-, Small- and Medium Enterprises (MSME)* are the second group, offering technical assistance, inputs, technology and transport services for the development of value chains. These enterprises have started as self-employment and are slowly formalizing, hiring an average of three paid employees, growing along with expansion of rural economic activities. The third group are the *SME* involved in agro-processing, trade and export. The AD program will include a focus on farmer groups and private service providers in the less developed and higher risk value chains, like vegetables and the agricultural sector in the western region.

Strengthening partner networks

The target group of this sub-program consists of all partner organisations mentioned in the background analysis.

III. Problem analysis on macro/meso/micro-level

At macro level: Being the country with the second lowest level of Education in Central America, Education is top priority for Nicaragua. Both *access* and *quality* are low compared to other Latin American countries regardless of constitutional reform. The Education system is marked by insufficient coverage, poor quality, little accountability and an insufficient budget.⁷ Less than 14% of students grade 3-6 are proficient in their curriculum, reflecting an overall quality deficiency of the system. This percentage is even lower in rural areas⁸. Relevant TVET as a means to bridge the gap between a un- or low-skilled labor force and the labor market is still largely lacking. In rural areas, *access* to TVET is low. In urban areas *access* is better, but *quality* and *relevance* are low. Many small private non-regulated institutions offer courses, hardly recognized by the formal private sector, due to doubtful quality and relevance, making access to the formal labor market very difficult.

Related to the AD and ED subprograms, Nicaragua has taken advantage of the Dominican Republic-Central America Free Trade Agreement increasing its value in export from US\$ 866,000,000 in 2005 up to US\$ 1,489,000,000 in 2008.⁹ This increase in export is partly due to the increase of sectors which are traditionally managed either by foreign companies, or by the few rich families in the country, (e.g. gold and peanuts). However, the increasing value of export is also due to other products like meat, milk and coffee, crops partly produced by MSMEs.¹⁰ So there are opportunities for MSMEs in the productive sector to link to export increase. The difficulty is that access to financial services is not sufficient and the technological level of the agricultural sector is underdeveloped. Labour costs are the lowest of the region, with a low skilled labour force in rural areas, which does not stimulate industrialization nor investment in machinery. According to an enterprise survey of IFC¹¹, one of the major problems is political instability and changing legislation, making investments more risky.

At meso level: The pupil-teacher ratio is the highest of Latin America (both primary and secondary) along with a low qualified teacher workforce, which especially affects the targeted neighborhoods. Late enrollment, high dropout rates, and high repetition rates altogether are preventing the completion of primary/secondary Education. This is very much related to lower quality Education at schools in rural areas and urban marginal areas.

There is insufficient relevant TVET and therefore the link to the formal market is weak, especially in rural areas. Due to the fact that good TVET in the urban areas is a private business, access for the poor is low, leading to a large group of unskilled or low skilled workers. For AD and ED, MSMEs are facing a number of problems in entering mainstream economic activities. The agricultural sector which depends on climate is a much riskier sector than for example industry or services. Taking into account that the credit facilities in the country are limited, financial institutions are relatively reluctant to lend to productive activities in rural areas. Added to this the world-wide recession and the

⁷ <http://www.thedialogue.org/PublicationFiles/RC%20Nicaragua%202004-final.pdf>

⁸ <http://www->

wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/07/08/000333038_20080708004519/Rendered/PDF/397360ESW0vol110gray0cover01PUBLIC1.pdf

⁹ http://www.bcn.gob.ni/estadisticas/economicas_anuales/principales_indicadores_macroeconomicos/indicadores/NIC_1.xl

¹⁰ http://www.bcn.gob.ni/estadisticas/economicas_anuales/nicaragua_en_cifras/2009/Nicaragua_en_cifras_2009.pdf

¹¹ <http://www.enterprisesurveys.org/documents/EnterpriseSurveys/Reports/nicaragua.pdf>

related decrease in food demand, means financial institutions (FI) have increased credit requirements and decreased their loan portfolio.

At micro level: Lack of motivation (a lot of unemployed youth hanging around in barrios), financial constraints, family problems, child-care responsibilities and pregnancy are important factors explaining low attendance in schools¹². Also instability in choices by young people in TVET and lack of (social) skills and negative attitudes towards work, related to violence and drug-use, are problems.

The micro problems related to AD and ED are that financial costs for FI have increased. This means more costly lending from international financial resource providers. Also the set-up of a government owned development bank and a “non-payment movement”¹³ create a difficult situation. The low outreach of financial institutions makes access for rural MSMEs even more difficult. Many MSMEs have no or not properly registered land titles, thus not complying with FI requirements. Access to the market is limited due to weak organization of smallholders and therefore lack of volume to negotiate. Communication, needed for smooth trading of products, is insufficiently developed in rural areas and market information is not easily available. Taxes for enterprises are relatively high¹⁴, which could increase under the current administration. This, together with the export costs, which are high compared to neighbouring countries due to the fact that Nicaragua does not have a competitive port at the Caribbean coast, makes Nicaraguan MSMEs less competitive on the international market.

The partner organizations involved in the implementation of the subprograms, face the following challenges, which will be addressed in SPN program: weaknesses in planning, monitoring, evaluation and learning (PMEL), more outward focus towards other organizations and policy influencing. Also fundraising capacity and donor diversification are important issues to work on.

IV. Background analysis

The SWOT analysis below mentions various social, economic and political factors and the role of civil society in relation to problems mentioned above. While the opportunities and threats refer to external factors, helping to solve or perpetuating the problems mentioned above, the strengths and weaknesses provide insight in the civil society capacity to manage these problems.

Strengths

- Cooperation between public institutions and civil society in Education is quite good, not only at a local level, but also at Ministry level, which has had some positive effects in terms of increased enrolment, gender equality, better infrastructure and parent-teacher involvement.
- Embeddedness of civil society actors at community level and mutual trust allow for a strong link between the reality of the poverty situation and ‘outside’ opportunities.

Weaknesses

- Improved quality of education and TVET is insufficiently demanded by local communities and organizations, related to low expectations, and discouragement because of government failure and corruption.
- Insufficient regulation by government and self-regulation by civil society in terms of quality standards leads to mushrooming of small private institutions that provide low-quality education and TVET.
- There is relatively small SME sector, especially in agri-business and –processing, including low technology development and low organization grade, especially in non-traditional products.
- Weak coordination regarding development implementation methodologies among development actors, including CSOs.

Opportunities

- Government policies and departments in Education and TVET provide openings for contribution from, and cooperation with civil society actors in areas of quality improvement and increased access.
- Economic incentives, such as earning 10% higher income per additional year of schooling received, encourage collaboration between the private sector, involved NGOs and the government to ensure relevance of education/TVET for the labour market.

¹² http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/07/08/000333038_20080708004519/Rendered/PDF/397360ESW0vol110gray0cover01PUBLIC1.pdf

¹³ This movement consists of politically oriented farmers who have large debts, related to mismanagement, who are trying to join together to not repay their debts.

¹⁴ www.doingbusiness.org

Threats

- Continuous polarization between liberals and socialists and continuing economic inequality discourage cooperation between public and private actors, which in turn affects quality, transparency and corruption, and investment opportunities.
- Failures in the decentralization process, leading to corruption and lack of capacity of lower administrative levels and hampering civic participation on those levels.
- Increasing pressure of the non-payment movement, government policies and global crisis could have serious effects on the access to finance for the target group.

The SWOT and preceding analyses give insight in the choice of the Alliance for certain partners in Nicaragua:

- INDEF can be characterized as a partner with a strong integrated approach, experience in education/TVET, and embeddedness in local reality;
- PAC is well-equipped with agricultural and economical expertise and has long term experience in value chain development in several sectors, playing a key role in linking different economic actors.

V. Multi-actor analysis

At the **national level**, with regard to Education and TVET-JBS the PRSP and National Policy Plan 'Políticas Educativas 07-11' focus on: *access* and *quality* of Education/TVET, increased parent participation, value development of students. The multi-donor program led by Denmark and Canada supports education (PROASE) and is executed by the Ministry of Education (MINED). The Netherlands intends to contribute 34 million (2008-11) through the Canadian Organization for International Development (CIDA). Till 2011 the World Bank has a separate "(Third) basic Education project". Japan remains the largest donor, focussing on education and training, health and agricultural production, while Switzerland works closely with INATEC – the Ministry for TVET. The European Commission and several other donors have frozen their support to Nicaragua related to fraud in the 2008 elections. This includes the General Budget Support of The Netherlands.

At a more **local level**, the *Gabinetes de Poder Cuidado* (GPC) play an important role in the participation of local communities in policy making as well as in the implementation of government projects. The **added value of INDEF** is its embeddedness in communities, working bottom-up in connection with the GPCs, while simultaneously contributing to government efforts through constant interaction. In the rural area of La Paz Centro, INDEF cooperates closely with the local government and GPCs in the formulation of the Education Plan 2012-2021. Within the TVET program INDEF collaborates with INATEC, through a signed MoU, to improve the national curriculum for some technical courses. Regular exchange also takes place with MITRAB – Ministry for Labour - to advocate for the improvement of the fair labour policy.

Concerning Agribusiness Development (AD) and Enterprise Development (ED) , the National Plan for Human Development (PNDH) focuses on access to productive means for smallholders in the agricultural sector, mostly facilitated by government intervention. This is to improve the productive capacity of the country in order to reach food sovereignty. Relatively little attention is paid to the economic sectors of industry, energy, fishing and services. The government makes a distinction in its PNDH between productive MSMEs and the private sector (the big enterprises classically united in COSEP, the Superior Counsel of Private Enterprises). Propemce is a DFID and Finnish Government financed program for existing value chain development.

The Embassy of the Kingdom of The Netherlands (EKN)¹⁵ has adopted an approach to support several value chains that contribute to production, export, job creation and economic development, mainly in the sectors of coffee, wood and furniture and tourism. The strategy is mainly focused on improving the enabling environment by assisting government institutes that are involved in SME development. Together with the Institute for the SME (INPYME), there is a voucher scheme for Business Development Services (BDS) for SMEs. The embassy promotes the use of Dutch programs and tools for enterprise development, such as PSI and PUM.

In the AD and ED sectors ICCO works on value chain development and financial services in the North Western and RAAN regions. HIVOS focuses on the microfinance sector at national level. A joint statement between MFS organizations has been developed (see chapter 8 for details), ensuring that organizations work complementary and do not overlap in their programs. With HIVOS there is no overlap since they work at a national level, while the WD-REK sub-program has a regional focus. With ICCO there is complementarity in the Western zone and no geographical overlap in rest of the country.

In the private sector, there are several actors involved in business development and financing including Bayer CSR-program, Atlantic SA (part of ECOM Group), Oikocredit and several banks and MFIs.

¹⁵ In Dutch: http://www.embajadaholanda-nic.com/nl/os_handelsketens.htm

The added value of PAC in this setting is its extensive experience in chain organization, BDS and in providing financial services and facilitation between the private sector parties such as Atlantic SA and rural farmer organizations. PAC simultaneously connects and cooperates with bilateral donor efforts such as the BDS voucher scheme of EKN.

VI. Tailor-made programmes

Looking at the Nicaraguan local context as a Profile I country, one has to recognize the special situation in Nicaragua. Although the country is the second poorest in the region (after Haiti), its closeness to the USA, creates opportunities, also for the agricultural sector. That is why the focal point in the programs are the opportunities in the market, because using these opportunities can make the difference. As mentioned in the context analysis, the success heavily depends on the ruling political regime.

The demand in and relevance for the market are the entry point to link TVET-JBS to job opportunities. This is done among others through input of the private (agricultural) sector in the design of curricula and networking with the (agricultural) private sector. From this, demand driven TVET-JBS the programs link also to formal education, for instance by creating interaction between formal education and TVET-JBS or by adjusting the entrance level of TVET-JBS to the level/skills/competence of formal education graduates by cooperation with the government. In this way the subprograms presented here aim at linking education and skills training with work and entrepreneurship. The education and TVET-JBS subprograms enhance people's knowledge, skills and therefore employability, while the AD and ED subprograms create opportunities for finding a job or starting a business. The SPN subprogram strengthens partners' capacities to implement the other four subprograms. For the period 2011-2015 the financial volume of the WD-REK Alliance program for Nicaragua will be in the order of € 1.000.000 per year.

Subprogram Education

The Education component will focus on the collaboration with the public education system to improve the quality of pre-school, primary and secondary Education via Education clubs and using ICT within the Education program. Additionally collaboration will take place with the social basis in communities as counterpart in awareness raising of government responsibility in Education. Quality improvement will be monitored by the development of an "Education/TVET quality quick scan", which looks at improving curricula, didactics and pedagogical approaches. Furthermore, a focus will be on training of teachers, school leaders and school staff as well as continuation of the program *Padres y Hijos* to increase parent involvement.

Subprogram TVET-JBS

The TVET-JBS component will focus on expansion of its relevant and certified courses, while continuing its collaboration with the government in advocating for curriculum improvement and fair labour conditions. Special attention will be given to increase access for youngsters in rural areas by developing an on-line academy. Through a holistic and integrated approach, the connection between Education and the labour market will be strengthened, while increasing opportunities for students in access to the labour market. This is done also by promoting "life/attitude-skills" and internships. Financial sustainability will be increased by providing TVET and JBS to external parties who pay for those services. Special attention will be given to the position of TVET / JBS in relation to the agricultural sector.

Subprogram Agribusiness Development (AD) and Enterprise development (ED)

The AD and ED subprograms will focus on the extension of financial assistance to potential (new) value chains, incorporating varying and innovative financial solutions such as in chain financing. Higher risk value chains in agriculture will be spear-headed within the AD subprogram. Institutional development will be used to strengthen the chain organization strategy of the partner organization. The quality of BDS for SME will be an additional focus. The current institutional knowledge will be taken advantage of for implementation of AD in zones with less agricultural potential.

Subprogram SPN

The SPN sub-program focuses on enhancing capacities of partners and other relevant actors in the above mentioned subprograms to act as a change agent in their respective environments. This is done on national as well as local level, and contains elements of skills training, exchange visits and coaching of staff, as well as support in strengthening civil society and/or the set-up of relevant networks or reviving existing ones. In Nicaragua this program will focus on strengthening PMEL, strengthening the outward focus of organizations, policy influencing and fundraising capacities of partner organizations. Part of this program will be realized through the Caribbean and Latin America Regional Alliance, set up in 2009 with other WD-REK partners, within which knowledge and capacities on these issues will be shared.

SWOT analysis W&D-REK supported program in Nicaragua: Education, TVET-JBS, AD, ED and SPN	
Strengths	Weaknesses
<ul style="list-style-type: none"> - Education program has strong holistic community focus and involvement combined with close cooperation with government, focused on quality. - TVET-JBS program is strongly linked to education and has an integrated chain of work: selection, TVET, internship, labour market connection. - Partner organization has extensive experience in value chain development with capacity to implement AD in new zones and Financial Services which are apt for productive activities to reach out into remote areas. 	<ul style="list-style-type: none"> - Parent involvement remains difficult and the challenge will be to learn from tools/methods of other WD-REK partners as well as local education organizations. - Lack of experience in new focus on 'gang youth' in TVET program, though it is necessary in the context. Knowledge/information exchange with experts will be key. - Current BDS quite general, need for more sector specific BDS through institutional development of partner organization.
Opportunities	Threats
<ul style="list-style-type: none"> - Close ties with local government and community allows for policy influencing on quality of education and TVET. - Use of technology to promote innovation, access and quality TVET for rural areas. - Using DR-CAFTA and EU association agreement to increase possibilities for farmers and value chains and further cooperation with EKN voucher scheme in order to improve BDS for SME. - Implementation of AD program to develop higher risk value chains in poor areas. 	<ul style="list-style-type: none"> - Socio-political situation may directly influence market opportunities and hence programme activities. - Partners' capacity to induce new development initiatives depends on performance of financial services department within organization.

2.13 CONTEXTUAL ANALYSIS PHILIPPINES

I. Introduction

In the Philippines the WD-REK Alliance will support and strengthen its partners and other relevant actors in effective and sustainable implementation of the following subprograms: 1) education, 2) technical vocational education and training and job and business services (TVET-JBS), 3) agribusiness development (AD), 4) enterprise development (ED) and 5) Strengthening of partner network (SPN). This contextual analysis is a joint effort of the WD-REK Alliance and its Southern partners. Contextual information was derived from various external sources (the main of which are referred to in footnotes), from strategic multi-annual plans of partners and from field visit reports. This information was analyzed and strategic programmatic choices were jointly made on global and regional partner conferences, in Nairobi, Apeldoorn, Bangkok and Putten in 2009 and 2010. Draft and final versions were discussed and validated with partners. Philippines is a profile III country.

The Philippines is ranked a middle income country, with a GDP per capita of US\$ 1,890.¹ The service sector contributes to >50% of the GDP, the industry sector is second contributor with about 40%, both is concentrated around metropolitan Manila. About 10% comes from the agriculture sector. Characteristic for the economy is the high number of overseas workers: an estimated 10 million Filipinos, 8% of the population, work abroad. A substantial number of workers found well-paid jobs, creating a significant flow of remittances: 11% of the GDP in 2008. At the same time it creates a dearth of skilled labour for national industries. Within the country, the service sector absorbs about half of the labour power, the agriculture sector about 35% and the industry 15%. The relatively small trade sector (export-to-GDP ratio is 30%, the country is less reliant on external trade than some other economies in Southeast Asia). The large amount of remittances helped cushion the economy from the current global financial crisis. The biggest challenge for the economy is its unequal distribution of income: 25% of the population lives under the poverty line of 1US\$ a day and more than half of the economy is controlled by only 10% of the population.²

A relatively stable and fairly efficient civil service system is found and provisions in the law provide opportunities for civil society to be involved on (policy) decision making levels. Yet, instability is latent under the surface. There are instances of abuses with regard to human rights, committed by the police forces. Corruption is found, the country ranks 2,4 on the Corruption Perception index.³ Also insurgencies from Communist and Muslim extremists have worsened in recent years and violence occurred during the last elections: in May 2008 with 120 reported death and in May 2010 35 reported death.⁴

The Philippines are likely to achieve most of the MDGs, except for MDG 2 and 5: achieving universal primary education for all and improving maternal health.⁵ The country's Medium Term Planning and Development Programme (MTPDP) for the next ten years highlights however in particular economic growth through job creation, specifically in the sectors of mining and manufacturing, tourism and agriculture, and low-skill sectors such as construction and micro-enterprises.⁶ The present national package of basic services is under pressure because of a relatively high population growth (1.8%) and the rate of urbanization of 3%.⁷

II. Target group analysis

Characteristic for The Philippines is the unequal distribution of wealth, and therefore the existence of specific pockets of poverty in slum areas and marginalized rural areas. All programs aim at people from these areas, described in more detail in the next paragraph (meso level).

Target group of the **subprogram Education** are children from socially vulnerable and economically deprived households. Without additional support the risk is high that these children will drop out of school early. Without education their chance to find a decent paying job and climb out of poverty are limited. The program is implemented in forty locations, being urban slum areas and rural marginalized communities. Selection takes place on basis of a set of socio-economic criteria. The selection also takes into account the motivation and attitude of students and households who register. An additional target group for the education program are the parents/supporting

¹ All statistical data in this document are taken from the CIDIN database with option 'latest available data': www.ngo-database.nl unless otherwise specified.

² <http://www.adb.org/Documents/Books/ADO/2009/update/PHI.pdf>; in 2009 the GINI index indicated for The Philippines a score of 44,0, <http://hdrstats.undp.org/en/indicators/161.html>.

³ <http://media.transparency.org/imaps/cpi2009/>

⁴ <http://news.bbc.co.uk/2/hi/asia-pacific/8671673.stm>

⁵ www.monitormdg.org

⁶ www.neda.gov.ph/ads/mtpdp/MTPDP2004-2010/PDF/MTPDP2004-2010.html and www.gov.ph

⁷ http://www.eoearth.org/article/Urbanization_Rates_of_Countries

community of the targeted children. The reason for targeting them is to ensure that the children in the program grow up in a more safe and conducive environment than is currently often the case. The combination of subprograms enables families to link up with economic possibilities in the country, provides households educational support, vocational training, job mediation and empowers households also through life and work skills related activities, enabling them to take up their responsibilities, in particular towards their children.

The target group of the **TVET-JBS subprogram** are school drop outs from economically poor households. Selection takes place on the basis of the same criteria as in the education program Affordable TVET-JBS facilities are scarcely found. In Bulacan Province with >2,8 million inhabitants for example – in this province the WD-REK supported TVET-JBS program is based – only one more college is found which handles specific fees for students from poor households (Emanuel College). Without education these young people run a high risk of ending unemployed or as low-paid unskilled workers.

The target group of the **ED and AD subprograms** are micro, small and medium enterprises (MSMEs) in different areas in the National Capital Region (Metro Manila). Both programs also target smallholders in rural areas in the province of Luzon. Especially with regard to food production and processing chains in the agri-business sector. The reason for choosing these MSMEs is that through stimulation of the private sector, preferably through value chain development, an increased number of jobs and an increase in income is realized. The **subprogram Strengthening Partner Networks** targets in the first place the current partner organizations AMG Philippines, CCT, Tekton BDO and Oikocredit with special focus on the weak points (policy influencing, capacity on agricultural non financial knowledge, PMEL) and opportunities (local funding opportunities). Possible new partners will also be part of the program. More information with regard to the mentioned organizations is given in paragraph III.

III. Problem analysis on macro/ meso /micro level

At macro level: Access to formal credit is difficult for the poor in society, although big banks and lending institutes are present. Various efforts to provide credit to the poor are there, covering about 10% of the potential market. Impediments for more equity in national economic growth are besides limited access to credit for in particular MSME's, the political instability and the low (planned) investment in infrastructure and electricity.⁸

The country has a relatively well developed education sector, with primary education largely (90%) and secondary partly (60%) supported by the national government. Primary education is free and compulsory for children aged 7 to 12. Secondary education is free but not compulsory. Still only about 67% of the 1st grade pupils complete primary school. Less than half of secondary school aged youth actually starts with secondary education. Coming to tertiary education, only 30% of those started in grade 1 are still in the education system. One-third of them is registered for vocational training and two-thirds for other forms of higher education.

At meso and micro level: although being on national level an middle income country, The Philippines has not been able yet to ensure equitable growth for all households and in all areas. Specific pockets of poverty are found in particular in slum areas and marginalized rural areas. These areas are in general characterized by economic poverty, poor housing conditions (disaster proof shelter is often missing), limited infrastructure and social problems (such as absence of parents, broken relations and drug use).

The general situation hampers the social, emotional and cognitive development of the children and young people and prevents them from breaking through the circles of poverty. A substantial number of the young people from these areas drop out of school early. The majority of the urban target group who did find a job are working for the lowest-income jobs in the construction or manufacturing sector, or as street vendors. Due to a lack of relevant education and skills, the target groups faces serious barriers to find higher paying jobs. According to national figures, 40-50% of the farmers and fishermen in the rural areas are living in poverty.⁹ In these areas a lack of collateral, the high cost of accessing credit and the seasonality of the agricultural sector as well as insufficient functioning linkages between different chain actors, resulting in low levels of added value, make it difficult for many households to overcome poverty. Income levels of the targeted households on average vary between >US\$ 1-4 a day. Income is slightly lower in the rural areas compared with urban areas, but this is partly compensated by the lower costs of living in these areas. Families on average tend to be large, with 5 or 6 children. Due to poor urban planning households in the target areas run a relatively high risk for drought and flooding and are extremely vulnerable to the effects of disasters, such as the cyclone Nargis (2008) and the flooding due to the tropical storm Ketsana (2009).

The partner organization AMG Philippines (AMGP) faces (minor) problems with relation to organizational management and its networking and advocacy capacity. CCT faces problems with relation to human resource management and internal management. Tekton BDO lacks enough sufficient skilled staff to expand its activities in a cost-effective and competitive way, being able to do proper business analysis and offer effective services. Oikocredit is

⁸ <http://www.adb.org/documents/books/philippines-critical-dev-constraints/critical-dev-constraints.pdf>; chapter 3 Country diagnostic studies ADB; critical development constraints Philippines

⁹ http://www.nscb.gov.ph/stats/statdev/2009/poverty/Chapter_Poverty.asp

a very professional organisation which need some internal capacity to provide business development services specifically to SME's. These weaknesses are mostly related to the history of the organizations. AMG Philippines has a history of being more or less a charity organization. The development of the organization into a professional development organization requires an ongoing improvement, in their case in particular in the field of networking and policy influencing. CCT is an organization which experienced recently a strong growth which requires an internal organizational effort to be effectively managed. External support is necessary. Tekton BDO is a small organization, related to the social service organization AMG Philippines, with good social intentions but in the first years a lack of business capacity due to less business minded management. Due to recent management change improvement possibilities are seen.

IV. Background analysis

The various social, economic and political factors that are related to civil society initiatives in The Philippines are summarized in the SWOT analysis below. The opportunities and threats refer to external factors helping or worsening the problems mentioned above, while the strengths and weaknesses refer to (generalized) capacities of civil society to deal with these problems.

Strengths (of civil society)

- CSO's are experienced and professional and are used to work in close cooperation with the government. This offers entries for on-going exchange of knowledge, experiences and good practices between service providing institutes and organizations.
- Collaboration between non-governmental organizations (NGO's) and the private sector, e.g. in using Corporate Social Responsibility (CSR) funds and tapping mentoring capacity from entrepreneurs in the private sector, is also common.

Weaknesses (of civil society)

- Because of the space for CSO's to be involved in policy making, sometimes civil society actors run the risk of being used for political purposes.

Opportunities (for civil society)

- The Philippines' history of acceptance of influence of CSO's on government policy making, creates a favourable environment for policy influencing.
- The basic service system as supported and managed by the government is of reasonable quality, offering opportunities to link up with CSO's.
- Improved government policy to accept labor unions as important voice from civil society.¹⁰

Threats (for civil society)

- Government policy is strongly depending on the outcome of elections. National plans run till 2010 and plans for 2011-2017 are yet to be developed under the president just elected (election took place in May of this year).¹¹
- Government recognition and regulations are often sector related. Bureaucracy is an impediment for CSO's being involved in community development, as activities under this approach are often related to various sectors.
- Corruption (bribery) at government level influences the trust base.

In the Philippines the WD-REK alliance has chosen to cooperate with one social service organization, AMG Philippines and with three organizations specialized in complementary parts of ED, being CCT, Tekton BDO and Oikocredit. For the AD program, organisations to deliver non-financial sector specific services will be selected using the existing network of our partners.

The cooperation with AMG Philippines focuses on education and TVET-JBS. The strength of the organization is its strategy of supporting government educational services, aiming to increase the effectiveness of these existing services. Under the education program various types of tuition classes, extra-curricular life skills related activities are provided, as well as scholarships for higher education and in extreme cases food and clothing. Under the TVET-JBS programme young people are targeted who run the risk of dropping out of the education system. Participatory community development activities are also included, targeting the parents and the community which form the environment of the children and young people.¹² CCT's credit cooperative provides valuable services in complex area's where education and social programs are executed as well. Strategic partnerships with e.g. an insurance company and

¹⁰ <http://www.philstar.com/article.aspx?articleid=509035&publicationsubcategoryid=207>

¹¹ Updated Medium-Term Philippine Development Plan, 2004-2010.

¹² Themes addressed in these activities are among others child rights, primary health care (including family planning), disaster management on household and community level, functional literacy and access to (micro) credit and basic bookkeeping.

dozens of business people make them unique. Tekton BDO, although it's small, has staff with great business experience and capacity to develop tailor made Business Development Services (BDS), also used for collaboration with other NGO's such as CCTs growth oriented microcredit clients. With Oikocredit a Memorandum of Understanding (MOU) for co-financing and surety for production oriented MSMEs and MFIs is signed (see Annex 13b10).

The intended effect of the combination of subprograms in the country is to increase the opportunities for households, communities, children and young people to break out of the circle of poverty and marginalisation by equitable economic growth, creation of jobs and by enabling parents and community to support their school-going children and young people in their educational career.

V. Multi-actor analysis

With regard to education, the governments focus is on infrastructure and teacher training.¹³ The **added value of the education program** is its complementarity to governmental education services. The pre- and after-school care activities under this program aim to increase the effectiveness of the governmental services. The activities are focussed on reduction of the drop-out rate by improving learning results, development of social skills and creation of conducive (learning) environment.

The **TVET-JBS** program also contributes to this, by its focus on the market-relevance of the courses given. The **added value of the program**, compared to other TVET institutes is also its accessibility for school drop-outs from poor households, in combination with its conscious strategy of being market-driven. Job market surveys and subsequent adaptation of content of the subprogram are part of a continuous process to be pro-active. An extensive network with 75 business partners (including big companies as EEI and Lexmark) and official qualifications ensure a high rate of job placements. The holistic approach with integrated work and life ethics in the training is appreciated by the business sector and makes students desired workers.

Access to credit, development of MSME's and creation of jobs through support of entrepreneurship and agribusiness are the first on the national 10-point agenda for 2004-2010.¹⁴ The **added value of the AD and ED ED subprograms** in The Philippines is their contribution to governmental efforts to increase the contribution of MSME as part of the private sector.

The Philippines does not receive bilateral aid from The Netherlands. However, relations exists focussing on trade and commerce, culture and environmental issues.¹⁵ The focal sector of the European Commission's development aid to The Philippines is the health sector, supplemented with support of the Mindanao peace building process and trade-related technical assistance.¹⁶

More information about the role of other actors is presented in chapter 8 on The Philippines.

VI. Tailor-made programmes

Looking at the Phillipian context as a Profile III country, the focal point in the programs are the opportunities in the market. The demand in and relevance for the market are the entry point to link TVET-JBS to job opportunities. This is done among others through input of the private sector in the design of curricula and networking with the private sector. From this demand driven TVET-JBS the programs also link to formal education, for instance by creating interaction between formal education and TVET-JBS or by adjusting the entrance level of TVET-JBS to the level / skills / competence of formal education graduates. In this way the

The subprograms presented here aim at linking education and skills training with work and entrepreneurship. The education and TVET-JBS subprograms enhance people's knowledge, skills and therefore employability, while the AD and ED subprograms create opportunities for finding a job or starting a business. The SPN subprogram strengthens partners' capacities to implement the other four subprograms, with a special focus on networking. For the period 2011-2015 the financial volume of the WD-REK Alliance program for the Philippines will be in the order of € 1.400.000 per year.

Linked with the profile of the country the program primarily focuses on linking the target groups with the market. Relevant support will be given to the partners to get access to local financing and alternative (local) funding with the aim to phase out the WD-REK support to the program (see specification in the sub-programs).

Education subprogram

The subprogram education will focus on improving and sustaining the effect of government educational services present in the target areas. Pre- and after-school care activities offer tuition and extra-curricular activities, in line with and complementary to school subjects. The livelihood supporting activities in the program focus on enabling the

¹³ <http://efa2015.110mb.com/BESRA%20brochure.pdf>

¹⁴ <http://www.adb.org/Documents/Books/Philippines-Critical-Dev-Constraints/chap02.pdf>

¹⁵ <http://www.minbuza.nl/dsresource?type=pdf&objectid=buzabeheer:47391&versionid=&subobjectname>

¹⁶ www.delphi.ec.europa.eu/index.cfm?pagename=programme_bilateral

children’s families and surrounding communities to offer an environment which is conducive for their children’s education. It includes training on household and life skills, such as waste management, money management, health and hygiene, etc. The combination of activities under the program stimulates development on individual, family and community level and contributes to the sustainability of the educational services. Parents, care givers and households in the surrounding communities are linked up with micro credit facilities and are trained in household management and pedagogical knowledge and skills. This approach will be used to strengthen the target group to make the subprogram less dependent on external financial resources. A link is made with the TVET / JBS program through exchange between the programs.

TVET-JBS subprogram

The TVET-JBS subprogram aims at the re-enrolment of drop-out and school leavers that have no opportunity to continue with higher education in the educational system. Part of these youngsters have earlier benefited from the education program. The accredited vocational training institute offers through input by the private sector market-relevant courses, offering the possibility and empowering young people to enter meaningful and efficient economic activities and thus escaping from the poverty trap. Self employment is stimulated among TVET graduates through an incubator project. The possibilities will be explored for expansion of the program by enrolment of existing entrepreneurs in short refreshment courses to enhance their skills and develop new expertise. Through policy influencing, fair labour conditions in the Philippines will be addressed, especially for lower educated employees. Networking with the private sector, payment for training facilities and courses , payment by companies for services etc. will be developed to reduce the external TVET-JBS support in the coming five years. At the end of the period an exit strategy will be ready.

AD and ED subprograms

These subprograms focus on MSME. ED’s focus is on both urban and rural areas and AD will focus in particular on rural areas. Cross cutting issues are capacity building of clients with regard to quality awareness, negotiation skills with regard to service providers, and technical improvement with regard to business management. Relations with the existing TVET-JBS program expertise within the WD-REK Asia regional alliance opens up opportunities for well-educated and sufficiently skilled youngsters to achieve this aim (by linking the TVET-JBS partner in The Philippines to our ED and AD partners there). Most of the ED program will be done with and via our partners CCT, Tekton BDO and Oikocredit. With particular regard to the AD program, collaboration with other specialised service providers will be sought. MSMEs assisted through the AD/ED programs will grow in size, become more efficient in their business processes and increase in competitiveness and innovation and in that way provide income opportunities for themselves and their employees. The aim is to strengthen the network of partners in such a way that external financial support is not needed after 2015.

Strengthening partner network subprogram (SPN)

The SPN subprogram focuses on enhancing capacities of partners and other relevant actors in the above mentioned subprograms to act as a change agent in their respective environments. This program will contain elements of skills training, exchange visits and coaching of staff, as well as support in strengthening civil society and/or the set-up of relevant networks or reviving existing ones. The focus will be as mentioned on networking and advocacy skills and on organization (business) and human resource management. Additionally planning, monitoring and evaluation (PME) will receive attention. In particular this latter point will be addressed on regional level, through the Asian Regional Alliance, which will consist of other WD-REK alliance partners in the region as well as possible other organizations. In case of the Philippines the partners will be strengthened in networking and business approaches to phase out the dependency on external financial resources.

SWOT analysis WD-REK supported (planned) programs in the Philippines: ED, EAP, TVET-JBS, Education and strengthening partner network (SPN)	
Strengths	Weaknesses
<ul style="list-style-type: none"> - Subprograms have a strong network with other financial and non-financial service providers and other actors. - The TVET-JBS and the education subprograms are (mostly) in line with government regulations, meet accreditation standards and are of high quality. - Participatory community approach in education subprogram is complementary to existing governmental education facilities and contributes 	<ul style="list-style-type: none"> - Policy influencing on fair labour conditions puts pressure on good relations with business sector. This needs a careful approach from the(TVET-)JBS staff. - Still insufficient capacity with regard to agricultural non- financial knowledge: linking up with existing professional institutes is needed. - The capability of in particular the alliance partners’ capability with regard to human resource management and PMEL need improvement in

<p>to the effectiveness of government services</p> <ul style="list-style-type: none"> - Application of business mindset with development compassion. 	<p>order make them full partners in policy influencing and knowledge exchange networks.</p>
<p>Opportunities</p>	<p>Threats</p>
<ul style="list-style-type: none"> - The economy provides a relative good starting point for MSME: as a middle income country a pool of potential customers is present. - Need for increased access to MSME and related training as well as agricultural production is recognized and is area of attention in government's policy. - Relatively supportive political climate towards civil society initiatives and (I)NGO activities: policy influencing activities planned under TVET-JBS subprogram with regard to labour laws - Accreditation of pre-school education, which is part of education subprogram is now possible. The process to acquire this accreditation has been started. - Opportunities to finance the sub-programs through payment by clients / strengthening clients to contribute to the subprograms 	<ul style="list-style-type: none"> - Lack of good regulatory framework and infrastructural constraints may be a threat for development of MSMEs. - Quality and capacity of basic services is under pressure because of a high population growth rate and high rural-urban migration figures. - Deepening of global economic crisis might result in a return of overseas workers, a decrease in remittances and a limited capacity of the national labour market to absorb skilled workers.

2.14 CONTEXTUAL ANALYSIS RWANDA

I. Introduction

This contextual analysis is a joint effort of the WD-REK Alliance and her Southern partners. Contextual information was derived from various external sources (the main of which are referred to in footnotes), from strategic multi-annual plans and annual plans of partners and from field visit reports. This information was analysed and strategic programmatic choices were jointly made on global and regional partner conferences during 2009 and 2010. Draft and final versions were discussed and validated with partners during these conferences.

In Rwanda the WD-REK Alliance will support and strengthen its partners and other relevant actors in effective and sustainable implementation of the following subprograms: 1) Education, 2) Technical and Vocational Education and Training and Job & Business Services (TVET-JBS), 3) Agribusiness (AD), and 4) Strengthening of partner network (SPN). In Rwanda the subprogram of Enterprise Development is not implemented, due to the fact that the business oriented interventions are limited to the agricultural sector, because of the areas in which the WD-REK Alliance and its partners work. Rwanda is a Profile I country.

Rwanda, located in central-eastern Africa, has a population of about 11 million people¹. Rwanda is a landlocked country, has few natural resources and minimal industry. Rwanda is the most densely populated country in Africa. About 84% of the population is engaged in (mainly subsistence) agriculture.² Primary foreign exchange earners are coffee, tea, tourism and transfers (individual and aid money).

The 1994 genocide damaged the already fragile economy and severely impoverished the people of Rwanda, especially women. It also eroded the country's ability to attract private and foreign investment. Large parts of the country continue to be impacted by the war that followed the genocide. People fled to neighboring countries and eventually returned to their homeland; a process that is still continuing.

Presidential elections took place in 2003. After the elections law and order, security and the civil service were re-established. Mistrust and tensions however have not yet completely gone. Tension is also caused because people involved in the genocide come out of prison and many communities are not well prepared to reintegrate the released people. This also applies to the returning refugees.

Tensions also exist related to land ownership. Households depend on agriculture but have limited access to land (0.76 ha per farmer).³ The Government's policy of national unity and reconciliation intends to mitigate these tensions. With regard to the land ownership issue, the government attempts to address this challenge through the land law adopted in 2004 together with the system of local mediators (Abunzi).⁴

Over the past years Rwanda has made substantial progress in the economic development which has brought it back to pre-1994 levels. This is reflected by a GDP growth of about 10% between 1996 to 2000 and a stable growth of 6.4% between 2001 to 2006.⁵ However, with a position of 167 out of 182 countries in the Human Development Index, Rwanda is among the countries with a low human development. This is reflected by indicators such as a life expectancy of 49.7 years, adult literacy rate of 64.5%, a combined gross enrolment rate in education of 52.2% and a GDP per capita of 866 USD.⁶

With regard to the progress in achievements of the MDG's the results are mixed. There has only been a limited reduction of child malnutrition (24% in 2000 to 22.5% in 2006). Also hunger is still a major problem as it still stands at 36% (2006)⁷. The country made some good progress with the increased enrolment rate at the primary school level, the promotion of gender equality, and the reduction of child mortality. There are ongoing challenges in the reduction of the infant mortality rate and the improvement of the maternal health. HIV/AIDS is considered to be an important problem in Rwanda although the prevalence decreased from 4.6% in 2002 to 3.5% in 2005. Also environmental sustainability is a challenge.⁸

¹ CIA World Factbook

² Rwanda National Agriculture Survey 2008,, p1

³ Rwanda National Agriculture Survey 2008,, p2

⁴ Republic of Rwanda – European Community Country Strategy Paper and national indicative program 2008-2013

⁵ Economic Development & Poverty Reduction Strategy, September 2007, p5

⁶ Human Development Index, UNDP, 2009

⁷ Percentage of population that does not have access to minimum requirement of 2,500 kcal per adult per day

⁸ Republic of Rwanda Millennium Development Goals Country Report 2007, National Institute of Statistics.

II. Target Group analysis

The general focus of the subprograms are rural households⁹ with special attention for vulnerable (orphaned) children/youth (OVCs), and child- and female-headed households that suffer from poverty including hunger and exclusion from services like education. The subprograms will target the districts Rulindo, Rubavu, Gicumbi, Bugesera, Rwamagana and Kicukiro. Most of these districts have suffered severely from the genocide and the war. In some of the targeted districts such as Rwamagana and Rubavu more than 30% of households are headed by women as they became widow because of the genocide. Rwanda has one of the highest rates of OVCs in the world.¹⁰ In addition to the genocide also the HIV/AIDS pandemic has contributed to this. Studies done by a partner in Gicumbi have shown that Child Headed Households (CHH) are among the most vulnerable segments of society.¹¹ These households are at risk with regard to abuse and exploitation. In an effort to survive they might resort to employing negative coping mechanisms, such as prostitution.

OVCs that represent a large portion of the school population are probably the first to drop out. Therefore the subprogram will give special attention to this group to improve their opportunities for **education**. Girls drop out and early marriages and girl discrimination are serious issues in some rural areas like Gicumbi. Also parents are an important target group within the education subprogram, as they support the education sector through their involvement in Parent and Teacher Associations (PTAs). The involvement of parents in this kind of initiatives is limited. The **TVET-JBS subprogram** will focus especially on the marginalized rural youth that enter the labor market with little or no qualifications. The population of Rwanda is young - 67% are under 25 years old¹². The PRSP estimates that about 170,000 young people start working life each year without qualifications and therefore have only limited chances to integrate successfully into the economic cycle. The lack of qualification of these youth contributes to underemployment which could lead to tension, unrest and conflict. The program will also include youth that have been directly or indirectly impacted by the war which was particularly heavy in the regions of intervention.

As mentioned, one of the big issues in Rwanda is the prevalence of female headed households. The heads of marginalized families including female headed households¹³ and families impacted by HIV/AIDS are the target group of the **AD subprogram**. Because of the poverty of these households children and youth are not able to enroll or complete primary and higher education limiting their opportunities on the labor market.

Through the **SPN sub program** the WD-REK Alliance partners will be targeted as well as the organizations they will be intimately working with. The alliance partners are African Evangelistic Enterprise (AEE), the Presbyterian Church of Rwanda (EPR) and the Bamporeze Association. These national organizations have been chosen because of their track record in addressing the development needs of marginalized children/youth and their families. As part of the SPN subprogram organizational capacity assessments took place in 2009. It was found that partners are quite strong in governance and organizational management but need to continue to develop their capacity in the areas of project cycle management and policy development. The profile of these targeted organizations is given in paragraph VI.

III. Problem analysis macro/meso/micro level

Macro level: The primary education system is challenged with low completion rates (42%) and high repetition rates (17%) and low quality of education¹⁴. Although increased numbers of children attend primary education the number of students that proceed to secondary schools is still low (37%). One reason is that the economic situation at household level has often not improved, making it hard for parents to continue support to the education for their children.

During the genocide and the following war the country lost a lot of skilled manpower and the TVET system suffered severely. This resulted in a need to import skilled labor. The government recognizes that low human capital and lack of skills are the cause of the low return on economic activity in the country.¹⁵ Although TVET is a priority of the government, it is not able to handle the demand for vocational training, especially in the rural areas¹⁶. At the same time many youth are not able to qualify for the available vocational training, which also reduces the employability of large numbers of youth.

A major concern of the government after completion of the PRSP (2002-2005) is the limited progress in the eradication of extreme poverty and hunger, wherefore economic growth has been identified as key by the Rwandese government. As important elements for economic growth are mentioned the promotion of skills development and the

⁹ Vulnerable households represent 43% of all households, (EDPRS, 2007), p17

¹⁰ 101,000 children in 42,000 child headed households, UNICEF, press release April 2004

¹¹ Improve living conditions of child headed households, AEE Rwanda, 2008

¹² TVET in Rwanda, Ministry of Education, 2008

¹³ In some target districts more than 30% of households are female headed households, National Agriculture survey 2008

¹⁴ Economic Development & Poverty Reduction Strategy, September 2007, p21

¹⁵ Economic Development & Poverty Reduction Strategy, September 2007

¹⁶ TVET policy in Rwanda, Ministry of Education, 2008

service sector, mainstreaming private sector development and the modernization of agriculture. To tackle extreme poverty the creation of new employment opportunities for young persons is mentioned as a priority.¹⁷

The largest part of the population is engaged in (mainly subsistence) agriculture. During the first years after the election in 2003 the country made a lot of progress in social sector development but less so in the primary productive sector.¹⁸ Although the government is working towards the development of other sectors such as services and industry on the short and medium term the economy will continue to depend heavily on the agriculture sector which. The agricultural sector mainly focuses on traditional crops (about 95% of the area). The agricultural sector mainly uses traditional techniques.¹⁹

Meso level: The fee-free primary education policy implementation resulted in average increased enrolment²⁰ rates. However in more remote districts such as Rubavu and Gicumbi enrolment stayed behind.²¹ In these districts motivating teachers is hard as workloads have increased but salaries are low. Lack of resources and lack of qualifications of teachers impact the quality of the education especially in the more remote rural areas.

A major bottleneck in the districts is the lack of opportunities of the rural poor to develop skills. Many districts only have one vocational training center and some even none (in Bugesera access to vocational training stands at 1.1%)²² The quality of training institutions is often poor and institutions are not sufficiently equipped. Many TVET graduates remain unemployed because they have not acquired the practical hands-on competencies and market relevant skills²³. This contributes to a bad image of TVET centers. TVET centers lack links with the private sector.

The lack of progress in the development of the agricultural sector is especially felt in rural, more remote districts such as Rubavu. The sector's development stays behind because of lack of good infrastructure, high fuel costs and limited financial and extension services. At the same time producers are reluctant to invest as land right policies are not fully implemented. Selected target districts however also face major agriculture challenges often resulting in food self sufficiency problems (such as Gicumbi, Rubavu, Bugesera). In these areas cultivation is done on fields and/or on slopes that are environmentally highly sensitive and that demands continuous and high labor input.

Micro level:

Vulnerable children experience barriers in access and staying in school because they are not able to contribute to the shortfalls schools face. This is especially the case in rural areas where schools still struggle with a shortage of materials and qualified personnel. In addition there are still many schools that have defective infrastructure. Many schools are also in need of replacement of equipment and education materials which were destroyed during the civil war.

A challenge for many youth is the distance to TVET institutions. Here the problem of the child headed families plays a role. The children, heading the family, have many responsibilities for the family. Furthermore they receive limited support from the extended family.²⁴ These issues together result in the fact that the children heading the family do not have the opportunity to enter formal vocational training.

Farmers face low productivity due to erosion, land degradation and erratic rain. Although households at times have identified cash crops to make an income, they lack the scale of production and marketing skills to effectively use these opportunities.²⁵ Most families only own a few (small) livestock. Land scarcity is increasing and people lack the appropriate knowledge and skills to increase the productivity of the available land.

IV Background analysis

In Rwanda civil society organizations, especially churches like the Catholic, Anglican and Presbyterian church, have a long tradition of providing health and education services. After the genocide civil society organizations, both national as international, have played a major role in restoring the access to services such as education and health care. The role and involvement of civil society in areas such as economic development and human rights has been weaker, but is increasing. The majority of the Rwandese population is poor, young and rural. This fact alone creates a risk for the stability of the country. This challenges the government to address issues in education, skills training and the like. In this regard the government collaborates with civil society organizations that have experience with education, market based skills development (vocational training) and empowerment of rural potential entrepreneurs to access financial and business services.

¹⁷ EDPRS, September 2007, p28

¹⁸ Republic of Rwanda – European Commission Country Strategy Paper and National Indicative Program 2008-2013

¹⁹ National Agriculture Survey 2008, National Institute of Statistics, p2

²⁰ Economic Development & Poverty Reduction Strategy, September 2007

²¹ In Rubavu only 64% of children in school age brackets attend school, Rubavu District Statistics Department, 2008

²² Multi Annual Plan 2011-2015, AEE Rwanda

²³ TVET policy in Rwanda, Ministry of Education, 2008

²⁴ Improve living conditions of child headed households, AEE Rwanda, 2008

²⁵ Participatory Integrated Community Assessment, AEE, 2008

SWOT analysis for civil society in Rwanda

Strengths

- Civil society has the ability to mobilize and organize marginalized groups through its strong links with rural communities as well as with government and private sector actors. This gives them the ability to function as an intermediary to ensure that government services and private sector initiatives are effectively linked with the needs and abilities of the marginalized poor.

Weaknesses

- Civil society is at times less effective as an advocate for the poor due to lack of knowledge about different government policies and limited awareness of civil society roles and responsibilities.

Opportunities:

- There is freedom to associate and the government is open to listening and receiving input from society.
- The government is committed to development of human resources and to provide opportunities for the most marginalized groups, and of the private sector to contribute to rural development.

Threats

- Because of the civil war, although there is openness from the side of the government to listen to civil society, there is strict follow up on what civil society is doing, which may frustrate civil society initiatives

WD-REK Alliance has selected the partner organizations AEE (African Evangelical Enterprise), the Presbyterian Church of Rwanda (EPR) and the Bamporeze Association. These organizations have been selected to implement this program because of

- their combined strength to empower marginalized rural groups especially vulnerable children and youth
- their integrated approach
- they facilitate access to services through economic development and policy influencing
- the partners have the necessary skills to empower and develop skills of self help/producer groups/cooperation's/federations/cluster level associations and link them with government, the private sector and financial and business services and markets
- the partners are able to contribute towards skills development of some of the most vulnerable youth through market oriented formal and informal vocational training linked with job and business services.
- the extensive grass root level network of these church and faith based organizations has given them strong links with vulnerable households.
- their track record of working with these groups has given them the ability facilitate a better enrolment and retention in education of these children.

An added value of the alliance through the partner AEE is that it develops the capacity of a large number of Faith Based Organizations (FBOs) and churches in community development, project management and leadership. These combined skills make the alliance partners most suitable to contribute to improved education, employment and income.

V. Multi-actor analysis

Among the donors the UK government has the lead in the education sector in which other donors such as the EC participate. The Dutch government is a silent partner in the aid that is provided through DFID to the Rwanda government education program. An important partner of the WD-REK alliance in the education sector is SNV with which it works together at district level. The **added value of our education program** is that our partners use a holistic approach, which gives them the ability to address in school and out of school factors that limit the enrolment and completion of education by vulnerable rural children.

The government is working towards a more market based TVET sector and has made better coordination of interventions in this sector a priority whereby it recognizes the important role of non government actors to assist in making TVET more accessible.²⁶ The government introduced the 9 year primary school education system to raise the general knowledge and skills of the population. However many schools, especially in rural areas find it a challenge to implement this policy due to lack of capacity and resources.

Through its private sector program the Dutch government, in collaboration with GTZ, also addresses the need for TVET in the Rwandese context. The **added value of our TVET-JBS program** is that it stands out because of its provision of market oriented, often informal TVET for marginalized rural youth, while other TVET supply is often more formal and urban based.

In its EDPRS the government of Rwanda has made sustainable growth for jobs and exports its first priority. To achieve this the government invests in necessities such as infrastructure and the strengthening of the financial sector to create

²⁶ TVET policy in Rwanda, Ministry of Education, 2008, p8

incentives for the private sector. Among the donors USAID (as lead) together with the Dutch government and the European Commission play an important role in economic development where the special focus is on rural development by promoting value added crops and increasing diversity of off farm productivity. A number of civil society organizations are active in the agribusiness including the ICCO Alliance, the IMPACT Alliance, SNV and the United Entrepreneurship Coalition. Financial service providers (such as Inkingi and Amasezerano) and private companies such as the US based company SPREAD are important partners in the WD-REK alliance program.

The grassroots presence and network with the marginalized poor and its community mobilization and empowerment skills make the WD-REK alliance organizations an attractive partner for other development actors to effectively link the rural poor with (financial and business) service providers and market (chains) which are being developed and facilitated by a large number of earlier mentioned actors.

VI. Tailor-made program

As a Profile I country, Rwanda is characterized by a huge agricultural subsistence sector. Focal point for the subprograms of the WD-REK Alliance in Rwanda is the link between the rural areas and the market through TVET and value chain development. The program consisting of the sub programs Education, TVET-JBS, AD and SPN, will address the identified need for knowledge and skills development combined with access to services to accomplish value chain development and poverty reduction. TVET-JBS and education will enhance people's knowledge, skills and therefore employability. AD will create job and income opportunities, SPN will build the partners capability to implement these programs. For the period 2011-2015 the financial volume of the WD-REK Alliance program for Rwanda will be in the order of € 700.000 per year.

The education subprogram: WD-REK Alliance will focus on improved access to quality education for vulnerable children. It will include the capacity building/ strengthening of service providers in the area of education and the strengthening of the capacity of civil society actors, such as community groups, to be able to influence policies for the OVC's and families in a sustained manner, focusing on education related issues. Because of their special circumstances, this subprogram offers an integrated approach, instead of just focusing on access to school. Links will be made to the TVET-JBS program.

TVET-JBS subprogram: the WD-REK Alliance aims to increase access to vocational, life skills, entrepreneurial and business training, based upon community needs for vulnerable youth from poor households and mainly agricultural market opportunities. Market demand and relevancy are the entry point to link TVET-JBS with job opportunities. Networking with the private sector will provide input for the curricula and prepare students for work and entrepreneurship. Linking with the education system does provide an adequate entry level with respect to skills and competences. Capacity building of primary beneficiaries and service providers in the area of TVET will take place. Job mediation will be provided for graduates. Access to business and financial services will be facilitated. Capacity of civil society and community groups will be strengthened to allow them to be involved in policy influencing on behalf of vulnerable youth and families, focusing on TVET related issues.

The AD subprogram, which is closely linked with the Education and TVET-JBS subprograms, is focused on strengthening the economic base of the rural communities to allow their children to go to school and improve the job and business opportunities for the jobless rural poor. It will focus on the empowerment of rural producer groups to identify and develop market based agriculture products, link up with market chains, and influence government policies regarding enterprise development. Producer groups are assisted in the application of sustainable agriculture production techniques.

The **SPN subprogram** focuses on enhancing capacities of partners and other relevant actors in the above mentioned subprograms to act as a change agent in their respective environments. This is done on national as well as local level, and contains elements of skills training, exchange visits and coaching of staff, as well as support in strengthening civil society and/or the set-up of relevant networks or reviving existing ones. Based on the organizational capacity assessment done among the partners capacity will be developed in areas such as project cycle management, policy development and policy influencing.

SWOT analysis WD-REK supported program in Rwanda including the subprograms: Education, TVET-JBS and AD	
Strengths	Weaknesses
<ul style="list-style-type: none"> - Skills in mobilizing, empowering and organizing vulnerable groups for economic development - Ability to facilitate education access and retention of OVCs - Market oriented TVET and job & business services 	<ul style="list-style-type: none"> - Because of their original focus on social development, partner organizations have less commercial expertise - Less experience in national level policy influencing and networking
Opportunities	Threats
<ul style="list-style-type: none"> - Recognized urgency among government entities to improve skills of poor youth and investment in infrastructure to facilitate private sector initiatives - Good coordination of development initiatives between the government and partner organizations 	<ul style="list-style-type: none"> - Potential unrest among marginalized youth if needs are not addressed appropriately - The focus of youth on blue collar jobs can be a threat for agriculture focused TVET activities - Instability of world market prices is a threat for the AD subprogram.

2.15 CONTEXTUAL ANALYSIS SIERRA LEONE

I Introduction

This contextual analysis is a joint effort of the WD-REK Alliance and its Southern partners. Contextual information was derived from various external sources, from strategic multi-annual plans of partners and from field visit reports. This information was analysed and strategic programmatic choices were jointly made on global and regional partner conferences during 2009 and 2010. Draft and final versions were discussed and validated with partners.

In Sierra Leone the WD-REK Alliance will support and strengthen its partners and other relevant actors in effective and sustainable implementation the following subprograms: 1) Education, 2) Technical and Vocational Education and Training and Job and Business Services (TVET-JBS), 3) Agribusiness Development (AD), 4) Enterprise Development (ED) and 5) Strengthening of Partner Networks (SPN).

Local partners Cotton Tree Foundation (CTF) and Evangelical Fellowship of Sierra Leone (EFSL) are also active in the sectors Health and HIV/AIDS. These programs are not part of the MFS proposal, but in practice linkages between programs exist. Geographical coverage of program implementation will focus on the following districts:

Northern Province	Bombali district	6 chiefdoms, Education, TVET-JBS, AD, ED
	Port Loko district	5 chiefdoms, Education, TVET-JBS, AD, ED
Southern Province	Bo district	1 chiefdom, Education
	Moyamba district	1 chiefdom, Education
Western Province	Western Rural	3 chiefdoms and Grafton: Education, TVET-JBS, ED
	Western Urban	Freetown: Education, TVET-JBS

Sierra Leone, a Profile II country, is extremely poor, ranking 180¹ on the HDI (2009 data) with 6 million people. Life expectancy at birth is low, 42 years for women and 39 years for men. The people in Sierra Leone are religiously diverse with 60% Muslim, 10% Christian and 30% belonging to traditional religions. The civil war from 1991-2002 and the post-war reconstruction phase have had an enormous impact on poverty levels and the quality of life. The score of 29 on a 120 scale of the failed state index is rather high, partially due to high corruption. ²Nevertheless, government is sufficiently stable to work with and is supportive of a development agenda. The 2005 PRSP focuses on good governance, food security and job creation, and human development³. The ODA share of Gross National Income is 26%, among the highest in the region. The Dutch contribution is significant (funding for the Special Court for Sierra Leone), although Sierra Leone is not a bilateral partner country. The strong economic recovery⁴ after the civil war shows a GDP growth in the last 10 years since the end of the civil war. Agriculture contributes about 50% to the GDP, mainly due to rice production and to a lesser extent palm oil. Apart from agriculture, mining is a major activity. 90% of the export value of Sierra Leone is generated by the mining sector.

A major issue in Sierra Leone is rural and urban youth unemployment. About 90% of the youth between 15-24 years old is formally unemployed. This forms a potential and increasing threat for social stability in the country. Especially in the agriculture sector, Sierra Leone will have to draw upon this huge human potential. Internally displaced people (IDPs) due to the war were included in resettlement schemes, most of which are completed. Nevertheless, there are IDP camps where people opted not to be resettled, such as Grafton camp near Freetown. The challenge for Sierra Leone is to link resettled people or people in former IDP camps (incl. other youths) to better economic prospects.

II Target group analysis

One specific target group of the **education subprogram** are children and their families in Grafton Camp⁵ (Western Province): a former IDP camp of some 27,000 people with a majority of single parent or child-headed families. The population still faces a great impact from the war. Mostly small scale informal economic activities are carried out for survival. A large proportion of the population is young, many of the youth and children have lived in Grafton since birth and have little education opportunities. Target group are management and committees of primary schools as well as selected most vulnerable youth and children and families for support of educational costs. Partner EFSL is a network organisation throughout the country, with member bodies involved in the educational sector. These member bodies are providing services to beneficiaries in the regions mentioned above. Target group of the education subprogram are the whole network of education providers linked to EFSL, school management and committees of

1 All statistical data in this document are taken from the CIDIN database with option 'latest available data': www.ngo-database.nl unless otherwise specified.

² http://www.foreignpolicy.com/articles/2010/06/21/2010_failed_states_index_interactive_map_and_rankings

³ IMF, 2008. PRSP - Progress report: <http://www.imf.org/external/pubs/ft/scr/2008/cr08250.pdf>

⁴ Paragraph based on WorldBank Country brief Sierra Leone: <http://go.worldbank.org/COWMCN2V50>

⁵ Paragraph based on: Boogaard, Rudolf van den, 2010. Context Analysis Grafton Camp Sierra Leone. MDF. Study commissioned by Word en Daad.

their schools as well as the vulnerable youth and children. EFSL intends to extend its education program to Bagurwa chiefdom, Moyamba district, in Southern Sierra Leone. In this area there are only 16 primary schools and 1 secondary school. A baseline survey showed that 70% of the girls between 6-18 years of age do not have access to education due to the poverty of their families, gender preference and social stigma.

The **TVET-JBS subprogram** will focus on providing relevant vocational training to youths, including out-of-school youth. Part of the TVET-JBS subprogram will focus on skills training for the unemployed youth as well as adults in the Grafton area. The focus here is on finding (self-)employment in the (semi-)urban area through the JBS services. Another focus of the TVET-JBS subprogram is on providing skills training to poor and unemployed youths and adults living in rural areas in Bombali and Port Loko districts, who depend on agriculture for survival and income. These vulnerable rural families have no access to (secondary/vocational) education nor formal employment. By acquiring additional TVET skills relevant for their rural environment, these small producers, farmer groups and village committees will develop their farms and rural income levels.

The clients of the **AD and ED subprograms** are farmer groups, input suppliers, traders and processing agencies (operating value chains). The organisation of value chains includes linkages to export. The economy is still dominated by (partly illegal) mining. The acreage under production is still a small percentage of the potential and Sierra Leone is a net importer of food. About 80% of the farmers struggle to produce sufficient food/income, about 15% is able and ready to expand and 5% of the target group can be classified as master farmers, who drive the agriculture development in their village/region. Services are offered for all farmers in a given community while different (financial/marketing) services will be available to different groups, based on an analysis of poverty. In the (semi-)urban areas the target group for AD and ED subprograms are unemployed youth, often youth having migrated from rural areas to the urban areas.

III Problem analysis at macro/meso/micro level

At macro level: The war was fought mainly with child and adolescent soldiers. Therefore, the current youth population is traumatized, while much of the social fabric and safety nets is destroyed. The rehabilitation of these social processes has started in recent years. Unfortunately, this partly happens through harmful social groups such as secret societies. Lack of jobs and economic opportunities worsen this situation. Corruption of government institutions is severe. With a school life expectancy⁶ of 6.9 years, net enrolment rate (NER)⁷ at secondary level of 32%, literacy rate of 38,1% (youth literacy 54%), it is sufficiently clear that the problem of access to education is still significant. The continuation from primary to secondary education and/or TVET is poor. High cost of energy (reducing competitiveness in the region), weak road/port infrastructure are some of the factors that hamper economic development. The economy is dominated by the mining sector, with neglect of agriculture (3% national budget spent on agriculture). The enabling environment for enterprise development is also weak, like the regulation of property rights and possibilities for legal action. As a result of this, the private sector is weak and mostly informal. This hampers tax collection and institution building.

At meso level: Although the government abolished school fees, primary school attendance is still not completely free of cost for households/families, because many schools impose a variety of charges on their students. Quality of education is also problematic esp. in some rural districts where sometimes schools are being reported, which, upon verification do not exist (so-called ghost schools), lack of materials and facilities, high absenteeism, mostly double shift teaching (and therefore less time per class) and 40% unqualified teachers (in the North: >50%)⁸. TVET is offered in specialised (regional/community) institutions and some secondary schools, that often lack facilities. Only one university offers (practical) courses for training agronomists. There is a national coordination office for Technical Vocational training (TECVOC), for quality assurance and certification. However, not all TVET institutions have all the required systems in place or work effectively, like quality assurance, certification, curricula, examination. Employment schemes exist, sometimes linked to credit, but are mainly focused in Freetown. Access to credit is low, esp. in the rural districts (there are 5 MFI's with 49,000 clients, but mainly in Freetown). Most farmers are subsistence farmers and have few economic links to district/regional markets nor through e.g. value chains. In Port Loko and Bombali districts there is much unexploited potential (in terms of acreage, fertility, processing possibilities, trade opportunities) for value chain development. The enterprise sector is very small in the target districts with a majority of businesses in sole ownership.

⁶ the total number of years of schooling which a child of a certain age can expect to receive in the future. See:

http://www.uis.unesco.org/i_pages/indspec/tecspe_sle.htm

⁷ the number of children of official primary school age who are enrolled in primary education as a percentage of the total children of the official school age population. See: <http://unstats.un.org/unsd/mdg/Metadata.aspx?IndicatorId=6>

⁸ Kargbo et al., 2009. Sector analysis of the education system in Sierra Leone. Study commissioned by W&D

At micro level: In the education sector, the staff and teacher turnover in schools are high, as staff are on the lookout for better job opportunities elsewhere. Schools have to operate a double-shift system. Due to the high unemployment levels and subsequent high poverty levels of (rural) families in Grafton and the targeted rural districts, families are unable to pay the own charges that students have to contribute. This is a barrier especially for poor families to allow their children to attend school. Public sector TVET is hardly accessible for the poorer sections of society. The linkage between education, TVET and the job market at the micro level is generally weak. Anti-social behaviour among the youth in Grafton camp is a risk, due to issues linked to unemployment and negative peer pressure, and psychosocial trauma⁹. Household food insecurity is especially high in some northern districts like Port Loko (38%) and Bombali (29%)¹⁰ mainly caused by low productivity, high post harvest losses, weak marketing systems (due to condition of the roads, absent warehouse infrastructure, processing capacity). Illiteracy limits introduction of credit/technology/upgrading skills.

WD-REK partners need to improve their policy formulation and Planning, Monitoring, Evaluation and Learning capacities. One partner organization faces also weaknesses in HRM and networking/policy influencing capacity.

IV Background analysis

The various social, economic and political factors are summarized in the SWOT analysis below. The opportunities and threats refer to external factors helping or worsening the problems mentioned above, while the strengths and weaknesses refer to (generalized) capacities of civil society to deal with these problems.

On the basis of this SWOT analysis, the choice for partners and intended effects of programs are explained.

Strengths of civil society:

- Sierra Leone has a vigorous civic culture with many CSOs well rooted in society and joined together in one body: the Civil Society Movement (CSM); Good nationwide track record and (lobby) influence
- Some organizations have strong member networks, and are well linked with the rest of civil society in and beyond Sierra Leone, sector networks and with government bodies.
- Partners have experiences with different donor agencies, increasing their capacities in result measurement and program management.
- Image of CTF in agriculture and export of crops is well known.
- Business oriented attitudes of some NGOs.

Weaknesses of civil society:

- There are many multipurpose organizations which do not have specific expertise in any sector.
- Often poor coordination of NGO activities on the ground
- Sometimes political use or manipulation of NGOs or networks (CSM)
- NGOs for AD and ED subprograms invest a lot in training and capacity building without being able to continue necessary financial and marketing support to productive areas.
- Outreach and networking of NGOs is often limited to only the direct target groups (little spin-off effects).
- Private sector initiatives being financed on basis of charity by NGOs (instead of on commercial and competitive basis), can hinder competitive and sustainable economic development

Opportunities for civil society:

- Government prioritizes to link rural areas into the economy, providing opportunities for CSOs to engage in employment and agricultural production and emphasizing TVET skills development in rural areas.
- Strong focus on infrastructure investments creates opportunities for CSOs and AD enterprising activities to focus in their poverty alleviation programs on more inland/rural areas.
- The Government has a strong commitment towards improving education¹¹ and engages CSOs.
- Public private partnerships/cooperation with teacher training colleges to improve quality of teachers.

Threats for civil society:

- IMF has put a ceiling on govt spending on e.g. education as a condition for aid. This limit stops the government from increasing the number of teachers on the pay-roll and jeopardizes impact of CSOs in their education program support.
- Sierra Leone has a higher emigration rate than most neighboring countries. This brain drain contributes to a shortage of teachers in higher education and TVET, endangering the impact of CSOs programs.
- Slow pace in social/economic development and high youth unemployment may lead to social tensions, which hinder both educational and economic programs.

⁹ Boogaard, 2010

¹⁰ 2007 Comprehensive Food Security and Vulnerability Analysis, dept statistics, GSIERRA LEONE

¹¹ According to the 2004 Education Act, all children should complete basic education: six years of primary school and three years of junior secondary school (JSS)

- Trade-oriented economy is highly dependent on international market factors. There is a need to create added value in the country to stabilize and strengthen long term economic growth.

EFSL is a network organisation that links a large number of civil society actors to government and donors' initiatives and policies. EFSL is also involved with advocacy on a national level. CTF is an experienced actor in development of agricultural value chains. They bring in a sound economic focus and have existing links to export chains. CTF has effective links with community leaders in their agricultural intervention zones and with extension officers of Ministry of Agriculture, Forestry and Food Security (MAFFS). Through past engagement at Grafton, CTF has the trust of the IDP community at large¹². CTF cooperates mainly with school committees, parent committees, churches, entrepreneurs and the (local) leadership. EFSL and CTF join forces by sharing expertise on project developments and policy documents to learn from each other. Strengthening these actors helps to coordinate civil society and align them to national policies. Intended effects relate to strengthening the capacities of these civil society actors (with whom CTF and EFSL work) and increasing their effectiveness (to be measured along the lines of the programmatic results frameworks of chapter 6 of this proposal).

V Multi-actor analysis

The PRSP is constructed around good governance, food security, job creation, and human development. The program of our partners is mainly linked to the second pillar and indirectly with the first.

The Ministry of Education, Science and Technology (MEST) does not function very well in its supervision system. Education policies based on the PRSP include the following:

- Promoting and expanding access to basic education with a focus on girls, qualitative improvement and teacher education. Our program links to this by strengthening schools to increase access and quality and by supporting teacher training.
- Promoting tertiary training, especially TVET skills in specialised disciplines, to meet the human resource needs for poverty reduction programmes. Our TVET-JBS program works on this aspect.
- Improving planning and management of the sector through capacity building. The approach of our partner EFSL has this focus.
- Promoting HIV/AIDS prevention education at all levels in the education system. Our program treats HIV and AIDS explicitly as a cross cutting issue.

Both the European Commission and DFID share the policy objectives of reducing poverty and inequality in line with the government's policies and targets, focusing on delivery of the MDGs. EC representatives have visited the education programme of CTF resulting in a positive appreciation of the work being done. The CTF education program is contributing to the EC policy priorities on education. The Dutch organization PLAN Nederland (part of the Child Rights Alliance) is active in access to (pre-) primary education sector in Sierra Leone. This alliance is, like the WD-REK Alliance, signatory to the Education Declaration of a group of Dutch Alliances active worldwide (see Annex 13.b.2, also mentioned in chapter 8).

There are about 200 TVET providers in Sierra Leone, mainly private or NGO owned. The African Development Bank (ADB), working in collaboration with the SABABU Education projects of the World Bank, has been supportive of some TVET institutions in the Southern Region of the country. The German GTZ also supports some of the government assisted TVET institutions. The TVET system in Sierra Leone is largely "supply-oriented" and has not responded quickly to the job market, tending to react to rather than anticipate to needs. Given this situation, the WD-REK Alliance TVET-JBS interventions will focus on the link between education and practical and marketable skills leading to jobs and income. There will also be an explicit link to the AD and ED subprograms with a focus on rural skills.

The government has defined '*Increasing agricultural productivity and competitiveness*' and '*Developing the national transportation network*' as some of their priorities. The MAFFS has low performance. Service provision in rural areas is still needed to complement the government efforts. Investments in energy, infrastructure need to be complemented with access to inputs for production, credit and tailor made extension services/training. The government wants to stimulate foreign direct investment (FDI) in agriculture and agro-processing. Current efforts of the government are focused on areas close to Freetown. Smallholders and commercial farming linkages are neglected in the approach. Cordaid stimulates the groundnut sector in rural economic development, focusing on women groups. ICCO plans to gradually turn their conflict transformation program into a youth entrepreneurship/economic development program. HIVOS has plans to develop their green entrepreneurship program in Sierra Leone. DFID support to Sierra

¹² Context analysis Grafton, MDF, 2009

Leone has concentrated on private sector development¹³ as part of their third strategic objective: Sustainable growth and human development.

The MFI sector is still very small in Sierra Leone. Most MFIs are still donor owned and yet self-sustainable. The two major MFIs (Finance Salone and ProCredit) are based in Freetown and concentrate on the urban credit demand. There are also a number of community banks which are being restructured due to operational issues. Access to credit in rural areas is very low, leading to low investments in agriculture and added value activities. Agriculture oriented credit provision is not available in the rural target districts and therefore WD-REK Alliance offers an input credit scheme to farmers. In the urban and semi-urban areas linkages will be set-up with established credit providers. WD-REK is planning to contribute to the capitalization of existing MFI's to improve access to microfinance while at the same time strengthening the sustainability of the MFIs. Cordaid is active in other districts and regions than the partners of the WD-REK Alliance. CTF is a joint partner of Cordaid and the WD-REK Alliance. While Cordaid finances women-oriented agricultural development and financing. WD-REK focuses on rice in combination with cash crops (cashew, sesame). Details on complementarity also with other actors such as SLANGO are provided in chapter 8 on Sierra Leone.

VI Tailor-made programmes

Looking at the context of Sierra Leone as a Profile II country, it is remarkable for a fragile state as Sierra Leone, that the context enables opportunities for especially the rural people to get access to the market. That is why the focal point in the subprograms are the opportunities in the (agricultural) market and the private sector. The demand in and relevance for the market are the entry point to link TVET-JBS to job opportunities. This is done among others through input of the (agricultural) private sector in the design of curricula and networking with the private sector. From this demand driven TVET-JBS the programs link also to formal education, for instance by creating interaction between formal education and TVET-JBS or by adjusting the entrance level of TVET-JBS to the level / skills / competence of formal education graduates by cooperation with the government. In this way the subprograms presented here aim at linking education and skills training with work and entrepreneurship. The education and TVET-JBS subprograms enhance people's knowledge, skills and therefore employability, while the AD and ED subprograms create opportunities for finding a job or starting a business. The SPN subprogram strengthens partners' capacities to implement the other four subprograms. For the period 2011-2015 the financial volume of the WD-REK Alliance program for Sierra Leone will be in the order of € 1.100.000 per year.

The focus of the **education subprogram** will shift from access to primary education to improving the quality of primary education, including an explicit focus on post war issues and HIV-AIDS. This will be implemented in Grafton and through the many members of EFSL in other regions in Sierra Leone. Apart from quality of primary education, the linkage to secondary education and/or TVET will also be a focus area.

The **TVET-JBS subprogram** is partly linked to the education program and includes both higher level technical courses offered in Freetown and skills training for target groups in rural districts. Other TVET activities focus stronger on rural skills linked to the AD program and practical skills in Grafton camp. All courses are based on market assessments in order to link to employment and income. Life skills will be included in all programs in order to deal with trauma.

The **AD and ED subprograms** have a strong focus on rural economic development within specific agricultural value chains. In an inclusive approach farmers and farmers groups are strengthened with the aim to increase productivity, stimulate farmer entrepreneurship and stimulate market orientation. Agricultural services provision is facilitated by stimulating private actors to offer mechanization services (ploughing, post harvest operations, logistics). Access to finance is gradually transformed from input supply credits to a more institutionalized agriculture finance program. The goal is to stimulate sustainable market led agricultural development in a specific geographical area (Bombali and Port Loko districts) where the AD and ED subprograms focus both on farmers as well as on MSMEs offering products/services in the agricultural sector.

The **SPN subprogram** focuses on enhancing capacities of partners and other relevant actors in the above mentioned subprograms to act as a change agent in their respective environments. This is done at the national as well as the local level, and contains elements of skills training, exchange visits and coaching of staff, as well as support in strengthening civil society and/or the set-up of relevant networks or reviving existing ones. In Sierra Leone this program will focus on strengthening the capacity for strategic planning, PMEL, HRM, change and knowledge management at organisational level, and policy influencing. Part of this program will be realized through the West Africa Regional Alliance, set up in 2009 with other WD-REK partners and actors, within which knowledge and

¹³ www.dfid.gov.uk/Documents/publications1/evaluation/ev690.pdf

capacities on these issues are shared. Organizational capacity assessments form input for concrete capacity strengthening plans.

SWOT analysis WD-REK supported programs in Sierra Leone: Education, TVET-JBS, AD/ED, SPN	
Strengths	Weaknesses
<ul style="list-style-type: none"> - Large network of civil society actors that can be coordinated and linked to government policies. - Effective coordination between partners - In Grafton Camp: strong community based approach and presence. - Image of CTF in agriculture and export of crops well known. 	<ul style="list-style-type: none"> - Integration of education, TVET training and labour market is not always strong enough - Limited continuation from primary to secondary education - Sustainability of the direct service provision part is weak - Strategic planning capacity of partners is weak - Level of PMEL and HRM within partner organisations not up to standard - Change and knowledge management of partners not well developed
Opportunities	Threats
<ul style="list-style-type: none"> - High need for skilled labour. - Government and donor policies focus on increased quality and linkage to jobs, income , agric dev. - Linking smallholders to commercial processing - Exchange of information and sharing of best practices in the West African Regional Alliance of WD-REK partners - Agriculture is low-input oriented, providing opportunities to enter into organic export markets 	<ul style="list-style-type: none"> - Youngsters are traumatized, because of the civil war. - High youth unemployment may easily lead to social unrest. - Political influence in the EFSL network is a potential threat.

2.16 CONTEXTUAL ANALYSIS SOUTH AFRICA

I. Introduction

This contextual analysis is a joint effort of the WD-REK Alliance and its Southern partners. Contextual information was derived from various external sources (see footnotes), strategic multi-annual plans of partners and field visit reports. This information was analyzed and strategic programmatic choices were jointly made on global and regional partner conferences during 2009 and 2010. Draft and final versions were discussed and validated with partners. The WD-REK Alliance program in South Africa encompasses the following subprograms: 1) Education; 2) Technical and Vocational Education and Training & Job and Business Services (TVET-JBS); 3) Enterprise Development (ED); 4) Strengthening of Partner Network (SPN). Woord en Daad will also execute a subprogram Health and HIV/AIDS, which is included in the program of the ICCO Alliance. The AD subprogram program is not worked out separately for South Africa. Nevertheless many of the ED activities in South Africa have an agricultural component. South Africa is a Profile III Country.

South Africa is Africa's largest economy. It is a middle-income, emerging market with an abundant supply of natural resources, well-developed financial, communications, energy, and transport sectors. Using various income poverty measures, the number of people living in poverty has declined, especially between 1999 to 2007. Worrying, however, is the fact that the rate of eliminating poverty is slow. Furthermore, the divide between the rich and the poor is critically high¹. The Human Development Index (HDI) for South Africa is 0.683, which gives the country a rank of 129th out of 182 countries with data². This value is much higher than the mean HDI for sub-Saharan countries, but whereas the value is increasing for sub-Saharan countries, it is more or less stable for South Africa since 1980. The economy is still in a process of transition as the government seeks to address the inequities of apartheid, stimulate growth and create jobs. An important instrument to distribute wealth across as broad a spectrum of South African society as possible, is the Black Economic Empowerment (BEE) program. A major challenge for South Africa's development is formed by the HIV/AIDS pandemic. South Africa's HIV prevalence rate is among the highest in the world, 18.1%³, causing a life expectancy of 47 years and putting the process of attaining the MDGs at risk.

South Africa has a net enrolment rate in primary education of 87% and in secondary education of 72%, while the completion rate is 86%⁴. Despite these relatively high figures, there are still problems of exclusion to overcome. Moreover, a number of assessment studies in recent years have shown that the educational achievements of learners, especially in literacy and numeracy, in South African schools is unacceptably poor⁵. The unemployment rate is very high, with the official rate at 23.5% in March 2009. The high number of unemployed youth (47.8% for group 15-24 yr) is especially worrying. The global economic crisis poses a challenge in terms of achieving the set goal of halving unemployment in 2014⁶.

II. Target group analysis

The Education subprogram focuses on target groups in two areas in the Western Cape: vulnerable and disabled children, and indirectly their parents, in the townships Gugulethu and Crossroads/Khayelitsha (Cape Metro Pole) and vulnerable youngsters in Saldanha Bay Municipality (West Coast). There is access to education (primary, secondary) in these areas, however, the regular programs meet insufficiently the specific social needs of the target group that arise from situations like broken families, violence and drug-use.

The TVET-JBS subprogram focuses on unskilled, unemployed and underemployed people from the disadvantaged communities of Khayelitsha and the surrounding areas (Western Cape). The target group consists of youngsters and adults, who are unable to afford the cost of training at public institutions. As a consequence of limited access to education, they are unable to compete for jobs in the labor market.

¹ The Presidency of the republic of South Africa. Development indicators 2009 - Poverty and inequality; <http://www.thepresidency.gov.za/learning/me/indicators/2009/poverty.pdf>; the GINI score for South Africa is 57,*% , Human Development Report 2009 – South Africa; http://hdrstats.undp.org/en/countries/country_fact_sheets/cty_fs_ZAF.html

² Human Development Report 2009

³ WHO, UNAIDS & Unicef, 2008. Epidemiological Fact Sheet on HIV and AIDS, 2008; http://apps.who.int/globalatlas/predefinedReports/EFS2008/full/EFS2008_ZA.pdf

⁴ UNESCO Institute for Statistics Country Education Profiles: http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=120&IF_Language=eng&BR_Country=8940&BR_Region=40540

⁵ Education Department Republic of South Africa. The Development of Education: National Report of South Africa, 48th International Conference on Education, 25-28 November 2008.

⁶ The Presidency of the republic of South Africa. Development indicators 2009 – Employment; <http://www.thepresidency.gov.za/leaning/me/indicators/2009/employment.pdf>

The target communities of both subprograms are characterized by a living environment that offers limited opportunities and many threats for a healthy development. Lacking or failing social structures, HIV/ AIDS, poverty, limited access to basic services, unemployment, abuse, drug use and criminality are all part of a web of interrelated factors that cause vulnerability of the target group. The government is addressing the causes of vulnerability of these communities with a number of relevant interventions. However, government's capacity is limited so WD-REK partner Mfesane joins forces with the government, focusing on relatively small intervention areas and on issues for which they have expertise: (extra-curricular support for) education, TVET-JBS, enterprise development and HIV/AIDS(part of ICCO Alliance program).

The ED subprogram is executed in poverty pockets in the Western and Northern Cape area. The immediate target group is formed by enterprises, existing and start-ups, that have limited access to business support. Through reaching this target group, (self) employment opportunities are created for unemployed, poor, mainly black people in the intervention areas.

The target group of the SPN subprogram consists of all partner organizations mentioned in paragraph IV.

III. Problem analysis at macro/meso/micro level

Participatory, broad-based and detailed context analyses by WD-REK staff and partner organizations have identified a number of problems that form main barriers for development for the target groups. This has formed the basis for the following choice of specific problems that will be addressed by the various subprograms. Problems in the area of health and HIV/AIDS will be addressed by a subprogram that forms part of the ICCO Alliance proposal.

The Education subprogram will address the following specific problems: 1)poor learning results in government schools; 2) low access to pre-primary and special needs education and care; 3) lack of activities and occupations for youth after school.

The TVET-JBS subprogram will mainly address the following specific problem: lack of relevant skills to effectively enter the labor market.

The ED subprogram will address the following specific problems: 1) (Potential) entrepreneurs from marginalized groups lack technology and knowledge needed to enter the private sector and strengthen their competitive power; 2) The limited number of jobs created, sustaining a high unemployment rate.

The SPN subprogram will address weaknesses of the partner organizations involved in the implementation of the tailor-made program, which are: 1) weaknesses in planning, monitoring, evaluation and learning (PMEL), in knowledge management, networking and advocacy; low capacity for fundraising capacity and limited donor diversification.

Main causal factors of these problems at the macro, meso and micro level, are as follows.

At macro level: Educational achievements of learners, especially in literacy and numeracy, in South African schools is unacceptably poor, which is mainly caused by the shortage of (qualified) teachers, especially for Mathematics, Natural Sciences and Languages, and the complexity of the curriculum⁷. The low relevance and quality of the education offered in the schools attended by the target group, reduces their chances in follow-up education or on the labor market and undermines their commitment. Also currently there is too little support available for disabled learners⁸. The formal education/TVET system does not have the capacity and responsiveness needed to deliver a workforce that meets the demand of the labor market. Entering the labor market for unskilled/semi-skilled people is hindered by large numbers of (semi-)skilled, hard-working migrants from neighboring countries.

The government offers opportunities for black people to start their own business, a.o. by offering opportunities to access credit. Access is however hampered due to bureaucratic issues. In these support programs there is not sufficient attention for development of necessary competencies to run a business. Given its specific past, black South Africa lacks an entrepreneurial culture. Although slowly changing now, this is still a constraint in stimulating black ownership/entrepreneurship.

At meso level: Often there is insufficient support of TVET graduates and unemployed persons in entering the labor market, either through self-employment or wage employment .The townships Khayelitsha and Gugulethu are poorly linked to the economy of Cape Town and surroundings.

At micro level: Social problems as described above lead to lower results, drop-outs and early discontinuation of education/skills training which reduce opportunities to make a sustainable, decent living. Schools in target areas do not have sufficient capacity to address these problems adequately to avoid negative effects on education results.

⁷ Education Department Republic of South Africa, 2008, The Development of Education: National Report of South Africa, 48th International Conference on Education, 25-28 November 2008

⁸ Ibid.

The social status of TVET is very low, resulting in people being not sufficiently committed to this path to employment. The social problems faced by the target group, in combination with the apathy generated by former apartheid policies, have shaped a mentality that is a barrier for people to take the lead in their own development. The target group of entrepreneurs lacks marketing and business skills to determine demand, supply and technological issues to be taken into account. These groups cannot produce collateral, which is another cause for insufficient access to credit.

IV. Background analysis

Below, the main social, economic and political factors are given that offer *opportunities* or *threats* for interventions aimed at resolving the problems described above. The capacity of civil society in relation to the same problems, is analyzed by looking at its *strengths* and *weaknesses*.

Strengths:

- The majority of civil society actors are strongly embedded in/linked to their target group enabling them to tailor programs to the real needs and possibilities of the target group and so contribute to eliminate inequalities.
- Most initiatives in early learning come from the non-profit sector. ECD NGO's in South Africa, like Mfesane, have accumulated expertise in the ECD field, giving them a rich legacy of innovative and creative experience with regard to ECD services.

Weaknesses:

- CSOs do not always sufficiently cooperate with each other, which diminishes their efficiency, effectiveness and influence.
- CSO programs frequently still use a charity approach, which fosters a spirit of dependency and apathy in the target group.
- There is absence of links between Further Education and Training (FET) colleges and universities, and between FET teacher education and school-teacher education.

Opportunities:

- The large number of reforms of policies, practices and institutions undertaken by the government⁹.
- Government funding of civil society initiatives, including social support grants, and funding of education programs of NGO's by Corporate Social Investors (CSI), offer opportunities for increased sustainability of these initiatives.
- There is an enabling environment for Civil Society TVET providers, which includes: availability of government funds; a sound (legal) framework (Skills Development Act, skills development levy, Sector Education and Training Authorities (SETAs), National Skills Development Strategy (2005-2010)); establishment of the Directorate Rural Education in May 2007; Learnership program¹⁰.
- The BEE rules for empowering the black and colored people give a boost for empowerment of the target groups.
- Programs aimed at establishing and strengthening sound (agricultural) enterprises in rural areas will contribute to higher productivity of land and profiting from the enabling environment and so strengthen rural civil society, with positive effects on urbanization.

Threats:

- Political structures and leadership in South Africa lack stability, consistency and reliability, which influences decision-making negatively and results in people losing trust in leadership. This is one factor in the strong decrease in confidence in a good future that occurred after 2006¹¹, which might lead to less motivation of people to invest in education and training and other undertakings.
- Corruption at government level leads to inefficiency in the educational system, while unmanaged changes in the education curriculum and corruption in results and national exams threaten the quality of education.
- Corruption and crime are huge threats in the society at large and influence the business environment in a negative way.
- Black South Africans were severely repressed under apartheid and many of them could not develop the necessary entrepreneurial and social attitude and skills to be successful in self employment, which is a factor that need to be considered and addressed in programs to support black entrepreneurship.
- Other main challenges facing society are the HIV/AIDS pandemic and the high unemployment rate (in combination with high numbers of foreign workers), which contribute to poverty, inequality, crime and social and political instability.

⁹ Ibid.

¹⁰ Meyerson, D. 2010. Learnerships: a solution to skills issues in South Africa, or a tangle of red tape?
<http://www.workinfo.com/free/Downloads/62.htm>

¹¹ The Presidency of the republic of South Africa. Development indicators 2009 – Social Cohesion;
http://www.thepresidency.gov.za/learning/me/indicators/2009/social_cohesion.pdf

The context analysis and SWOT give insight in the choice for partner organizations Mfesane and ADC. Mfesane was a major implementer of educational programs before the nationalization of schools in South Africa. Currently, as a CSO, it still is represented in the board of several educational institutes, it gives extra support for quality improvements in schools and plays an active implementing role (by itself or in collaboration with one of their associate partners) in areas where government provisions are insufficient (TVET, JBS, HIV/AIDS, pre-primary education). As a social service organization, Mfesane is not an appropriate partner for ED. In this field ADC has been selected as a specialized partner of the alliance (see further below).

V. Multi-actor analysis

The WD-REK Alliance has Mfesane as a partner. Until now, Mfesane has been an umbrella organization, coordinating and facilitating the work of a number of affiliated partners (local CBOs). Mfesane is now in a strategic process of reconsidering this structure, as its role in implementing programs, especially in the area of HIV/AIDS, has become more important. The WD-REK Alliance will support through Mfesane activities of three affiliated partners. Supported will be Education and TVET-JBS programs of affiliated partners Sobambisana (early childhood development, special education and extra-curricular programs), High Five (extra-curricular programs including life skills and computer, science and math enrichment programs) and Nolunthando Training Industries (TVET-JBS). It has already been decided that the latter affiliate (NTI) will become fully integrated into the Mfesane organization. The current HIV/AIDS subprogram of Mfesane is funded by USAID and Alliance and is also part of the MFS-2 proposal of ICCO Alliance. In the West Coast, this subprogram focuses on life skills and ethics by peer educators, which is closely aligned to the education subprogram as activities are executed in the same schools. The HIV/AIDS subprogram also offers support for mainstreaming HIV/AIDS into the subprograms that are part of this proposal.

The government is a key actor for the Education subprogram as the subprogram complements the education provided at government schools. The **added value of the Education subprogram** is that the extra-curricular programs of Mfesane (High Five and Sobambisana) increase the effectiveness of the education provided in government schools. The focus on literacy and numeracy is in line with priorities in government policies¹². The programs for Early Childhood Education (ECD) and Special Education are provided to fill a gap in (quality) provision of ECD.

Mfesane cooperates with Corporate Social Investors for funding. For thematic expert support there is cooperation with Training Service Providers as St John, GOLD, the National Association for Child Care Workers, Damelin College, Northlink College and Western Cape Forum for Intellectual Disability. Furthermore, Mfesane is a member of the Khayelitsha Development Forum and other ECD Alliances. The High Five (after school life skills program) is involved in The President's Awards Program, an international program focusing on the leadership development of young people. In the High Five program Edu4Nature, nature hikes, weekend camps and life skills sessions are organized, in cooperation with the ICCO Alliance/PEPFAR funded HIV/AIDS program. Within the Maths Program there is networking with the Centre for Maths Science and Technology funded by Mittal Steel and the Weston High School, in order to coordinate activities and to share information, lessons learnt, challenges and opportunities.

The Dutch alliance Together4Change is also active in education, however, in a different geographic area. Coordination with this alliance will take place as agreed and specified in the signed declaration of Dutch alliances working on child issues (see Annex 13b2).

The **added value of the TVET-JBS subprogram** of Mfesane is its complementarity with skills training provided by public institutions as Mfesane targets specifically trainees who do not qualify for mainstream education. Mfesane works together with a number of NGO's like Zenzele, Khayelitsha Auto Training Centre, Learn to Earn, Zibonele community radio station, and Zanolokhanyo training centre which assists Mfesane in providing effective and high-quality training. Mfesane also cooperates with local bodies like NICRO Department of Social services, City of Cape Town's Urban Renewal and CIDB. The subprogram contributes to relevant government policies, which include Outcome Based Education, Employment Equity and Skills Development Act. Mfesane also cooperates with local churches in the target areas. There is a strong link between Mfesane and the private sector through on the job training and input of the private sector in the design of curricula, which adds value to the effectiveness of the TVET-JBS program.

The **added value of the ED program** is the provision of BDS, access to credit and expertise in advice on BEE issues. ADC, the partner for the ED subprogram, has a large and varied network that includes organizations providing services in the same field and a good number of SA's top farmers, businessmen and other professionals who became ADC clients over the years. Service providers with which active contacts exist are mostly semi-government bodies that provide complementary or similar services, and include: KaapAgri, Department of Agriculture of University of

¹² South African Government Information-Education; <http://www.info.gov.za/aboutsa/education.htm>

Stellenbosch, Wesgrow, CSIR and various state departments. The quality of this network enables ADC to analyze business situations from a broad (chain) perspective, which is key for identifying sustainable solutions. All activities are done according to the governmental directions regarding BEE, in which ADC is specialized. Because of their reputation for their expertise in implementing BEE rules, their advice is regularly sought in BEE related issues between private sector and government. Due to collaboration with KaapAgri, which provides government funds in the agri-sector, a rather easy access to black businesses is ensured for ADC. At the department of Agriculture at University of Stellenbosch, ADC is well-known and has an easy entrance to tap into their networks and advices. The main activity of ADC is provision of BDS. For offering clients access to finance, ADC collaborates with Oikocredit (will phase out of SA) and local institutions. As mentioned in the introduction, in the local context the **AD-subprogram has no added value.**

VI. Tailor-made programs

Looking at the South African local context as a Profile III country, the focal point in the programs are the opportunities in the market. The demand in and relevance for the market are the entry point to link TVET-JBS to job opportunities. This is done among others through input of the private sector in the design of curricula and networking with the private sector. From this demand driven TVET-JBS the programs also link to formal education, for instance by creating interaction between formal education and TVET-JBS or by adjusting the entrance level of TVET-JBS to the level / skills / competence of formal education graduates. In this way the subprograms presented here aim at linking education and skills training with work and entrepreneurship. The education and TVET-JBS subprograms enhance people's knowledge, skills and therefore employability, while the ED subprogram creates opportunities for finding a job or starting a business. The SPN subprogram strengthens partners' capacities to implement the other three subprograms. For the period 2011-2015 the financial volume of the WD-REK Alliance program for South Africa will be in the order of € 500.000 per year.

Linked with the profile the program primarily focuses on linking the target groups with the market. Relevant support will be given to the partners to get access to alternative (local) funding with the aim to phase out the WD-REK support to the program (see specification in the sub-programs).

Subprogram Education

Within the Education subprogram there are three components: 1) extra-curricular programs to offer life skills and computer and science skills; 2) pre-primary education and care offered in Educare Centers; 3) special education and care offered to disabled children in a Special Education Needs Centre. As we see an increasing willingness and capacity of the government and companies to take over funding of these programs, we have planned a gradual phase-out of our support to these programs in the period 2011-2015. The success of finding alternative financial resources within South Africa will depend on concrete and sustained commitment of government and companies.

Subprogram TVET-JBS

This subprogram provides skills training to vulnerable groups that have limited opportunities to access skills training. Through the Job and Business Centre (JBC) services are offered that support graduates in entering the world of work. Youngsters receive training in skills necessary to become either successfully self-employed, through training in elementary business skills, or wage-employed, through training in workplace skills and linking them to employers. For the latter, trainees are registered in the JBC database after successful completion of a training course. The JBC is actively marketed to prospective employers /the private sector in the Western Cape via extensive networking conducted by the JBC manager. The JBC involves other relevant actors to successfully mediate trainees. The JBC's knowledge of the labor market also ensures sufficient responsiveness of the TVET subprogram to skills needs of the labor market. This subprogram is executed by NTI, through Mfesane. NTI is currently still an affiliate partner but will be integrated into Mfesane in the near future. This will offer more opportunities to strengthen this subprogram effectively by scaling up activities, develop JBS and linking it more closely with the other subprograms. A successful completion of this integration is foreseen and for that reason a gradual reduction of financial support is planned in the budget for 2011-2015.

Subprogram Enterprise Development

This subprogram supports disadvantaged people, through a business approach, to establish and/or strengthen themselves as entrepreneurs and owners of new enterprises. The subprogram seeks to complement the BEE approach of the SA government. However, whereas BEE activities not necessarily aim at creating jobs, the potential to create jobs is a selection criterion in the selection and evaluation process of business cases in the ED subprogram. Typical situations where support can be provided are the following: potential black entrepreneurs that do not have capacity to access funding; government departments are willing to contribute land but not the necessary technical and business support; government-partnered loan schemes that, due to a low interest rate, cannot afford to supply all the Business Development Services (BDS) that are required for sustainable business development. Furthermore, the links between the ED program and the TVET-JBS program will be strengthened, the ED partner consulting the TVET partner

on how to link the vocational training program to the business sector, in order to make the training more demand-driven.

Subprogram Strengthening the partner network

This subprogram focuses on enhancing capacities of partners and other relevant actors in the above mentioned subprograms to act as a change agent in their respective environments. This is done on national as well as local level, and contains elements of skills training, exchange visits and coaching of staff, as well as support in strengthening civil society and/or the set-up of relevant networks or reviving existing ones. In South Africa this subprogram will focus on strengthening the networking, policy influencing and fundraising capacities of partner organizations. Part of this subprogram will be realized through the set-up of a Southern Africa regional alliance with other WD-REK partners, within which knowledge and capacities on these issues will be shared. Organizational capacity assessments form input for concrete capacity strengthening plans. Mfesane will be supported in making strategic changes regarding the relationships with its affiliate partners and in strengthening specific expertise regarding TVET-JBS.

SWOT analysis WD-REK supported program in South Africa Education, TVET-JBS, ED, SPN subprograms	
Strengths (internal)	Weaknesses (internal)
<ul style="list-style-type: none"> - Partners are well-embedded in relevant networks including government, private sector and civil society actors and cooperate effectively with a variety of relevant actors and strengthening in (local and institutional fundraising.. - Exchange has started between TVET-JBS partner and ED partner about relevance & quality of TVET and linkages with private sector - A number of business people is involved in the ED subprogram in various ways, ensuring adherence to business principles and approaches and a recurring 'reality check' - HIV/AIDS is included in all sub-programs as a cross-cutting issue - The collaboration with and recognition of ED activities by relevant organizations like the CSIR, KaapAgri, and the University of Stellenbosch (Dept. of Agriculture) is strong and relevant for civil society strengthening. 	<ul style="list-style-type: none"> - Partner organisations fall short in networking and policy influencing skills and fundraising capacity: addressed by SPN subprogram. - The Education and TVET-JBS subprograms can become better in seizing funding opportunities. - The TVET-JBS subprogram staff needs more in-depth TVET-JBS expertise. - Responsiveness of TVET subprogram to labor market is currently still basic: will be further improved by strengthening JBS - The Education and TVET-JBS subprograms are not yet sufficiently linked: this will be improved as soon as affiliate partner NTI is integrated into Mfesane.
Opportunities (external)	Threats (external)
<ul style="list-style-type: none"> - Government has launched a number of relevant Education, TVET and private sector policies, has a regulatory framework in place and offers several funding opportunities for the education, TVET and business development sectors, thus creating an enabling environment for CSO (complementary) interventions. - Strong drive from government to support the establishment of black entrepreneurs (examples: BEE program, Cape Agricultural Loan Fund) - Focus on agricultural issues is recommended and supported by SA Government and EKN, offering opportunities for complementary actions. 	<ul style="list-style-type: none"> - Persistent poverty-related social problems of the target group threatens commitment to personal development - Corruption and crime negatively affects business climate - Bureaucracy and complex and frequently changing regulations at government level hamper smooth flow of administrative processes and restrict access to government funds - The limited entrepreneurial spirit among black SAs is a threat for the speed and effectiveness of the process to establish black entrepreneurs - Due to brain drain there is a lack of competent staff at the middle management level, weakening the SME sector.

2.17 CONTEXTUAL ANALYSIS SRI LANKA

I. Introduction

The analysis presented in this chapter is a joint effort of the WD-REK Alliance and its Southern partners. Contextual information was derived from various external sources, the main of which are referred to in footnotes, from strategic multi-annual plans of partners and from field visit reports. This information was analyzed and strategic programmatic choices were jointly made on global and regional partner conferences, in Nairobi, Apeldoorn and Bangkok in 2009 and 2010. Draft and final versions were discussed and validated with partners.

In Sri Lanka the WD-REK Alliance will support and strengthen its partners and other relevant actors in effective and sustainable implementation of the following subprograms: 1) education, 2) technical vocational education and training and job and business services (TVET-JBS), 3) agribusiness development (AD) and 4) strengthening partner network (SPN).¹ Due to the strong agricultural character of the selected working areas, WD-REK Alliance has chosen to focus on agribusiness development, instead of a combination with enterprise development. Sri Lanka is a Profile II country.

With a gross domestic product (GDP) of about US\$ 4,500 per capita, Sri Lanka ranks as a lower-middle income country. Yet, due to its history of violent conflict between the Liberation Tigers of Tamil Elam (LTTE) and the government, the eastern and northern provinces – where the Tamil population is concentrated – is characterised by economic poverty, traumatisation and social insecurity. Mass migration has taken place from these areas. It started with the middle class and higher educated professionals followed by poorer segments of society. The first moved in particular to the US and Canada, the latter in particular to India. Internally the conflict displaced huge numbers of people. Estimated numbers of internal displaced people (IDPs) vary between 400-500,000. Return to areas of origin is complicated because of the minefields and the severe damage of infrastructure. Significant numbers of people remain in displacement, stay in (transition) camps, with family, or have been assigned to new living areas, through the governmental resettlement policy.² The majority of these areas are located in the already mentioned provinces.

In spite of the war Sri Lanka experienced the last decade an average GDP growth of nearly 5%.³ The country's economic growth for 2009 is estimated on 3,5%, its average annual income per capita an estimated US\$1,780.⁴ Over 10% of the national product is received through migrant remittances, which bring in annually about US\$3,3 billion. Economic internal potential is found in the food processing, fishing, textiles and apparel, construction, telecommunication, insurance and banking sector.⁵ However, due to the global financial crisis and high military expenses, government budget is exhausted. On policy making level there is attention for specific incentives to revitalize the economy and to reconstruct the infrastructure and basic service systems in the war affected provinces. However, due to the limited budget possibilities external support is needed to realise sustainable reconstruction of these areas. National development indicators are high, such as a literacy rate of 90%, a life expectancy of >70 years and a GINI index value of 43,5. Still 15% of the country's population, being about 3 million people has an income of less than 1US\$ a day and regional disparities are great.

II. Target group analysis

The target group and target areas of the combined subprograms in Sri Lanka in general are IDPs in the resettlement areas, in both the east and the north of the country. Most of the target group are Tamil, as the majority of the population in these areas are Tamil.⁶ Through the **Education subprogram** specifically children and their surrounding communities will be approached and supported. The choice for this target group is because of the vulnerability of the children in the resettlement areas. They face insecurity due to the multiple

¹ Funding for the health and HIV-AIDS programs is sought for through channels other than this proposal. Part of the health and HIV-AIDS programs is included in the ICCO Alliance proposal. Reference to the health and HIV-AIDS program in this chapter is therefore limited.

² <http://www.icrc.org/web/eng/siteeng0.nsf/htmlall/sri-lanka-icrc-annual-report-2009?opendocument>, <http://www.internal-displacement.org/countries/srilanka> and <http://www.irinnews.org/Report.aspx?ReportId=89342>

³ Which was alleviated by an IMF standby agreement in July 2009.

⁴ All statistical data in this document are taken from the CIDIN database with option 'latest available data': www.ngo-database.nl unless otherwise specified.

⁵ http://siteresources.worldbank.org/SRILANKAEXTN/Resources/233046-1267051087828/SriLanka_Economic_Brief_May_3_2010.pdf

⁶ The target group of the Education subprogram in Colombo and Hatton are the urban poor. Selection of this target group is done on basis of a variety of criteria, taking into account the socio-economic living conditions of households that register.

displacements, have to deal with traumatising of themselves and of their caregivers, and have a lack of access to basic services of quality.

The **TVET-JBS subprogram** targets young people without certificates and therefore without possibilities to enter the formal economic market. The program operates from Batticaloa (Eastern Province). The target area experiences an influx of young ex-combatants searching for new employment possibilities after the defeat of the LTTE. With the institution based training the program provides education and reintegration opportunities for young people, including ex-combatants. Through mobile training young people in the resettlement areas are provided opportunities to learn skills which enable them to contribute to the reconstruction of the region. The target group of the **AD subprogram** will be in the same regional area as the education/TVET subprograms. The reason for this choice is that support of MSMEs with outreach and/or impact through either sourcing of raw materials for processing, getting supply, creating jobs etc. in these communities enlarges the income base within the target areas. Clients of the AD subprogram need to be economic actors within a value chain or chain supporting organisation/enterprise. This means: farming entrepreneurs with difficulties to access proper credit facilities to expand their farm, increase profitability; also processing MSMEs necessary to ensure steady and quality supply towards retail industry. Chain supporters can be microfinance institutes, extension- and/or business services providers needing capacity building and/or access to resources to offer packages of effective financial/non financial services towards clients in a financial sustainable way. The **SPN subprogram** targets in the first place the current partner organization Ladder of Hope (LOH), which is specialized in TVET-JBS. New partners, specifically with regard to the education and AD subprograms are sought. Their role in the SPN program will depend on their organizational qualities and on what they can contribute to the network strengthening program.

III. Problem analysis on macro /meso /micro level

Macro level. Main problem is that new policies for 2011 and beyond are not yet known, due to the recent elections. The re-election of President Rajapaksa (early 2010) and the ruling party (last 8 April) likely means that the government will continue its current development strategy. This implies a focus on investment and support of productive SME's, promotion of the agricultural sector and an expansion of the civil service.⁷ An under-spending with regard to education is observed: 2,8% of Sri Lanka's GDP is allocated to education, compared to a regional average of 3,5%. From the education budget, 10% is reserved for vocational education and training.

Meso and micro level. Main problem at meso and micro levels are the regional disparities found in the country. On national level Sri Lanka shows a number of achievements, like primary school enrolment being 89%, a completion rate of 85% and a maternal mortality rate being 92.⁸ However, due to the years of conflict data collection in east and north has been limited and government is reluctant in providing region specific statistics for the war affected areas.⁹ Yet, it is known that specific and severe problems appear precisely in the east and the north. The mentioned brain drain of human resources and the severe damage of infrastructure, has seriously affected the service system and living conditions in these provinces.^{10 11} Many households in the resettlement areas have to build their households' economy up from scratch. The manpower of children and young people is needed for agricultural household tasks, as a consequence drop-out rates are observed to be high.^{12 13} The lack of education limits at the same time the (future) households in their possibilities to link up with national economic opportunities. Reintegration of ex-combatants is another characteristic problem for the eastern and northern areas. Finally, the extreme social vulnerability of in particular female headed households, women and children in these areas is problematic.^{14 15} Paddy (rice) is of paramount importance to the Eastern

⁷ <https://www.cia.gov/library/publications/the-world-factbook/index.html>

⁸ *EU Sri Lanka Strategy Paper 2007-2013*, page 9 http://ec.europa.eu/external_relations/sri_lanka/csp/07_13_en.pdf

⁹ Illustrative is for example the HIV-AIDS prevalence rate of 0,1%, of which the representativeness is questioned, as the percentage is based on cases reported only from the western and central provinces. Meanwhile risk factors are especially present in the war affected areas in the east and northern provinces:

<http://siteresources.worldbank.org/INTSRILANKA/Country%20Home/20535957/HIV-AIDS-brief-June2005-LK.pdf>

¹⁰ UNESCO basic information about (education in) Sri Lanka:

http://www.ibe.unesco.org/fileadmin/user_upload/archive/Countries/WDE/2006/ASIA_and_the_PACIFIC/Sri_Lanka/Sri_Lanka.htm and <http://www.neweast.lk/3year/productive.html>.

¹¹ *Ministry of Education Sri Lanka, School Census 2006*, preliminary report:

<http://www.statistics.gov.lk/education/SUMMARY%20TABLES%202006.pdf>.

¹² *Asian Development Fund, Helping the poorest. Changing lives. Working for Results*, Asian Development Bank, 2008

¹³ *Sri Lanka displacement update*, UNHCR, 6 June 2009 and <http://www.unhcr.org/4a2513196.html>, retrieved July 30 2009

¹⁴ <http://siteresources.worldbank.org/INTSRILANKA/Country%20Home/20535957/HIV-AIDS-brief-June2005-LK.pdf>

Province's economy and its people. It is the single biggest contributor for the Province's GDP. Developing this sector will therefore have a widespread impact on the lives of the people and the provincial economy¹⁶. LOH faces problems with regard to its organizational management. The lack of qualified leadership, due to the high migration numbers in the region, occurs also in this organization. External support is necessary with regard to management capabilities and structures and with regard to knowledge of planning, monitoring and evaluation (PME) systems.

IV. Background analysis

The various social, economic and political factors influencing civil society initiatives in Sri Lanka are summarized below. The opportunities and threats refer to external factors helping or worsening the problems mentioned above, while the strengths and weaknesses refer to (generalized) capacities of civil society to deal with these problems.

Strengths (of civil society)

- A representative number of the families and communities in the eastern and northern provinces (although less in rural areas in Vanni and in the Eastern Province) have relations abroad, who can support civil society initiatives

Weaknesses (of civil society)

- A lack of capability among civil society leadership to be able to represent the sensitive and sometimes charged interests of the various stakeholders in society
- Politicization of the civil society: organizations often have ties with political parties, resulting in a tense relationship between the government and especially organizations (being) associated with the opposition

Opportunities (for civil society)

- The country scores mediocre on government effectiveness, the rule of law and control of corruption, providing civil society with a reasonable environment to operate
- The country is a multiparty republic, with elections occurring on a regular basis, providing a system for representation of the interests of the various ethnic groups in the country – although election observers and advocacy groups have questioned the fundamental fairness of the 2010 elections
- The public service system and the basic administration in the central and western part of the country function fairly effectively, providing a base of knowledge and expertise from which civil society can tap
- The official defeat of the LTTE makes the eastern and northern provinces more accessible for government and non-governmental organizations

Threats (for civil society)

- A tendency is observed of increased control by government and military of especially Tamil related civil society organizations (CSO's): new legislation is in preparation, allowing foreign agencies and organizations only to fund civil society initiatives through a central government agency¹⁷
- Traumatization of society and ongoing ethnical-political tension (cases are reported of officials misinterpreting or manipulating laws because of ethnic, social and economic biases and the government is accused of poor oversight in handling alleged charges of human rights violation) are risk factors for right management of civil society initiatives¹⁸

In Sri Lanka the WD-REK Alliance cooperates with a local, implementing social service organization Ladder of Hope (LOH). The organization, which is specialized in TVET-JBS, is located in Batticaloa, the capital of the Eastern Province. The organization has years of experience in working among the Tamils in the eastern and northern provinces. Their strength is their experience in working as a service providing organization targeting especially the Tamils while operating in a politically neutral way, cooperating among others also with the Sri Lanka government. The organization is related to a network of churches CACM, which has a unique access to the war affected areas.¹⁹ For the planned education and AD subprograms strategic partners are to be selected, being professionals in their field of work, being familiar with the context and working in close cooperation with governmental and non-governmental organizations in the target areas. For the selection and cooperation the

¹⁵ http://data.unaids.org/pub/Report/2010/srilanka_2010_country_progress_report_en.pdf

¹⁶ <http://www.neweast.lk/3year/introduction.html>

¹⁷ www.icnl.org

¹⁸ Transparency International Sri Lanka: <http://www.tisrilanka.org>

¹⁹ International Need (IN) Network Sri Lanka is another partner of the WD-REK Alliance in Sri Lanka. This organization is running an education program in the slum areas of Wellawatte in Colombo, the capital of the country and on the tea plantations of Hatton. Financial support of this program is however sought through channels other than MFS II and will be partly phased out in the coming policy period.

existing network of our partner LOH and the network of our related partner [ZOA](#) Sri Lanka will be used (for more information on the cooperation with ZOA see chapter 8).

The intended effect of the combination of subprograms in the country is to increase the opportunities for households, communities, children and young people to break out of the circle of poverty and marginalisation by equitable economic growth in the region, by creation of jobs and improving/enhancing agribusiness relationships in the target areas and by enabling school-going children and young people to finish successfully their educational career and to re-integrate and link up with existing economic opportunities.

V. Multi-actor analysis

Education is compulsory to all children till the age of 14 (grade 9). It is the policy aim of the Ministry of Education to have young people however continue education beyond grade 9. For that reason education up till university is funded by the government. Places are however limited: finally less than 12% of those qualified get admission to state universities. Just over 1% of the schools, in numbers, are private school. A quarter of them being non-fee-levying schools, they are therefore also called semi-government schools. All schools (except the international schools which fall under the Board of Investment) are to follow the government guidelines for curricula and other quality aspects.²⁰ Sri Lanka's PRSP emphasizes increased stakeholder participation and involvement of the education sector. More room for public-private partnerships should envisage however a more defined role of all involved actors. Also combating politicization and corruption is a necessity.²¹ The **added value of the education subprogram** will be its complementarity to governmental education services. The activities under this program will aim to increase the effectiveness of the government supported services. The activities will focus on reduction of drop-out rates by improvement of learning results, development of social skills and supporting and enabling parents, care-givers and the students themselves to create a conducive (learning) environment.

Concerning the TVET-JBS subprogram there are government supported TVET institutes. However, employers are concerned over inadequacy of the quality and relevance of the training.²² Attendance rates are observed to <50%.²³ With the development of a national policy on TVET, the government is moving in the right direction. Civil society and private sector initiatives are considered serious counterparts in this policy. The **added value of the WD-REK TVET-JBS program** is that it provides market-driven vocational training in accordance with governmental accreditation criteria. The JBS assures the link with the world of work. By the setup of mobile flexible short-term trainings in resettlement areas access to TVET-JBS increases, in particular for non-graduated young people, among whom are ex-combatants. Strong point in the program, taking into account the (post)conflict situation, is the inclusion of psychological guidance. Financial sustainability is build through by applying a strategy of working with job orders.

Concerning the AD program, agribusiness and small and medium enterprise (SME's) development specifically in the Eastern Province is high on the priority of the government development policy.²⁴ The policy aims to revive of the region's capacity for crop production, through improvement of agricultural and related financial services. There are branches of state banks, including the People's Bank and the Bank of Ceylon present in the province, yet financial coverage is low. The **added value of the AD subprogram** is that it contributes to an improved coverage of availability of packages of (non-) financial services in the working areas. This empowers and enables different value chain actors to become more reliable actors for local and national retailers producing state of the art quality, timely and steady supply and hence increasing opportunities for entrepreneurial farmers.. Donors like GTZ and USAID regularly have projects in these area's, WD-REK will collaborate with them as far as it is possible to strengthen institutionalisation of private service providers to ensure sustainable (long term) development.

A number of NGOs is already active in particular in the more northern parts of the country. These UN (related) organizations and other refugee care organizations, like [ZOA](#) Refugee Care, are specialized in relief and direct humanitarian support. The **added value of the WD-REK alliance** is its knowledge and experience with regard to resettlement and rehabilitation, the expertise built up over years in post-conflict areas, in for example

²⁰ UNESCO basic information about (education in) Sri Lanka:

[http://www.ibe.unesco.org/fileadmin/user_upload/archive/Countries/WDE/2006/ASIA and the PACIFIC/Sri Lanka/Sri Lanka.htm](http://www.ibe.unesco.org/fileadmin/user_upload/archive/Countries/WDE/2006/ASIA_and_the_PACIFIC/Sri_Lanka/Sri_Lanka.htm)

²¹ http://siteresources.worldbank.org/INTPRS1/Resources/Country-Papers-and-JSAs/Sri_Lanka_JSA_PRSP.pdf

²² <http://asiantribune.com/news/2009/08/26/amicable-policy-changes-required-technical-vocational-education-sri-lanka>

²³ Figures being confirmed by ILO staff during orientation and monitoring visits by WD-REK.

²⁴ <http://www.neweast.lk/3year/productive.html>

Colombia and Sierra Leone. The expectation is that the WD-REK alliance will start its combined education and AD program from and in the Eastern Province – as the current TVET-JBS is already run in this area. However, where the need and where possibilities are found, expansion of the combination of subprograms to the North and North-Western Provinces will take place.

VI. Tailor-made programs

As mentioned in the first paragraph Sri Lanka is a Profile II country. Its fragility has been described in the above chapters. Sri Lanka's ability to realise national reunification and reconciliation will strongly depend on its ability to reduce social-economic disparities between its ethnic diverse population. One of the tools can be to link people again to the broader society and offer them to job and entrepreneurship opportunities in society and the agribusiness / construction sector. With the combination of subprograms the WD-REK alliance aims to contribute to this, with a overall strategy of linking with work and entrepreneurship with education and skills training in particular for the marginalized Tamil population. In summary, the education and TVET-JBS subprograms in Sri Lanka enhance people's knowledge, skills and therefore employability, while the AD subprogram creates opportunities for income generation. Due to the strong agricultural character of the selected working areas, WD-REK Alliance has chosen to focus on agribusiness development, instead of a combination with enterprise development. The SPN subprogram strengthens partners' capacities to implement the other three subprograms. For the period 2011-2015 the financial volume of the WD-REK Alliance program for Sri Lanka will be in the order of € 900.000 per year.

Education subprogram

The Education subprogram will focus on improving the access to (quality) education of children and young people in the resettlement areas. Policy influencing will be used as the strategy to achieve an increase of governmental services in these areas. Parallel non-governmental basic educational services will be supported and/or set up in order to bridge the situation. In this case, guideline will be the taking over of these services by the government within a defined period. Where (non)government services are present but quality is below standard, hampering the development chances of the target group, supporting activities, such as teacher training will focus on increasing the effectiveness of the existing services. Besides, community strengthening activities like the set-up of PTA's will be included in the program. Moreover, extracurricular activities and life skills, such as peace building, leadership, diversity and respect, will have a central place in the program. In order to strengthen the connection with TVET, work skills will be included in the program. Due to the limited places in higher education, the opportunities for providing more scholarships for private colleges and universities will be explored, in order to enhance the number of places available in higher education.

The subprogram will also consist of a combination of community building activities, such as access to microcredit and the formation of parent teacher associations (PTAs), policy influencing activities and actual support of education services.

TVET-JBS subprogram

The TVET-JBS subprogram combines an institute-based market driven training with a flexible mobile training in resettlement areas. The training is market driven, the TVET institute is for example a recognized service centre working for Singer (electronic devices), which provides orders to the institute. The link to the labour market is maintained by the JBS. The JBS has direct connections with companies for job placement and apprenticeships and with a national job-placement institute (Jobsnet).²⁵ In both approaches the training in vocational skills is combined with development of life skills and personal psycho-emotional counselling offering an in the region unique reintegration opportunity.

AD subprogram

The AD subprogram will be implemented in the same regional area as the education/TVET subprograms. The reason for this choice is that support of MSMEs with impact in the target area is relevant for development. Through either sourcing of raw materials for processing, getting supply or by creating jobs impact will be realised etc. The focus of the AD program is on agro-industrial development because it is a major vehicle of growth and redistribution of wealth. To stimulate the growth of agro-industry, it is necessary to improve the production and productivity and value addition, to strengthen the marketing of agro-based products. Also provision of improved agricultural services is relevant. Emphasis will be put on research, extension, post-harvest technologies, marketing and proper financial products. Financial institutions, suppliers, traders and processors, actors of value chains, will be targeted to improve linkages with farmer groups or be strengthened

²⁵ <http://www.jobsnet.lk/>; JobsNet, an employment delivery network, offers job opportunities abroad, mainly in the Middle East and offers update information with regard to the labour market:

in quality or quantity of production, leading to an increase of available capital. This will support involved households to provide in their basic needs.

SPN subprogram:

The subprogram SPN focuses on enhancing capacities of partners and other relevant actors in the above mentioned subprograms to act as a change agent in their respective environments. This is done on national as well as local level, and contains elements of skills training, exchange visits and coaching of staff, as well as support in strengthening civil society and/or the set-up of relevant networks or reviving existing ones. In Sri Lanka this program will focus in particular on organization management and PMEL. Additionally networking, policy influencing and fundraising capabilities will receive attention. Main part of the program will be realized through the Asian Regional Alliance, set up in 2009, which consists of other WD-REK alliance partners in the region, as well as possible other organizations that will join this Alliance. The regional alliance will function as a platform for exchange and training.

SWOT analysis WD-REK supported programs in Sri Lanka: Education, TVET-JBS, AD and SPN	
Strengths	Weaknesses
<ul style="list-style-type: none"> - Present (TVET-JBS) partner originates from the area of working, is known to the ethnical and political sensitive context of the Eastern Province - The quality of the TVET-JBS program: the unique combination in the curriculum of work and life skills, the efficiency of the program as the training is based on locally achievable material and machinery and offers both formal and non-formal courses according to the need in the target areas, and the effectiveness of the program due to the market driven management and its cooperation with (non) governmental agencies. 	<ul style="list-style-type: none"> - A still limited influence of the TVET-JBS program on sector level: networking opportunities (e.g. with NAITA, NITE, TVEC and YMCA) are to be exploited more²⁶ and the capability of the partner is to be build in order to enable them to promote and upscale the unique selling points of the TVET-JBS program. - Human resource management, and as a consequence organizational management in general is under tension due to the high levels of migration and the situation of traumatised and still continuing political-ethnic tension. - slow adoption of modern agricultural practices in production and marketing
Opportunities	Threats
<ul style="list-style-type: none"> - The official ending of the war leading to renewed possibilities for the economy (tourism opening up again, expected growth in fishing, telecom, trading, construction, transport and financial sectors) providing opportunities for trained and skilled people. - Existing basic service system of reasonable quality in central and western part of the country meaning that knowledge and experience is present among government service delivery agencies. - Possibilities for complementarity with strategies and focus points of (I)NGOs.²⁷ - National efforts to attract foreign investors in infrastructure. 	<ul style="list-style-type: none"> - Restrictive elements of the expected new legislation for (inter)nationally funded NGOs. - Blazing of the political, ethnical-religious conflicts - Lack of professional counsellors and therapists, who are vital to deal with trauma's caused by the strong psychological impact of the long years of civil war, especially the last two years (to lesser extent tsunami). - Bad performance of financial service sector in rural areas aggravated by lack of business analysis capacity and tailor made services. - Poorly developed market mechanism demotivates investment in agriculture production, processing and value addition by the private sector.

²⁶ **NAITA** is the National Apprenticeship and Industrial Training Authority, which aims to increase accessibility of the traditional apprenticeship training to a wider section of the population, delivering on-the-job training to the school leavers. **NITE** is the National Institute of Technical Education, which is responsible for technical teacher training and curriculum development regarding TVET. **TVEC** stands for the Tertiary Vocational Education Commission, which is the governmental department responsible for TVET. It operates under the Ministry of Vocational and Technical Training (**MVTT**).

www.tvec.gov.lk. **YMCA** is cooperating with HIVOS Netherlands. The organization is based in Batticaloa and runs an education program for disabled children as well as a valuable microcredit program: <http://www.srilanka-ymca.org/>.

²⁷ See chapter 8 of the MFS II proposal, dealing with Harmonisation and Complementarity.

2.18 CONTEXTUAL ANALYSIS SUDAN

I. Introduction

In Sudan the WD-REK Alliance will support and strengthen its partners and other relevant actors in effective and sustainable implementation of that consists of the subprograms: 1) Education, 2) Vocational Education/Training, Job & Business Services (TVET-JBS), and 3) Strengthening Partner Network (SPN).

This contextual analysis is a joint effort of the WD-REK Alliance and her Southern partners. Contextual information was derived from various external sources (the main of which are referred to in footnotes), strategic multi-annual plans of partners and field visit reports. This information was analyzed and strategic programmatic choices were jointly made, discussed and validated on global and regional partner conferences during 2009 and 2010. Sudan is a Profile II country. Due to this fact the WD-REK Alliance mainly works in Darfur and in the South it does not yet see opportunities for the AD/ED subprograms. Nevertheless links are made with other actors to cover this element (see chapter 8).

In 2009, Sudan was ranked 150th on the Human Development Index (out of a total of 182).¹ After more than 20 years of civil war between the North and the South, peace initiatives which started in 1994 by a number of indigenous groups, have ultimately led to the signing of the Comprehensive Peace Agreement (CPA) in 2005. The CPA signaled the end of hostilities and an intention to rebuild the nation of Sudan. Africa's longest-running civil war has killed an estimated 2.2 million people - 10 times as many as in Darfur.

Furthermore Sudan is buffeted by civil war, political instability, by adverse weather (periods of drought), volatile world commodity prices, a drop in remittances from abroad, and counterproductive economic policies. The country ranks 3rd on the Failed State Index 2010². Sudan ranks 176th out of 180 on the Corruption Perception Index 2009³. The private sector's main areas of activity are agriculture and trading, with most private industrial investment (in the North) predating 1980. The government has worked with foreign partners to develop the oil sector, and the country is producing just over half a million barrels per day⁴. Agriculture employs 85% of the work force, while some 65% owns livestock.⁵ Industry mainly processes agricultural items. Drought has caused a decline in crop production of 35-40% in 2009 alone as compared to the preceding year.⁶ However, the potential for agriculture is huge.

Basic services in Darfur as well as in Southern Sudan lag behind in all respects. Poverty hits especially people living in rural areas (women) and internally displaced people (IDPs) who constitute about 12% of the population⁷. The lack of formal schooling and high levels of youth unemployment are turning the potential of the young generation from an asset into a challenge for the future.⁸ Unemployment is about 20 % (2004), whereas 50 % of the Sudanese live below the poverty line (2006).⁹ Because of conflict and long time neglect, in rural areas in the South, esp. Jonglei State, Upper Nile and Southern Kordofan, communication, transportation, finance and banking, insurance, access to credit, bulk purchasing are all limited. Overall Southern Sudan does not have a manufacturing sector and heavily depends on import. Commerce is underdeveloped and options for employment are few. With regard to education, Southern Sudan is off-track to meet the MDGs and Education for All Goals. Facilities are very limited and if available they do not function properly, caused by a lack of (trained) staff and a lack of investment and maintenance.

II. Target group analysis

In South-Darfur (North-Sudan) the target group of the subprograms for **education** and **TVET-JBS** is IDPs. In this region, renewed displacements in 2008 and continued violence and threats in 2009 resulted in 2.8 million IDPs by April 2009.¹⁰ Security in the area is gradually improving though and an increasing number of people consider to return home in the nearby future. Providing education in the return areas will boost return of IDPs once security is ensured. In Jonglei State (South-Sudan), in particular Boma Payam in Pibor county, is the target area. The target group is war-affected people – the original population who during raids on their villages and open fighting have fled and hid in the bush waiting for the occasion to return to their homes and land. High illiteracy-rates has been identified by communities as one of the key-problems in their livelihood system, next to problems related to water, primary health care, food security and physical economic infrastructure in the area (roads, marketplaces). There is only little variation in job opportunities in the area. Most communities uniquely depend on cattle herding - more than 50% of the

¹ UNDP, 2009, Human Development Report

² www.foreignpolicy.com

³ www.transparency.org

⁴ Sudan Tribune website, 2007; New York Times, 26 April 2010

⁵ GOSS Growth strategy (2010)

⁶ WFP (2009), Annual needs and livelihood assessment for Sudan

⁷ <http://www.internal-displacement.org/idmc/website/countries.nsf/>

⁸ <http://www.internal-displacement.org>

⁹ CIA World Fact Book

¹⁰ Internal Displacement Monitoring Centre (2009), Sudan: 4.9 million IDPs across Sudan facing ongoing turmoil.

targeted children and youth belong to pastoralist communities.¹¹ The communities and PTA's are involved in the selection of children, youth and adults. Given our mandate children, youth and adults affected by conflict, who have not yet enrolled or completed their primary education, will be selected for this program. Illiterate youth and adults are addressed through the Accelerated Learning Program. In general, the importance of gender equity is lacking in Sudanese society. There are almost no female role models in high positions such as schools and government. Girls are not encouraged to enroll by their parents or the community at large, with high pressure for early marriages – and educated girls do not normally attract a higher bride price. Therefore, special focus of our program is on girls and illiterate women - girls account for the highest percentage deprived from schooling. All partner organizations implementing the program in North and South Sudan will be strengthened under the subprogram '**Strengthening Partner Network**' (SPN).

III. Problem analysis at macro/meso/micro level

Macro level

In April 2010, Sudan held the first elections for 24 years. The elections have been successful and mostly peaceful. The main focus of attention however is the referendum to be held in January 2011, to decide on the future status of the South. The resolution of disputed areas on the N/S border remains uncertain due to their 'oil'.

The Ministry of Education, Science and Technology (MoEST) works towards strengthening the education, TVET and higher education sectors with International support from DFID, World Bank etc as well as with INGOs. Regular forums are held to cover each aspect of Education involving the Ministry of Education, Science and Technology (MoEST) at GOSS level as well as the International partners.

Net Enrolment Ratio in education is estimated at 48% for Southern Sudan, one of the lowest figures worldwide. Enrolment of boys is higher than for girls (55% vs. 40%). The Gross Enrolment Rate for secondary education is extremely low with 6% in Southern Sudan compared to nation-wide data of 33%.¹² Dropout rates are high, especially for girls, as only 12% of pupils continue after grade 4. The majority of teachers are not paid by the government and international assistance has been mainly in the form of (re)building of schools, provision of school supplies and emergency teacher training.

In South Darfur, the formerly well-organized education system has been heavily affected by the conflict. Today, 55% of school-age children are in school out of a possible 1,929,068 school-age children.¹³ Enrolment is particularly difficult to sustain in insecure and vulnerable areas. Currently, 835 schools are reported to have been closed due to a lack of access or support.¹⁴ The primary school attendance rate in South Darfur is 56.3 % (nationwide: 53.7%); a higher rate in S-Darfur than the national average either indicates that high concentrations of IDPs are favourable for school attendance or in contrast, that the figures refer to the original population in S-Darfur only.¹⁵ Gender parity index for S-Darfur is 0.87 (nationwide: 0.93) and primary completion rate is 11.1 % (nationwide: 19.4 %).¹⁶

Meso level

South-Darfur has gone through some form of decentralization, but without much power trickling down to lower governance levels. Some attempts to improve development levels have been made, but development planning and implementation has remained top down with no/little involvement of communities, their institutions and local organizations. Challenged by a large influx of IDPs and rising prices in the area because of the presence of UN and other international bodies, the State Ministry of Education suffers from a lack of resources to attend to all the needs. So far, they are only slowly taking up their responsibility to coordinate efforts of the different players in the region. There is also a need to build capacity to move from a relief approach towards a development approach.

The government education system in *South Sudan* is weak. The government systems at county level have not been developed yet and do not have the resources, including human resources, to provide educational services and professional support in this area. Communities are not very well organized either and thus hardly capable to monitor authorities (at all levels) and hold them accountable for their actions. Besides, Jonglei State can only be accessed and traversed by plane, which makes supervision and monitoring extremely costly. Moreover, at State level government officials are recruited on the basis of tribal affiliation rather than professional capacity. Ultimately, this practice does not support effectiveness and efficiency of government. With the looming danger of tribal conflicts and even recurring war, the focus of government at all levels is not on provision of basic services but rather on security issues.

Micro level

South Darfur State is suffering from an intense and complex conflict that has caused mass displacement. Although IDPs consider returning to their original areas, there is a lot of continued movement of IDPs with West Darfur, Abyei and other Southern states. It increases the number in the camps. Households living in the camps are restricted in

¹¹ PICD, context analysis Across 2009

¹² GOSS, Ministry of Education, Science and Technology (MoEST), 2009 - Education Statistics for Southern Sudan

¹³ Federal Ministry of General Education (FMoGE), 2008/2009 Statistics

¹⁴ State Ministries of Education, Darfur

¹⁵ Possibly, only the more urbanized areas were involved in the survey (Nyala, Gereida, Ed Daein) and not the entire area.

¹⁶ ZOA, Humanitarian Workplan Sudan 2010

terms of opportunities for living; due to insecurity there is not a lot of movement possible outside the camps and therefore most households are completely dependent on external aid for their livelihood including education. Women face rape and abuse in their daily search for firewood around the camps. Many families have lost several members because of the conflict. Children and youth have very limited opportunities to develop themselves within the camps and schools provide them an escape from the daily routine in the camps. In Boma, the WD-REK target area in South Sudan, primary school coverage is known to be low. The number of primary schools is too small to meet the need and there is no secondary school¹⁷. The adult literacy level is estimated at below 20%, one of the lowest figures in the country. Enrollment and retention of pupils has been a major concern in general and particularly for girls. In class 4, only 10% of the originally enrolled girls would still attend school.¹⁸ Community perceptions on education in the past are not very helpful and only change slowly, due to socio-cultural lifestyles, poor access to social services (education!) and a lack of role models. Tribal culture look upon girls as property to be used for relief of tasks or for enrichment of the family. Therefore, girls and women are prone to abuse and domestic violence. The majority of households in Boma depend completely upon their cows; most of the men and boys spend a number of months throughout the year outside Boma in cattle camps, a few days walking distance from Boma. Women and girls are responsible for agriculture on some small plots around their houses.

In general, the WD-REK Alliance partners need capacity building in several areas, namely general program and financial management, moving from a relief/rehabilitation approach towards a development approach and how to strengthen CBOs effectively.

IV. Background analysis

Key problems in North and South Sudan are clearly linked. A lack of good governance at local level, limited capacity of (local) authorities to deal with conflicts, limited technical capacity and a lack of downward accountability are some of the factors contributing to this problem. On the other hand, functional and effective community-based organizations (CBO) and local governance structures hardly exist. Where functional CBOs do exist, they tend to demonstrate a good knowledge of the local needs. However, they lack capacity to translate experiences, needs, perspectives and priorities into action, to effectively engage with authorities at local and regional level to influence planning and implementation processes. There is also limited interaction and lack of trust between civil society and local authorities and between local and higher authorities. Some CBOs are highly politicized as they have links with either the northern or southern political parties and in quite a few cases organized along ethnical lines.

Lack of good governance by both local government and local civil society obviously adds to the risk that communities will be incapable of dealing with local conflict (especially in the light of changing (political) contexts). Working directly with key stakeholders the WD-REK partners will work on livelihood stability and improvement of local governance as pre-conditions for self-sustained development.

SWOT analysis civil society in South-Darfur State (N-Sudan) and Jonglei State – Boma, Churi (S-Sudan)

Strengths

- Overall, there is trust of communities in CSOs (situation in N-Sudan; however, in S-Sudan trust is weak)
- Openness by local authorities towards civil society voices (in S-S local authorities are rather invisible). CSOs are open to new things – eager to learn (especially S-Sudan)
- CSO have reasonable technical/thematic expertise (esp. N-Sudan), good knowledge of local context, problems and relevant solutions

Weaknesses

- General management capacities are weakly developed, such as bookkeeping, HR management and financial sustainability
- Democratic skills and attitude are weakly developed
- Following the prolonged civil war, there is a strong culture of dependency: NGOs/CSOs are viewed as providers of basic services instead of the Government
- As competition is fierce among tribes (S-S), limited cooperation among CSO's exists, while government is not taking responsibility to bring CSO's together (S-S)
- Capacity in terms of teachers is lacking and therefore it highly depends on capacity from Kenya, Uganda (esp. S-Sudan)

Opportunities

- The enactment of the CPA constitutes good momentum for change
- Faith-based organizations are in a good position and have a good track record as mediators in conflict, to foster peace and to advocate on behalf of vulnerable/marginalised people within the community and with the local authorities

¹⁷ Statistics Across, baseline data September 2008

¹⁸ Statistics Across, baseline data September 2008

- CSOs could take over most of the work of international actors and they need to be enabled to do so in the near future

Threats

- Weak capacity of local NGO's limits opportunities to establish equal partnerships with INGOs
- Delivery of results in partnerships with local NGOs/CBOs is slower, compared to direct delivery by INGO
- Breakdown of peace and stability (e.g. following the collapse of talks between North and South) is a challenge for continuation of programs in Sudan
- Among local NGOs, there is high level of political engagement and 'color', which may endanger stability in intervention zones.

The WD-REK Alliance will work in close collaboration with local partner SudanAid in North Sudan. As local organization with a catholic background they are one of the few local NGO's fairly respected by different tribal groups and the government who can play an important role to bring different parties together and if needed, facilitate mediation. The partner organization in South Sudan, Across, is an important actor which brings CBOs and government together. Across works closely together with local churches and CBOs and strengthens them to ensure that they can play a leading role in peace-building and the development of South Sudan.

V. Multi-actor analysis

Coordination with other stakeholders is crucial in the implementation of this program. The key actors among international donors in **North Sudan** are the European Union, African Union, United States, United Kingdom, Japan, Arab League, China, and United Nations. Several forms of cooperation do exist. Both in South as well as in North Sudan relations with UN agencies and international donors have already been established. Partners are active in coordination groups, are financed by UN or INGOs and cooperate on different levels. The strategic plan of the Embassy of the Kingdom of the Netherlands (EKN) has a special focus on Darfur. Important elements are support to voluntary returnee processes, human rights and democratic enhancement. In addition, the Dutch government's White Paper on fragile states (including Sudan) addresses the issue of civil society and emphasizes the importance of changes in attitude and behavior towards local civil society. The **added value of the program** is that it contributes to this as community-driven basic education and economic development activities aim to strengthen local civil structures in self-governance and self-determination.

The Dutch Consortium for Rehabilitation (Save the Children, CARE International, ZOA) also works in South Darfur. The WD-REK Alliance works on education while DCR implements an integrated rehabilitation program in a much wider geographical area. WD-REK has supported the CBOs (Parent Teacher Associations) in South Darfur through ZOA Refugee Care during the period MFS-1. This cooperation has been useful because of its experience in relief and recovery/rehabilitation programs. However, in view of the change towards development WD-REK strongly believes in working directly with local partners. The WD-REK Alliance will work in close collaboration with local partner SudanAid, to further strengthen these local CBOs engaged in education in the selected target areas. DCR also works with SudanAid as local partners. DCR will provide capacity building to SudanAid in the specific area of implementing relief and rehabilitation programs while the WD-REK Alliance will focus on organizational development of SudanAid.

In **South Sudan**, cooperation with the ICCO Alliance has already been established since 2007. The cooperation continues as far as sharing of expertise and experiences and resources is concerned. Besides, through the ICCO Alliance, Across is part of a forum of NGOs on mainstreaming disability in education in South Sudan. Annual meetings are held for cooperation and to share experiences and provide support to each other in this field.

The **added value** of the involvement of our local partner Across in Boma, Jonglei State, lies in its long-term commitment and relationship with local communities. Across is the only NGO supporting education in this area. Across has established an important reputation in South Sudan since 1972, in the area of education due to their long term experience in this area and their cooperation with other actors (eg. Unicef, MoEST, the Association for Christian Education in Sudan).

The WD-REK Alliance will work in close collaboration with **local partner SudanAid** in *North Sudan*, to further strengthen the local CBOs engaged in education in the selected target areas. The **added value** of SudanAid is their extensive experience in education and peace building in the IDP camps in South Darfur. As local organization with a catholic background they are one of the few local NGO's fairly respected by different tribal groups and the government. The **added value of our local partner Across** in South-Sudan (Jonglei State, Boma) resides in its long-term commitment and relationship with local communities. Besides, Across has established an important presence in South Sudan since 1972.

More information about the relation between the program and the role of other actors is presented in chapter 8.

VI. Tailor-made programmes

Looking at the Sudanese local context as a Profile II country, the target group and the context analysis, the focal point in the subprograms (being the opportunities in the market) is not yet applicable. People in the target area are still most in need of access to education. Nevertheless the way WD-REK intervenes in the subprograms has straight from

the beginning a demand driven, work oriented mindset. AD/ED cooperation with other actors is therefore part of the program (see chapter 8). In this way the subprograms presented here aim at linking education and skills training with work and entrepreneurship in the future. The education and TVET-JBS subprograms enhance people's knowledge, skills and therefore employability. The SPN subprogram strengthens partners' capacities to implement the other four subprograms. For the period 2011-2015 the financial volume of the WD-REK Alliance program for Sudan will be in the order of € 600.000 per year.

The program meets the most important challenges of today's context for people living in peripheral areas of Sudan (the Northern part and the extreme South): decades of neglect by 'Khartoum' which resulted in interdependent problems: limited or no access to basic services and food security. The subprograms will help to develop skills and bring new insights for children, young people and adults in relevant professional domains (e.g. agriculture, cattle herding, management/exploitation of natural resources, mechanics, repair) for (sustainable) income generation by youth. Through (in)formal education, training and discussion, distrust between and in communities will be diminished. In both North and South Sudan, an integrated program will be implemented which comprises two elements: education and TVET-JBS. Peace building aspects are mainstreamed in the program.

Subprogram Education

The problems of limited educational facilities in both North and South Sudan will be addressed through establishment and strengthening of pre-primary, primary and secondary schools. In association with the MoEST, intensive teacher training will be continued. In North Sudan, the Parent Teacher Associations are supported to grow into their role of representing PTA's and their role of policy influencing towards the government.

In South Sudan, the Accelerated Learning Program will also be continued with an increased participation of girls, women and youth with a disability. Pilots will be launched to establish schools in the cattle camps to reach children and youth deprived from schooling. To address the attitude of the community towards education and in particular girls, the intensive community sensitization program will be continued. In addition, more intensive training and follow up is focused on the Parent Teacher Associations as well as the Girls Education Movement (GEM clubs). A lot of attention is paid to life skills including peace education and reconciliation at all levels of education to discuss existing values and behaviour with children and youth. Policy influencing in South Sudan will be continued on both State and National level to ensure proper payment of teachers and to ensure that other educational needs are addressed by the government itself.

Subprogram TVET-JBS

The TVET-JBS program of the WD-REK alliance consists of training activities for vocational and business skills development. Capacities at household level will be strengthened by providing mobile training in appropriate technologies and market gardening. A community -change process will be facilitated by conducting workshops and building a base for sustainable agriculture. The program will also focus on establishment and strengthening of Village Saving & Loan Associations (VSLA's).

Peace building aspects are mainstreamed in both programs through inclusion in the life skills training and through the intensive community sensitisation.

Subprogram Strengthening Partner Network

The subprogram 'Strengthening the partner network' focuses on enhancing capacities of partners in Sudan mainly focuses on the areas of moving from a relief/rehabilitation approach towards a development approach, financial management and working with CBOs on policy influencing.

SWOT analysis WD-REK supported program in Sudan - Education, TVET-JBS, SPN subprograms	
Strengths (internal)	Weaknesses (internal)
<ul style="list-style-type: none"> - Continuation of processes which have already started and build on it, use of lessons learnt and capacity available - Strong program management + financial system in place - Logistic infrastructure of partner organizations in place and strong link with other players to keep programs running - High confirmed relevance of the program; it addresses real needs and is also based on reaching sustainable livelihoods - The program is highly complementary to programs of UNICEF, WFP and Stromme foundation 	<ul style="list-style-type: none"> - Program does not address all needs, e.g. water problem - Program fills in gaps left by government; e.g. Across: establishment of schools/basic education in South-Sudan although government is responsible. Phasing out strategy not yet defined - fragile situation - Costly program: lack of general infrastructure; intervention area is only to be reached by plane
Opportunities (external)	Threats (external)
<ul style="list-style-type: none"> - Opening up networks + opportunity for networking with private - Sector; quality improvement, networks with other NGO's → further improves the impact of the program - Creation of business infrastructure and creating business opportunities and reinforce life skills + enlarged access to information + capital - Across, operative in Boma for 7 years: revision/fine-tuning of education activities to fit best the local context - Education is increasingly valued in the community and leads to growing enrolment of girls/young women - Wildlife area established – support: American funded INGO – employment opportunity; staff training; potential source of capital + support through tourism; control of local tribal hunting 	<ul style="list-style-type: none"> - Supervision/monitoring is problematic due to: geographic conditions and physical and economic infrastructure in the periphery of Sudan - Potential source of tensions and unrest in Boma in the long run - The Referendum may create unrest - potential conflict at different levels - Education lacks political goodwill

2.19 CONTEXTUAL ANALYSIS UGANDA

I. Introduction

This contextual analysis is a joint effort of the WD-REK Alliance and its Southern partners. Contextual information was derived from various external sources (see footnotes), from strategic multi-annual plans of partners and from field visit reports. This information was analyzed and strategic programmatic choices were jointly made at global and regional partner conferences in 2009 and 2010. Draft and final versions were discussed and validated with partners. The program of the WD-REK Alliance in Uganda comprises of the following subprograms: 1) Education, 2) Technical and Vocational Education and Training / Job and Business Services (TVET-JBS), 3) Agribusiness Development (AD), 4) Enterprise Development (ED) and 5) Strengthening of partner network (SPN). Uganda is a profile I country.

The National Resistance Movement (NRM), led by Yoweri Museveni took power in 1986. Since then a period of sustained economic and political renewal started. However, in the north a brutal civil war was waged by the Lord's Resistance Army (LRA). This led to constrained economic activity and entrenched poverty in the region till 2005 when the LRA was pushed out of Uganda. Uganda has progressed towards multi-party democracy; but has not yet experienced a peaceful transfer of power through elections. The constitutional amendments approved by referendum in July 2005 introduced multi-party democracy and Parliament lifted the two (5-year) presidential term limits. This allowed President Museveni to seek a third term in office and his NRM Party to win the first multi-party elections in 2006. Serving his 23rd year in power, President Museveni is one of the longest serving leaders in Sub-Saharan Africa. The next presidential and parliamentary elections are scheduled for March 2011.

Uganda has an estimated population of about 31.7 million people¹ and a life expectancy at birth of 52 years. One-third (31%) of the population is living below the national poverty line². Uganda is ranked in the HDI at 157 out of 182 countries.³ Differences within Uganda are considerable with Karamoja having the lowest HDI within Uganda⁴. Gender disparity in education is reflected in a low literacy rate amongst women, which stands at 66.8% as against 82.4 % for men.

GDP per capita is USD 420 (2008) with an economic growth rate of 8,9% (2007)⁵. The recent slowdown in economic growth and structural transformation and the high growth rate of the population of 3,2%, will have a negative effect on poverty alleviation. The agricultural sector, in which 80% of the labour force is employed, has grown slower than the overall economy (only 32% GDP share from agriculture), implying that efforts to implement agricultural policies need to be substantially reinforced. Revenue collection is 13% of GDP compared to 25% for Kenya and 17% in Tanzania. The government has a strong focus to support a healthy economy through e.g. currency reform, improving civil service wages, continued investment in the rehabilitation of infrastructure, improved incentives for production and exports, reduced inflation. The Poverty Reduction Strategy Paper for Uganda is translated in Poverty Eradication Action Plans (PEAP), which are compatible with strategies for the attainment of the MDGs. Uganda's PEAP is established on four major pillars: (i) creating a framework for economic growth and transformation, (ii) ensuring good governance and security (iii) directly increasing the ability of the poor to raise their incomes (iv) directly increasing the quality of the life of the poor. Uganda has made progress on three MDGs: poverty, universal primary education, and HIV/AIDS. With greater effort to encourage children to complete primary education, Uganda is likely to achieve Goal 2.

II. Target group analysis

The economy of Uganda has developed significantly in the past decades, but there are a number of (especially rural) districts that did not equally benefit. Only 4-5% of the government budget is allocated to agriculture between 2006-2009⁶ and the innovative framework for modernization of agriculture remains largely unimplemented.

Ugandan partners of the WD-REK alliance are operational in the following districts:

Kumi and *Bukedea* district are located in eastern Uganda and *Pader* district⁷, is situated in the north and one of the most affected districts by the 20 year LRA war. *Mpigi* district⁸ is in central Uganda and *Abim*, *Moroto* and *Nakapiripirit* districts are in Karamoja region. All these districts have high numbers of vulnerable children⁹, being orphaned due to

¹ UIS statistics in brief 2008, Unesco institute for Statistics; www.stats.uis.unesco.org/unesco

² <http://www.dfid.gov.uk/Where-we-work/Africa-Eastern--Southern/Uganda/Key-facts>

³ Human Development Report 2009, UNDP, http://hdrstats.undp.org/en/countries/country_fact_sheets/cty_fs_UGA.html

⁴ http://hdrstats.undp.org/en/countries/country_fact_sheets/cty_fs_UGA.html

⁵ Worldbank country profile at stats.worldbank.org

⁶ Uganda: Agriculture Public Expenditure Review, February 28,2010, World Bank; www.opml.co.uk/document.rm?id=1472

⁷ Uganda National Household Survey 2005/2006

⁸ Mpigi government OVC strategic plan 2008

⁹ Uganda National Household Survey 2005/2006

HIV/AIDS (prevalence is 12% in Mpigi), or due to the war. Illiteracy is high. Agriculture and livestock rearing are the main productive activities with 84-93% of households engaged in subsistence farming. Insecurity and cattle rustling, droughts and food insecurity do occur while in remote areas - due to absence of basic services and trade opportunities-, poverty levels are worse. These problems aggravate low school attendance and high dropout levels of children, high repetition rates and poor performance in the UNEB examinations, particularly among the girls. Formal vocational training opportunities are limited with only two TVET institutions in Pader district and only one in Karamoja region. Many of the young people could become productive and (self-) employed, but continue to suffer from poor health and have poor basic infrastructure in their communities. Unemployment is widespread.

The education subprogram will focus on vulnerable families, with a specific focus on children (girls) and youth. The subprogram will especially give attention to those marginalized children such as orphans (15% of children in Bukedea and Kumi)¹⁰ that have difficulty to access and complete primary education. School management committees, parent committees and community leaders are also direct target groups with a focus of enhancing community support for (girls') education and quality of education.

The target groups for the TVET-JBS subprogram are the rural communities including unskilled and unemployed youth, school dropouts, demobilized warriors, farmers and local entrepreneurs. Through the TVET program, the capacity of village and sub county leaders will be strengthened to promote vocational skills in their localities.

The target groups for the AD and ED subprograms will consist of 1)(new) entrepreneurs who are already active in the processing/ production and marketing of crops. These enterprises will be strengthened in order to scale up production, create more jobs and integrate more farmers into the value chain; 2) enterprises which can deliver specific services and/or purchase products from the target districts. Business linkages will be facilitated with farmers (-groups); 3) smallholders in the targeted districts, who can be linked to agro-processing SME's. The focus is to stimulate agro-processing enterprises for crops like oilseeds (sunflower, sesame, other edible oils).

Through the SPN subprogram the WD-REK partners are targeted as well as the organizations they work with (see also paragraph III, last part and paragraph V first part).

III. Problem analysis on macro/meso/micro level

At macro level: The country is struggling with a high growth in labor force, characterized by a low educational profile. Existing vocational training does not always match the economy's needs. Because of these factors some restructuring took place in the post primary education.¹¹ According to UNESCO statistics, 51,5% of female and 57,4% of male pupils complete the full course of primary education¹².

Enrolment in TVET institutions has risen over the past years but the institutions can only reach a fraction of the demand. The introduction of Universal Primary Education (UPE) in 1997 led to a substantial increase of 3.1 million in 1996 to 7.2 million children in primary schools in 2006. This enrolment put significant pressure on the limited available resources - teachers, classrooms, desks, and textbooks –contributing to poor learning outcomes. A barrier for development of agriculture and related private sector is the insecurity in Northern Uganda and surrounding countries. This negatively affects investments in primary production as well as investments in agro-processing/small scale manufacturing. Regular droughts aggravate this, leading to famine and high disease incidences among the people and increased poverty levels among households . By limiting sustainable investments in peace building and investments that facilitate economic development the government neglected the selected areas.

At meso level: The Northern region has the lowest rate of adult literacy (in Karamoja region 11.8%).¹³ There are few secondary and vocational schools. In Karamoja region, there is only one Vocational Training Center (VTC). While Pader has only two VTCs, Kumi district has four VTCs and Bukedea district three VTCs. Secondary enrolment rates remain low: 22% for boys and 21% for girls¹⁴. Due to the conflict there was a breakdown of infrastructure, out-flow of teachers and high drop-out levels of children.¹⁵ Most primary schools in the selected areas are not child friendly, due to insufficient instructional materials and the use of teacher-centered methodologies. Many schools lack teacher houses and are unable to attract good and experienced teachers. School feeding programs are irregular. The enrolled pupil to teacher ratio is high - 80:1 (Karamoja) and 143:1 (Pader) compared to 52:1 in Kampala. School dropout rates are very high (e.g. 80% in Kotido district). Adult literacy rates are low (8.4% (Nakapiripirit district) and 21.6% (Kotido

¹⁰ Uganda National Household Survey, 2005,2006

¹¹ Uganda PRSP 2004/5-2007/2008

¹² <http://stats.uis.unesco.org/unesco/tableviewer/document.aspx?FileId=197>

¹³ Uganda: Poverty Reduction Strategy Plan 2005

¹⁴ <http://stats.uis.unesco.org/unesco>

¹⁵ Country Strategy Plan 2011-2015, AEE Uganda, SAO

district¹⁶). UPE has not been matched by an equivalent increase in teachers, classrooms and textbooks, especially in the northern districts. The absence of connection to the national electricity grid which increases production/processing costs and reduces the competitiveness of the region is a big regional problem. Relative long distances to urban markets reduce the possibilities to be competitive. Many NGOs focus on household food security which reduces private sector investments in food production. Government services are few, e.g. in Kumi with one extension worker per 2000 households.

At micro level: The strong mindset in Karamoja on cattle raising reduces investments in household agriculture and small enterprises; farmers expect NGOs to hand out inputs and other materials. Micro finance penetration is only 3% and only 20% of target groups have access to finance services. In Pader, Bukedea and Kumi most farmers are subsistence farmers with low productivity level due to drought, and environmental degradation. Few youth access skill training and are unable to find employment. Lack of funds at household level is a reason for not sending children to school. Despite the fact that the Ugandan government has abolished school fees for primary education, there are still other costs to be paid by the parents. Both direct (uniforms, exercise books, textbooks, transport, school development levy, etc.) and indirect (the opportunity cost to households of sending their children to school rather than out to work). In Pader district large numbers of children drop out after primary seven (completion rate boys 26%). Due to poverty in these target areas most parents are not able to afford post primary education limiting. Another aspect has to do with the negative (cultural) attitude of many rural parents towards education. The partner organizations involved in the implementation of the programs, face the following challenges, which will be addressed in the Strengthening Partner Networks program: weaknesses in strategic planning, monitoring, evaluation and learning (PMEL) and organisational leadership and networking capacity. Also fundraising capacity and donor diversification are important issues to work on.

Based on the above problem description, partners implement programs that are interlinked and relate to alleviating the signaled problems. The AD/ED subprograms mainly focus on the lack of sustainable income generation for poor households and the weak private sector, while the TVET-JBS subprogram mainly focuses on equipping youth with skills based on actual market needs and facilitating them to find (self-) employment. The basic education subprogram focuses on the weak accessibility and quality of basic education. The SPN subprogram puts a lot of effort in building the capacity in CSOs so they are better equipped to fulfill their role as facilitators and enablers of community development programs.

IV. Background analysis

The various social, economic and political factors are summarized in the SWOT analysis below. The opportunities and threats refer to external factors helping or worsening the problems mentioned above, while the strengths and weaknesses refer to (generalized) capacities of civil society to deal with these problems.

Strengths (of civil society):

- CSOs have trust from the local communities, understand local cultures and knowledge
- CSOs increase their involvement in policy influencing, also by mobilizing community groups to develop awareness on advocacy (for e.g. communal power structures)
- CSOs are actively involved to provide services and conduct research on poverty reduction strategies
- CSOs collaborate constructively with the government and other CSO networks

Weaknesses (of civil society):

- Networking between different civil society bodies is limited
- CSOs focus on the household levels and have less contacts with e.g. the private sector.
- Long term agriculture development does not really take off due to limited agriculture spending by CSOs, and due to little focus on agriculture modernization
- CSOs in districts such as Pader have been more involved in relief related assistance than development

Opportunities (for civil society):

- CSOs must register with the government, but are not restricted by legal requirements.
- Government has explicit policies to cooperate with civil society and private initiatives.
- Government makes efforts to support the public positions taken by CSOs.
- Availability of donor support for development
- New development trend enhancing the formation of alliances

¹⁶ Context analysis Karamoja region with sub focus on TVET (2009) – IIRR / KDDS

Threats (for civil society):

- Violence, inter-tribal conflicts and related insecurity is a main barrier for development and related private sector development in Northern Uganda
- Government has weak public oversight, some inappropriate structures, slow/bureaucracy
- Some level of competition among CSO for scarce resources.
- Political influence of some of the well performing and popular CSO projects.

The WD-REK Alliance partners are Karamoja Dioceses Development Services (KDDS), African Evangelical Enterprise (AEE) and Share an Opportunity(SAO). These organizations have a long track record in addressing the development needs of marginalized families and children/youth in the areas of education, TVET-JBS and Agribusiness development. Partners have worked for many years with local communities, other stakeholders and with the government authorities. Due to its long presence in these regions, the WD-REK Alliance has developed a profound understanding of the context and the main actors involved. Trust and common understanding have developed over the years with the Uganda partners. Strengthening these actors helps to coordinate civil society and align with national policies. Intended effects relate to strengthening the capacities of these civil society actors (with whom our partners work) and increasing their effectiveness (to be measured along the lines of the programmatic results frameworks of chapter 6 of this proposal).

V. Multi-actor analysis

The World Bank is one of the largest donors to Uganda, providing budget and project support for private sector development, infrastructure, civil service reform, HIV/AIDS prevention and care, and rehabilitation in northern Uganda. Other multilateral donors include UNDP, UNAIDS, UNICEF, EU and IMF. The revised PEAP and the Northern Uganda Peace, Recovery and Development Plan (PRDP) presents an opportunity for consolidating state authority, rebuilding and empowering the communities and revitalizing the economy in this region. The partners of the WD-REK Alliance focus on empowering marginalized groups to improve their ability to access services. The empowerment will take place through improved livelihoods and civil society building of the local community.

Partner SAO coordinates education and TVET-JBS projects in eastern Uganda through a structure involving a regional office in partnership with CBOs. SAO staff play the role of technical facilitator and enabler, while CBOs take the lead in project implementation. SAO has two partner CBOs for project implementation in Kumi and Bukedea districts. These are: Kumi Otaaba Community Development Initiative (KOCDI) and Emono Iteso Agribusiness Association (EMIABA) in Bukedea district. Partnerships and networks with other actors are at two levels i.e. SAO level and partner CBO level. SAO networks and partnerships have been mainly with government departments because other NGOs in Kumi and Bukedea operate in different parts of the district. Others do not share a similar vision with SAO. SAO participates in Kumi Network of Development Organizations (KUNEDO) bringing together NGOs and CBOs working in Kumi district. In the Karamoja region, the WD-REK Alliance cooperates with KDDS as partner. KDDS participates monthly in the district education working groups and district disaster management committee meetings with government authorities, ADRA, UNICEF, UNOCHA, IRC and Save the Children. With UNOCHA interagency meetings are held for coordination of program activities and joint interventions. KDDS is an implementing partner with FAO, UNICEF and WFP in child protection and nutrition support programs. KDDS cooperates also with other Dutch NGOs: ICCO, ZOA, Tear. The Dutch partners exchange documents and (evaluation) reports, sometimes joint field visits are organised, in order to harmonise their support. Each Dutch partner focuses on different geographical zones. KDDS works together with CARITAS in executing gender research and collaborates with OXFAM Novib and Unicef.

Karamoja Private Sector Development Promotion Centre (KPSDP) is a relevant actor focusing on generation of business ideas, making business plans, starting and managing of business and record keeping. The Micro Finance Department works with village banks, village savings and loans. KDDS will apply these skills and expertise in her cooperation with village groups in unreached communities. Coordination and harmonization takes place within the APF framework of which WD-REK is a member. On specific themes, like value chain finance, exchange is taking place through APF of practices and opportunities, e.g. in the oilseed subsector. The complementarily efforts done end of 2008/9 by the Dutch ministry of Foreign Affairs and APF are the basis for value chain selection by WD-REK. SNV is very active in the oilseeds sector, having strong network contacts with Mukwano, UOSPA¹⁷. There is also a regional oilseed platform in Northern Uganda¹⁸. Both Hivos and Oikocredit have numerous interventions with amongst others Centenary Bank, Brac, Equity Bank and Uganda Finance Trust. WD-REK is discussing with private investors, Dutch and local partners in Uganda, to develop a new model for sustainable agribusiness development. The focus is about

¹⁷ <http://www.ambkampala.um.dk/NR/rdonlyres/1F341462-15AE-4B2B-B9F5-A8885C40487/0/OILSEED.pdf>

¹⁸ www.snvworld.org/.../UG%20Empowering%20Producers%20to%20participate%20and%20beco

developing an integrated AD and ED approach, based on the context in northern Uganda. This approach is based on collaboration between Dutch businesses (social investors) as well local businesses in Karamoja. The goal is to strengthen existing SME's and stimulate start-ups.

The added value of the subprogram education is rooted in the focus on improved quality and increased access to pre-primary education and primary education for marginalized groups. For TVET-JBS the added value of the WD-REK Alliance is based on the fact that the alliance focuses on providing market oriented TVET for marginalized groups. Through the planned interventions it is expected that the livelihood of the target households have improved, the private sector is more developed, there is more need for skilled workers and youth will be better equipped with skills so that they are able to build their future livelihoods. The AD/ED subprograms strengthen existing small and medium enterprises with the aim to generate jobs. Target enterprises are active in processing of agricultural products adding value to the local economy and creating outlets for smallholders. In this way existing interventions by CSOs in Karamoja focusing on subsistence farming are strengthened by stimulating private sector actors upstream in the value chains. Complementarity between the WD-REK Alliance and other Dutch alliances is discussed in paragraph 8 (Harmonization and complementarity Uganda).

VI. Tailor-made programs

As a Profile I country, Uganda is characterized by a huge agricultural subsistence sector. Focal point for the subprograms of the WD-REK Alliance in Uganda is the link between the rural areas and the market through TVET and value chain development. The program consisting of the subprograms Education, TVET-JBS, AD, ED and SPN, will address the identified need for knowledge and skills development combined with access to services to accomplish value chain development and poverty reduction. TVET-JBS and education will enhance people's knowledge, skills and therefore employability. AD and ED will create job and income opportunities, SPN will build the partners capability to implement these programs. For the period 2011-2015 the financial volume of the WD-REK Alliance program for Uganda will be in the order of € 1.400.000 euro per year.

The **subprogram education** of the WD-REK Alliance, focuses on improving the access to and quality of community schools. Focus is on increased enrolment, improved retention and completion of primary education through improvement of the learning environment, empowerment of school management and access to pre primary education. The role of the different actors in the education field (teachers, school board/ management, parents, community, etc) will be strengthened through a capacity building plan. A selected number of OVCs will directly be supported and will thus have access to primary, secondary and higher education. Functional Adult Literacy courses are provided for adults. Awareness raising within the communities about the importance of education, is part of the program. A third aspect is collaboration and networking with local, private and public sector actors in order to increase the quality of education.

The **subprogram TVET-JBS** will focus on training and (self-) employment of unemployed, marginalised youth and farming adults. Many youth lack training and skills to find formal jobs, start other entrepreneurial activities or upgrade their farming work. Market based TVET training responds to the urgent need for skilled labour, necessary in helping people into (self-) employment and out of poverty. The TVET-JBS program will use short courses, modular training, adult training, informal skills training and will be geared towards the rural environment, taking into consideration the context with high illiteracy rates. The TVET-JBS program targets youth, farmers and PWDs who are most vulnerable and marginalized. The training will be based on market needs and linked with the AD/ED subprogram.

The **subprograms AD and ED** are centered around an investment model in which Dutch enterprises and WD-REK (co)invest in agriculture processing (ED) and enterprises to provide agricultural services (AD) in the target areas. The aim is to create employment and to stimulate added value creation within the region. The investments in agro processing will also create sustainable markets for smallholders and stimulate the growth of a strong agriculture support cluster (input supplies, ploughing/mechanization, post harvest, etc.). Private investors and nongovernmental funds will be used to set-up an investment company and do co-investments in the region (ED). Farmers (-groups) and associations will be stimulated and trained (AD) to enter into commercial agreements with processing SME's, agricultural service providers will be linked to producer groups (AD). This strategy contributes to the modernization agenda of the government of Uganda and complements efforts of other NGOs active in strengthening producers organizations. The fact that energy is getting into Karamoja (Abim as the first district) makes this strategy viable as far as processing activities are concerned. Target sectors are rice, oilseeds and cereals (production, processing, marketing/logistics).

The **subprogram SPN** focuses on enhancing capacities of partners and other relevant actors in the above mentioned subprograms to act as a change agent in their respective environments. This is done on national as well as local level,

and contains elements of skills training, exchange visits and coaching of staff, as well as support in strengthening civil society and/or the set-up of relevant networks or reviving existing ones. In Uganda the program focus will be on strengthening of PMEL of programs and of alliances, financial management, knowledge management, fundraising diversification and increasing the effectiveness of networking. Partners will set-up and participate in a Greater Horn of Africa regional alliance with other actors, within which knowledge and capacities on these issues will be shared. Organizational capacity assessments form input for concrete capacity strengthening plans.

SWOT analysis WD-REK supported programs in Uganda: EDUCATION, TVET-JBS, AGRIBUSINESS DEVELOPMENT, ENTERPRISE DEVELOPMENT, SPN	
Strengths	Weaknesses
<ul style="list-style-type: none"> - CSOs have a long track record with program implementation with the communities; trust has been built and the involvement of CSO is fully accepted - Partners participate in local networks - Capacity building of local CSOs is part of dev programs - Several CSOs are active in advocacy and have a track record in building advocacy structures in the communities. 	<ul style="list-style-type: none"> - Some risk of duplication of activities among CSOs - Networking among CSOs still weak - Level of PMEL within partner organisations not up to standard - Knowledge management of partners not well developed - Financial management of partners, weak - Weak fundraising capacity of partners - Networking of partners to be better focused
Opportunities	Threats
<ul style="list-style-type: none"> - There is a political will to further support peace building - The government has implemented policies that are favorable for development programs. - New donor support facilitates and enable CSO and target group to build on their programs - New development trend enhancing formation of alliances enables effective exchange of information and innovation power 	<ul style="list-style-type: none"> - Insecurity still remains a great risks for the programs' sustainability/impact - Significant reliance by programs on external funding - Instable climate has a big impact in the AD program - The 2011 elections are itself a process of political tensions - Poor cultural attitude towards the value of education among some communities.

2.20 CONTEXTUAL ANALYSIS ZAMBIA

I. Introduction

This contextual analysis is a joint effort of the WD-REK Alliance and its Southern partners. Contextual information was derived from various external sources (see footnotes), strategic multi-annual plans of partners, and field visit reports. This information was analyzed and strategic programmatic choices were jointly made on global and regional partner conferences during 2009 and 2010. Draft and final versions were discussed and validated with partners. The WD-REK Alliance program in Zambia encompasses the following subprograms: 1) Education; 2) Technical and Vocational Education and Training & Job and Business Services (TVET / JBS); 3) Agribusiness Development (AD); 4) Enterprise Development (ED); 5) Strengthening of Partner Network (SPN). Woord en Daad will also execute a health/HIV/AIDS subprogram which is funded by other donors. Zambia is a Profile I country.

After a long period of one-party rule since its independence in 1964, Zambia became a multi-party democracy in 1991. Although the democratic culture is becoming stronger there is also still a tendency to concentrate power around the president as can be concluded from an only slow devolution of powers to lower government levels. Corruption is widespread and forms a serious threat for development of the private and public sector¹. Once the third producer of copper of the world and potentially one of the wealthiest countries of Africa, Zambia's economy was devastated after copper prices collapsed in 1975 which made it one of the poorest countries in the world. Currently, Zambia is going through a period of prolonged and stable growth of the GDP (between 5.1% and 6.3% annually during the period 2003-2009)². The Heavily Indebted Poor Countries (HIPC) Initiative has led to substantially reduced debts leading to reduced inflation rates (down from 17% in 2006 to about 10% in 2008) and decreasing interest rates³. However, despite the recent positive and stable growth, Zambia still only ranks 164 out of 182 at the Human Development Index⁴. Thus, poverty reduction remains a major challenge for Zambia with on average 64% of the population living under the national poverty line, and highest poverty levels in rural areas and the remotest provinces (Western, Northern and Eastern province have poverty levels of 84, 78 and 79%, respectively)⁵. The HIV/AIDS prevalence rate is with 14.6%⁶ one of the highest in the world. The pandemic causes forms a major threat for Zambia's development as it results in a loss of a substantial part of the (skilled) working force and a large number of orphans.

The net enrolment rate for primary education increased strongly: from 69% in 2002 to 95% in 2008⁷. Access problems continue to exist, however, for orphans and vulnerable children (OVCs) and girls/women and strong investments in education quality are needed. The unemployment rate is at 39%⁸ very high, whereas this figure hides serious underemployment. So far only 15% of the arable land is under cultivation, while yields per hectare are low. The formal private sector in Zambia is small though growing. Given the stability and strategic location of Zambia, investors from China, India and other countries have found their way and invest mainly in mining, trading, commercial agriculture and tourism. About 90% of the micro, small or medium enterprises (MSMEs) operate within the informal sector.

II. Target group analysis

The Education and TVET-JBS subprograms will be executed mainly among rural farming communities and also among vulnerable groups of mainly unskilled laborers in urban areas. These communities are characterized by high poverty levels, limited access to education and health services, low literacy levels, high HIV/AIDS levels, lack of employment opportunities and high demand for skills training and for services that support sustainable self-employment. In the rural areas most children have no access to government schools, so communities have set up community schools. These are mostly served by untrained volunteer staff and have limited resources resulting in poor educational quality. The education subprogram, executed in six provinces (Northern, Eastern, Central Lusaka, Copperbelt, North Western and Southern Province), targets the following groups from the communities:

- Illiterate adults, with a focus on women, because their literacy rate is lower than that of men (61.0 vs. 80.6%, figure for 2008)⁹ and literacy of women benefits their families;
- OVCs, because they often lack support to attend school;

¹ US Dept. of State. 2009 Investment Climate Statement – Zambia; <http://www.state.gov/e/eeb/rls/othr/ics/2009/117850.htm>

² Central Statistical Office Zambia; http://www.zamstats.gov.zm/media/table_2_constant.pdf

³ Dutch Embassy. MJSP 2008-2011

⁴ Human Development Report 2009; <http://hdr.undp.org/en/statistics/>

⁵ Central Statistical Office Zambia. Living conditions monitoring survey 2006; <http://www.zamstats.gov.zm/lcm.php>

⁶ UNAIDS. Zambia Country progress Report (April 2010); <http://www.unaids.org/en/CountryResponses/Countries/zambia.asp>

⁷ UNESCO Institute for Statistics Country Education Profiles:

http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=121&IF_Language=eng&BR_Country=8940&BR_Region=40540

⁸ CIDIN data base, data from UN Statistics Division over 2007; <http://www.ngo-database.nl/indicators.php?&lang=nl&lang=nl>

⁹ UNESCO Institute for statistics; <http://stats.uis.unesco.org/unesco/TableViewer/tableView.aspx?ReportId=210>

- Staff and management of community schools, education committees and parent teacher associations, because strengthening their capacity is key to increasing the quality of education at the community schools and to sustain investments.

The target group of the TVET-JBS subprogram consists of 1) members of rural communities in Northern Province and Eastern Province, mainly people involved in small-scale farming, with a focus on youngsters and young mothers; 2) poor youth in Lusaka. The rural communities are targeted because their access to training for relevant rural skills is very limited. The group in urban Lusaka is targeted because these youth are drop-outs, have disabilities or have missed the link with the world of work after leaving school.

The AD subprogram will focus on smallholder farmers, farmer groups, and local crop traders and stimulate their integration into local, regional or national value chains. The AD is implemented in Western Province, Northern Province and, from 2012, as well in Eastern Province. Farming as a business will be promoted amongst smallholders. Smallholders targeted have less than 5 ha of land and usually only cultivate 2 ha or less of rain fed land. Hand hoes, minimal inputs and household labor are used for farm activities. The majority of the farmers have had little education and lack knowledge of new farming techniques.

The ED subprogram will focus on entrepreneurs owning a MSME, with the aim to stimulate growth and job creation in specific value chains. The ED subprogram is implemented in Eastern Province, Western Province and Northern Province. It is interlinked with the AD subprogram in order to strengthen the smallholder interventions and successfully integrate smallholders in existing value chains.

The target group of the SPN subprogram consists of all partner organisations mentioned in par. IV.

III. Problem analysis at macro/meso/micro level

Participatory, comprehensive context analyses by WD-REK staff and partner organizations have identified problems that form main barriers for development for the target groups. This has formed the basis for the following choice of problems to be addressed by the various subprograms. Problems in the area of health/HIV/AIDS will be addressed by a subprogram that forms part of the other donor funding.

The Education subprogram will address: 1) low quality of education in community schools in rural areas; 2) low access to education for OVCs; 3) high illiteracy, especially under women.

The TVET-JBS subprogram will address: 1) limited access to relevant skills training for rural people and vulnerable youth in Lusaka; 2) limited support for developing sustainable self-employment in rural areas.

The AD subprogram will address: 1) low agricultural yields due to limited access to resources (finance, appropriate technologies, inputs); 2) lack of business orientation in agriculture (primary production as well as services providers/processors).

The ED subprogram will address: limited access to finance for MSMEs, especially those which have limited financial track record and are involved in agro-processing (rural based/oriented).

The SPN subprogram will address weaknesses of the partner organizations involved in the implementation of the tailor-made program, which are: weaknesses in planning, monitoring, evaluation and learning (PMEL), in knowledge management, networking and policy influencing; low capacity for fundraising capacity and limited donor diversification.

Main causal factors of these problems at the macro, meso and micro level, are as follows.

At macro level:

Underfunding of the Education sector by GRZ in combination with a narrow focus on access by both GRZ and donors in previous years has caused limited attention for quality in community schools¹⁰. Although the policy and regulatory framework has been developed since mid '90, TVET capacity is still limited and further strengthening of the sector is threatened by limited government funding and reduced donor support. Zambia is a vast country with long distances between production areas and markets in urban areas, which increases costs and reduces competitiveness of SMEs. Regulated maize and fertilizer markets lead to market distortions. In general, spending on agriculture is low (below Maputo declaration).

At meso level:

Pupil-teacher ratios in schools are considerably higher in remote rural areas and poorer districts than in urban areas and wealthier districts, due to problems in attracting and maintaining skilled teaching staff for a post in remote areas. In rural Eastern and Northern Province, skills training programs that prepare for a sustainable rural living are hardly offered and most rural people cannot afford costs associated with entering urban skills training programs. In general, TVET programs pay only limited attention to business and entrepreneurial skills and do mostly not provide sufficient support to graduates to enter into sustainable self or wage employment.

The low population density leads to dispersed demand for inputs and resources and low internal market demand making it uneconomical for service providers and buyers to reach remote clients (e.g. MFI sector is very small in Zambia with only 30 million USD outstanding loans). Many smallholders are not organized in market oriented business

¹⁰ Primary Education in Zambia, IOB Impact Evaluation, Policy and Operations Evaluations Department, No. 312, April 2008

entities limiting their power as an economic actor. Access to finance is limited by high costs of lending¹¹, financial products offered are not adapted to the needs of MSMEs and there is a limited branch network of most financial institutions. The sluggish decentralization process leads to relatively high costs for entrepreneurs.

At micro level:

As mentioned, access to education is still a problem especially for OVCs. Causal factors include costs, the need for children/youngsters to work or help at home, the lack of value parents/caregivers give to education. Traditional beliefs and practices (as early marriages) are a barrier for access to and completion of education, especially for girls. Malnutrition is another problem, hindering a healthy development of children and increasing drop-out rates. The majority of skills training programs is not developed with the local needs and limitations of poor people in mind: costs are high, program schedules are not adjusted to poor people that can free only limited study time. Development of the agricultural sector is hampered by the lack of entrepreneurship attitude of many farmers and farmer groups. Governance issues, lack of leadership and top down organization of farmers organizations make them a weak structure in the value chain. SME development is hindered by demand side issues related to collateral, bad reimbursement track records and lack of bankable business plans.

IV. Background analysis

Below, the main social, economic and political factors are given that offer *opportunities* or *threats* for interventions aimed at resolving the problems described above. The capacity of civil society in relation to the same problems, is analyzed by looking at its *strengths* and *weaknesses*.

Strengths:

- There are a number of active general and thematic civil society networks that are instrumental in exchange and coordination (see par. 5). Civil society is very committed to improving access to and quality of education. Its initiative and active collaboration with the government in running community schools has strongly contributed to increasing enrolment in education. Especially enrolment and completion rates of girls improve through community schools because of reduced distance between home and school.
- The large demand for skills training cannot be met by the government alone. CSOs contribute substantially to meeting this demand, especially by tailoring skills training programs to the needs and possibilities of poor people.¹²
- NGOs are able to invest in value chains where profits are generated on the long term (chain development and pro-poor inclusion), they offer tailor-made facilitation and/or provision of services and have often rural-based partners.

Weaknesses:

- A strong focus on increasing access to education and meeting the various needs of the target group often compromises the quality of the learning environment (teacher-pupil ratio, infrastructure, materials, teacher and school management quality), resulting in lower pass rates as compared to government schools.
- Both government and civil society providers of TVET often tend to offer traditional skills courses without being sufficiently demand driven. The same is true for environmental effects: declining natural resources such as timber should stimulate TVET providers to focus on more sustainable economic opportunities and related skills.
- Many civil society organizations offer subsidized services provision (creating dependency), are not enough market-oriented, and have a limited outreach of interventions, limiting impact to target clients only.
- CSOs often focus on a project approach with insufficient attention for long term institutional strengthening of service providers.
- Graduation from social loans to commercial loans is more ambition than reality.
- NGOs active in AD/ED and private sector associations are not talking with one voice towards the government (dispersed policy influencing).

Opportunities:

- GRZ has made a commitment in the Fifth National Development Plan (FNDP) and the National Implementation Framework (NIF) to scale up spending on education¹³. Government collaborates constructively with communities in setting up and upgrading community schools.
- GRZ recognizes the importance of a strong demand-driven TVET sector, has developed a TVET policy and a national qualification framework and a regulatory authority (TEVETA). TVET is no longer regarded low status; (young) people see the need for skills training to find employment.

¹¹ Publication in the Global Times, September 2009. Source: (<http://business.globaltimes.cn/world/2009-09/463853.html>)

¹² Technical & Vocational Education and Training (TVET) sector mapping – Zambia, Richard Mwanza, March 2008.

<http://schoklandtvvet.pbworks.com/f/Microsoft+Word+-+Final+Report+March+2009.pdf>

¹³ Primary Education in Zambia, IOB Impact Evaluation, Policy and Operations Evaluations Department, No. 312, April 2008

- Improved legal position of registered farmer groups and integration of smallholders in value chains on national and regional level can create access to the necessary resources.
- Opportunities for private sector development are: further decentralization of business development services (BDS); increased competition in the financial sector; national programs like guarantee scheme and voucher scheme; improvements in doing business; linking smallholders in agriculture value chains.

Threats:

- There is a threat that GRZ does not show sufficient financial commitment needed to upgrade education quality, as until recently, investments of GRZ in the Education sector have been relatively low¹⁴.
- Donor budget support will be (partly) withdrawn due to worldwide economic crises or recurring cases of fraud within GRZ.
- GRZ's commitment to developing the TVET sector is sometimes wavering, as appears from delayed policy development and insufficient budget allocation in previous years. The Ministry of Science, Technology and Vocational Training (MSTVT) does not show strong leadership in coordination of the TVET system.
- Government subsidized schemes (fertilizer, maize) hamper private sector service providers/buyers and are counterproductive for farmer empowerment (creating dependency) and direct credit provision by the government and/or inappropriately designed schemes like the CEEF lead to crowding out of FIs.
- Instability of the kwacha limits investments in activities that are highly dependent on imports and/or activities that are mainly export oriented.

Partner level: The WD-REK Alliance works in Zambia with the partners EFZ, GCPDO, RCZ, ZATAC and AfricaWorks. EFZ is a church-based umbrella organization; through its wide national coverage it can strengthen many community efforts, while it is also in the position to bring grass-root issues to the national level. GCPDO and RCZ have a more limited coverage but are also very much involved in the communities with which they work; their participatory approach ensures interventions that meet real needs. ZATAC and AfricaWorks are specialized organizations focusing their interventions on inclusive economic development. ZATAC offers services to promote rural SMEs in agro processing (finance, business development) and AfricaWorks aims to strengthen farmers and farmer groups offering a package of credit, technology and access to markets.

V. Multi-actor analysis

The GRZ is a key stakeholder for our education and TVET-JBS subprograms. The **added value** of our partners' education interventions contribute to the national policy on education 'Educating our Future' and its related NIF¹⁵, as attested by a common focus on increasing access in rural areas, improving the learning environment, and in enhancing equity by focusing on increased access for girls, OVCs and children affected by HIV/AIDS. There are opportunities for increased cooperation with the government since one of the overall objectives of the NIF is to strengthen or establish institutional frameworks to coordinate provision of education through government, community and private institutions.

Looking more specifically at our **education program, its added value** lies in the strengthening of community schools and the provision of access for the most vulnerable groups (a.o. OVC's). With regard to the education program, Partners have MoUs with the Ministry of Education or the District Education Office. Furthermore, partners work together with Ministry of Community Development and Ministry of Youth, Sports and Child Development, are member of the Project Coordination Committee of MoE and participate regularly in consultative forums. WD-REK partners are member of the Civil Society for Poverty Reduction (CSPR), Children in Need Network, Forum of African Women Educationalists Zambia (FAWEZA), Zambia National Education Coalition (ZANEC, one of the strategic partners of the Dutch Embassy), and Zambia Open Community Schools (ZOCS). Through membership of these organizations our partners stay in touch with relevant developments, contribute to exchange and alignment among development partners and are integrated in the discourse between civil society and government. Our alliance is signatory to the declaration of Dutch alliances working on child issues, which will allow for thematic alignment and cooperation, for Zambia between Connect4Change, Child Rights Alliance and WD-REK Alliance.

The added value of partners' interventions in the area of TVET-JBS is that they contribute specifically to a number of focal areas of GRZ policies, like the Youth and Child development policy and the agriculture component of the FNDP. They are complementary to current efforts of the government, as it contributes to meeting the demand for skills training in rural areas. Partners have a constructive relationship with TEVETA, which provides technical advice on specific skills training courses and is responsible for accreditation of courses.

¹⁴ Policy and Operations Evaluation Department (IOB), Ministry of Foreign Affairs The Netherlands. Primary education in Zambia. Impact evaluation, no. 312, April 2008.

¹⁵ Ministry of Education, Government of the Republic of Zambia, Education Sector National Improvement Framework 2008 – 2010, Implementing the Fifth National Development Plan, Lusaka, October 2007

The NIF is supported by the Dutch Government, while the Embassy of the Kingdom of The Netherlands (EKN) is the lead agency of the Cooperating Partners in the education sector, together with Irish Aid. The main current donors to GRZ's TVET program are EKN and the World Bank. Their role is to provide support to the MSTVT in the development of a national skills training strategy, provide funding for the sector and strengthen TEVETA. We can contribute to these efforts by bringing in, via own contacts or the Learn4Work network (see below), lessons learnt by our partners.

The TVET-JBS interventions of our partner GCPDO are part of the Schokland Learn4Work program, for which a partnership has been formed between WD, Windesheim University, GCPDO and Chipata Crafts Centre. Examples of networking partners of the TVET-JBS subprogram are: Zambia National Association of Training Providers (ZNATP), Zambia Chambers of Small and Medium Business Association (ZCSMBA), Zambia Association of Chambers of Commerce and Industry (ZACCI). These organizations bring in valuable contacts and specific knowledge and experience, while our partners offer these organizations the opportunity to reach out to remote rural areas.

The **added value of the AD subprogram** is that it combines access to finance, inputs and markets into one package to farmers and traders in Western and Northern Province in Zambia. By doing so it complements the efforts of SNV (capacity building of amongst others producer organizations), Zambian Development Agency (ZDA; EKN supported voucher scheme) and the GRZ ambitions (increased yields, technology, opportunities for smallholders). It also fits very well in and strengthens the Agri-ProFocus approach of farming as a business in which WD-REK has an active role (rice value chain, access to rural finance). Furthermore, it addresses the issues identified by MicroNed and FinMark of access to rural finance.¹⁶

The ED subprogram is aimed at strengthening the demand side for SME finance. The ZATAC managed SMED fund aims to provide SMEs with the necessary capital to invest. The focus is on start-ups, agro-oriented SMEs and SMEs introducing new products/opening new markets. The SMED fund aims to strengthen SMEs and reduce the gap between rural based SMEs and the supply by commercial banks. By doing so it complements efforts of e.g. EKN and other actors that focus on the provision of BDS/strengthening of the BDS market, which can assist MSMEs to strengthen their systems and business planning. Many NGOs and/or GRZ supported programs focus mainly on capacity building, group formation and producer organization strengthening. The **added value of the ED subprogram**, therefore, is that it focuses more on the SMEs in the value chains, on access to finance for groups and businesses that are supported by e.g. SNV, ADF, etc. Its focus is on long term finance and complements the more widely available short term working capital finance offered by the established commercial banks.

VI. Tailor-made programs

Looking at the Zambian local context as a Profile I country, the focal point in the programs are the opportunities in the market. The demand in and relevance for the market are the entry point to link TVET-JBS to job opportunities. This is done among others through input of the private sector in the design of curricula and networking with the private sector. From this demand driven TVET-JBS the programs link also to formal education., for instance by creating interaction between formal education and TVET-JBS or by adjusting the entrance level of TVET-JBS to the level / skills / competence of formal education graduates by cooperation with the government. In this way the subprograms presented here aim at linking education and skills training with work and entrepreneurship. The education and TVET-JBS subprograms enhance people's knowledge, skills and therefore employability, while the AD and ED subprograms create opportunities for finding a job or starting a business. The SPN subprogram strengthens partners' capacities to implement the other four subprograms. For the period 2011-2015 the financial volume of the WD-REK Alliance program for Zambia will be in the order of € 2.100.000 per year.

Subprogram Education

The Education subprogram targets the low quality of education in community schools, the barriers of access for OVCs and the low literacy rate, especially of women. Educational quality in community schools will be strengthened through training of teachers, school management, Education Committees and Parent Teacher Associations and through improving school facilities and infrastructure. Direct access to (pre-)primary and secondary education specifically for OVCs will be supported by enabling parents and caretakers to access food, clothing and learning materials. The support of pre-primary education will be extended. Finally, literacy courses will be provided, with a focus on women. Policy influencing will be used as a strategy to achieve increased access to education for OVCs and increased government support of community schools.

Subprogram TVET-JBS

In Northern Province, skills training is provided for youngsters and young mothers. The most remote villages are targeted with mobile training courses. In Eastern Province, two Rural Resource Centers (RRCs), set up in 2009-2010, will be further developed. The RRCs will provide training in demand in the rural areas (including business and entrepreneurial skills training) and stimulate local economic activity by providing links to providers of relevant resources and services (broker function). If relevant, clients may be linked with the AD or ED subprogram for further support (including access to the voucher scheme of the Dutch embassy). In Lusaka, skills training will be offered to

¹⁶ Scan of Micro Finance Market Zambia, Microned, 2008. Source: <http://www.micro-ned.nl/microned/countries/zambia/resources>

vulnerable youth, with special attention for avoiding access barriers and effective linkages with the labor market. In Lusaka, also more advanced courses will be provided that complement rural skills programs by offering graduates from these courses the opportunity to upgrade their skills.

Subprograms Agribusiness Development and Enterprise Development

Both subprograms are closely linked in Zambia. The AD subprogram will provide combined packages of technology, finance, linkages to markets/SMEs that will give smallholders the opportunity to grow and operate their farm/farmer group as a business. The ED subprogram will assist SMEs to access finance (seed capital, investment loans, syndicated loans with FIs, etc.), link SMEs to (multi)national buyers (country wide presence and visibility of ZATAC), link smallholders to SMEs and link SMEs to the required technical assistance providers (ZDA voucher scheme, SNV, etc.).

Subprogram Strengthening of Partner Network

This subprogram focuses on enhancing capacities of partners and other relevant actors in the above mentioned subprograms to act as a change agent in their respective environments. This is done on national as well as local level, and contains elements of skills training, exchange visits and coaching of staff, as well as support in strengthening civil society and/or the set-up of relevant networks or reviving existing ones. In Zambia this subprogram will give specific attention to strengthening PMEL and fundraising capacities of all partner organizations and improving existing lobby and policy influencing initiatives of some. Part of this subprogram will be realized through the set-up of a Southern Africa regional alliance with other WD-REK partners, within which knowledge and capacities on these issues will be shared. Organizational capacity assessments form input for concrete capacity strengthening plans.

SWOT analysis WD-REK supported program in Zambia - Education, TVET-JBS, AD, ED, SPN subprograms	
Strengths (internal)	Weaknesses (internal)
<ul style="list-style-type: none"> - The focus on linkages between different interventions in the respective subprograms, where possible with other actors. - Programs have been developed with strong community involvement and (market) analyses: ownership and tailoring to real needs and constraints of and opportunities for target groups. - Active and constructive cooperation with relevant government actors; well-embedded in relevant civil society and private sector networks. - Graduates of rural skills programs can be linked to higher-skills programs in Lusaka. - AD and ED subprograms focus on entrepreneurship (instead of risk aversion) and integrate BDS and financial services in service packages; focus on agro-processing generates rural impact - HIV/AIDS is included in all subprograms as a cross-cutting issue 	<ul style="list-style-type: none"> - Partner organisations fall short in PMEL, networking, policy influencing and fundraising : addressed by SPN subprogram. - In some communities the Education subprogram has been too much spread out: phasing out in well-developed communities enables us to intensify support in other communities. - Limited capacity to develop sector knowledge of specific value chain expertise. - Limited scale/outreach of interventions limiting impact to target clients only: APF network to exchange best practices/target SMEs with strong growth prospects to be able to link large numbers of suppliers - Limited options to graduate clients to commercial banks: promote syndicated finance
Opportunities (external)	Threats (external)
<ul style="list-style-type: none"> - Government offers CSOs several funding opportunities for the education, TVET and business development sectors, has relevant policies in place and shows willingness to cooperate with partners. - Growth of consumer market in urban areas, strategic location bordering with 8 countries, sustained economic growth in Zambia, multinational/FDI increase. - Government stimulates BDS supply side: National ZDA programs like guarantee schemes mean that syndicated finance options, options to link SMEs to finance with less risk, become bigger - Voucher scheme, improvements in doing business, incubator centers of ZDA. 	<ul style="list-style-type: none"> - If underfunding of the Education sector continues, this will threaten further upgrading of quality. - The lack of infrastructure (roads, electricity) makes it hard to develop viable economic activities, also the slow pace of improvements is a threat. - Low spending for agriculture limits possibilities for insertion in markets; limitation to reach scale as financial services sector does not grow sufficiently and/or penetrate in rural areas. - Government bonds more attractive than commercial lending; CEEF (Economic Empowerment Fund) / government intervention in direct credit provision can distort the market for SME lending (crowding out FIs), as well influence reimbursement discipline; devaluation of ZMK affects loan portfolio, limited capacity at formal sector for SME lending.

Name of the subprogram: Education				
Budget, specifying the MFS II grant applied for: €17.500.000 (total € 92.483.586)				
Objective: Improved access to and quality of education, with a special focus on transformation and mindset change, contributing to poverty reduction and empowerment on individual, family and community/regional level				
Target groups: Target groups for actual support are poor and vulnerable children / young people / illiterate adults living in disadvantaged areas such as urban slums, remote rural areas and conflict-affected zones in 20 countries. Specific attention will be given to girls and drop-outs. Direct target groups to work with are partner organizations, service providers in education (schools, centers), community groups, Parent Teacher Associations, parents/caregivers and other relevant actors in the education sector.				
	Description results at output level	Key indicators (qualitative/ quantitative)	Description results at outcome level	Key indicators (qualitative/ quantitative)
Activities with strategy geared to direct poverty alleviation 1. Support to attend (supplementary) education and prevent drop-out (e.g. financial support to pre-primary, primary and secondary schools, literacy centers and non-formal education centers, after-school support, provision of scholarships for higher	Service Delivery Support of children / young people / adults in different types of education: - Pre-primary education - Primary education - Secondary education - Higher education - Non-formal education - Functional literacy courses (IRS output 7)	7a) Number of persons supported in pre-primary education (average 2011-2015) <i>(Target: 9.700 per year)</i> 7b) Number of persons supported in primary education (average 2011-2015) <i>(Target: 54.000 per year)</i> 7c) Number of persons supported in secondary education (average 2011-2015)	Access Improved and more equal access to pre-primary, primary and secondary education and literacy, for marginalised/ disadvantaged groups in the target regions. (IRS outcome 1)	A 1a) Net enrolment rate primary education <i>(Target: increase at least 5% by 2015)</i> A 1b.) Gender parity index primary education <i>(Target: increase till 1)</i> A 1c.) Net enrolment rate secondary education <i>(Target: increase at least 5% by 2015)</i> A 1d.) Gender parity index

<p>education)</p> <p>2. Provision of quality input to schools (e.g. teaching aids, infrastructure) and implementation of child friendly policies</p> <p>3. Creation and promotion of proper linkages between different types of education and the job market (career counselling, inclusion of pre-vocational skills, etc.)</p> <p>4. Inclusion of life skills in curricula</p>		<p>(Target: 14.600 per year)</p> <p>7d) Number of persons supported in higher education (average 2011-2015) (Target: 2.700 per year)</p> <p>7e) Number of persons supported in non-formal education (average 2011-2015) (Target: 4.100 per year)</p> <p>7f) Number of persons supported in functional literacy courses (average 2011-2015) (Target: 7000 per year)</p>	<p>Utilisation</p> <p>Empowerment of children / youngsters / adults by applying the acquired knowledge and skills in their daily life, e.g. in further education and for earning an income (IRS outcome 2.1 and 2.2)</p>	<p>secondary education (Target: increase till 1)</p> <p>A 1e) Adult literacy rate (Target: increase at least 5% by 2015)</p> <p>U 2a) Number of students who continue education after primary education (Target: 36.200 in 5 years)</p> <p>U 2b) Number of students who continue education or find a job after secondary education (Target: 11.300 in 5 years)</p> <p>U 2c) Number of participants who find a job after higher education (Target: 2.800 in 5 years)</p> <p>U 2d) Number of students who use the learnt knowledge in daily life after non-formal education (Target: 12.800 in 5 years)</p> <p>U 2e) Number of participants who use the learnt knowledge in daily life after functional literacy courses (Target: 13.000 in 5 years)</p>
<p>Activities with strategy geared to building civil society</p> <p>1. Capacity building: development, implementation and follow-up of training programmes for teachers and school leaders</p> <p>2. Curriculum development</p> <p>3. Exchange and elaboration of child protection policies</p> <p>4. Increased parent involvement (e.g. support PTAs)</p> <p>5. Involvement of communities</p>	<p>Civil Society Strengthening</p> <p>Schools, partners and CBOs have developed and implemented training or capacity building (IRS output 8)</p> <p>Increased networking with local actors and private and public</p>	<p>8a) Number of trained units (average 2011-2015) (Target: 5.300 per year)</p> <p>8b) Number of institutions with an implemented capacity building plan (average 2011-2015) (Target: 400 per year)</p> <p>8c) Number of partners who participate in curriculum development (Target: 7 partners by 2015)</p> <p>9 a) Number of partners who participate in networks relevant for the programme</p>	<p>Organization</p> <p>A strengthened role of actors</p>	<p>O 3) Parents / community involvement score</p>

<p>(e.g. integrate services from the community in education and increase ownership)</p> <p>6. Networking and multi-actor collaborations on local/regional, national and international level</p> <p>7. Knowledge development and exchange on education</p>	<p>sector actors (IRS output 9)</p>	<p><i>(Target: 40 partners by 2015)</i></p> <p>9 b) Number of networks relevant for the programme <i>(Target: 100 networks by 2015)</i></p> <p>9 c) Number of partners with an obvious link with TVET-JBS (future employment) <i>(Target: 30 partners by 2015)</i></p>	<p>(parents, community) in education (IRS outcome 3)</p> <p>The target group organizes itself in different groups and associations, leading to increased trust and reciprocity (IRS outcome 4)</p>	<p><i>(Target: increase of at least 0.5 points on a 4 points scale in 2011- 2015)</i></p> <p>O 4) Social Capital Score <i>(Target: increase of at least 0.5 points on a 4 points scale in 2011- 2015)</i></p>
<p>Activities with strategy geared to influencing policy</p> <p>1. Structural contacts with policy makers / decision makers</p> <p>2. Development and implementation of advocacy plans, including research, manifestations, publications and consultations.</p>	<p>Policy Influencing</p> <p>Involvement of local and regional government in education and making national governments aware of their responsibility regarding education and take organisations/ networks seriously as their counterparts (IRS output 10)</p>	<p>10 a) Number of partners/ organisations with an implemented plan for policy influencing on education or who are actively involved in the advocacy program of a network <i>(Target: 35 partners by 2015)</i></p>	<p>Quality</p> <p>Improvement of the quality of schools / centres and the educational sector at large in target regions (IRS outcome 5 and 6)</p>	<p>Q 5) Quality score for schools / centres that are supported <i>(Target: increase of at least 0.5 points on a 4 points scale in 2011 - 2015)</i></p> <p>Q 6) Quality score of the education sector <i>(Target: increase of at least 0.5 points on a 4 points scale in 2011- 2015)</i></p>

<p>Activities with strategy geared to building civil society</p> <p>1. Capacity building: development, implementation and follow-up of training programmes for TVET teachers, school-leaders and JBS-officers</p> <p>2. Curriculum development</p> <p>3. Networking on local/regional, national and international level</p> <p>4. Knowledge development (e.g. organisation of conferences, exchange south-south and north-south)</p>	<p>Strengthened capacity of TVET- and JBS providers and CBOs</p> <p>Increased networking with other actors with a special focus on the private sector, companies and business networks</p>	<p>a) Nr. of staff capacity development training units <i>(Target: 3.200 training units in 5 year)</i></p> <p>a) Nr. of partners who participate in networks relevant for the program <i>(Target: 37 partners by 2015)</i></p> <p>b) Nr. of networks relevant for the program <i>(Target: 120 networks by 2015)</i></p>	<p>Organization</p> <p>The target group organizes itself in different groups and associations, leading to increased trust and reciprocity</p> <p>TVET and JBS providers have an active network of ex-trainees (e.g. an alumni association)</p>	<p>Increased social capital score <i>(Target: increase of at least 0.5 points on a 4 points scale by 2015)</i></p> <p>Nr. of TVET and/or JBS providers with an active network of ex-graduates (e.g. alumni association) <i>(Target: 43 providers by 2015)</i></p>
<p>Activities with strategy geared to influencing policy</p> <p>1. Structural contacts with policy makers / decision makers</p> <p>2. Development and implementation of policy influencing plans, including research, manifestations, publications and consultations. Themes for policy influencing (amongst others): improved access to TVET, improved access to fair labour, a demand driven curriculum of TVET, certification of TVET</p>	<p>Relevant advocacy initiatives are actively undertaken by TVET and JBS providers and by rural communities</p>	<p>a) Nr. of organizations with an implemented policy influencing program or who are actively involved in the policy influencing program of a network <i>(Target: 55 TVET-JBS providers / community groups are active in policy influencing initiatives)</i></p>	<p>Quality</p> <p>The TVET and JBS services provided are of high quality</p> <p>The TVET and JBS providers become more financially sustainable</p>	<p>a) Quality score for TVET providers <i>(Target: at least score 3 on a 4 points scale by 2015)</i></p> <p>b) Quality score for JBS providers <i>(Target: at least score 3 on a 4 points scale by 2015)</i></p> <p>a) The percentage of total expenditure of TVET projects that is covered by project income <i>(Target: average 15% income by 2015)</i></p> <p>b) The percentage of total expenditure of JBS projects that is covered by project income <i>(Target: average 9% income by 2015)</i></p>

Name of the subprogram: Enterprise Development				
Budget, specifying the MFS II grant applied for: € 5.000.000 (total € 18.925.278)				
Objective: to develop enterprises that empower different economic actors which stimulate economic growth and reduce poverty.				
Target group:				
<ul style="list-style-type: none"> ▪ Micro Enterprises (self employment) with growth potential: Formal or informal one person business, without opportunity to grow further (turnover)and/ or create employment. ▪ Micro Enterprises (employing non family members +/- 2-10 person): Formal or informal business, often started as family business, opportunity driven, male dominated, hiring outside people as employees. ▪ Start-up SME's: Either youngsters or employed people with a plan to start up their own business in processing, production and other most capital intensive businesses requiring more than microloans. ▪ Existing SME's: Well doing business, entrepreneur has experience, successful and hence willing to diversify either horizontally (new products, target groups, facilities etc) or vertically (taking over activities of other chain actors). Often not served by existing financial service providers; missing middle. ▪ Expanding SME's: Those companies require financial interventions which often can't be covered by only one party. Think of guarantees, equity, combination of loan and equity. At least more than you are able to do. SME's which play a critical role in value chains (chain leaders), and with potential to link big numbers of smaller enterprises / farmers. ▪ BDOs: (private) service providers, like financial service providers, BDS providers. Strengthening of this target groups is of vital importance for sustainability of a sound service provision sector improving private sector development. 				
	Description results at output level ultimo 2015	Key indicators (qualitative/ quantitative)	Description results at outcome level ultimo 2015	Key indicators (qualitative/ quantitative)
Activities with strategy geared to direct poverty alleviation / service delivery Offering financial and business development	<ul style="list-style-type: none"> • To promote financial inclusion from an ethical banking perspective, not excluding actors which are strategic to the values and strategies of W&D- EDG / important for poverty reduction (in the chain) or sustainability of the Financial Service Providers (“Generate income to invest in enterprise development”) • To promote increase/leverage scale/growth of growth oriented clients 	<i>22,837 enterprises/private entrepreneurs/groups (in case of group loan) have received a productive financial¹ product or service</i>	To develop enterprises that empower different economic actors which stimulate economic growth and reduce poverty by <ul style="list-style-type: none"> • Empowering (poor) entrepreneurs • Improving efficiency/competitiveness • Creating sustainable jobs and income • Increasing access to finance and resources 	<i>25 % (compared to baseline) of persons/enterprises included in the survey has sufficient access to finance and/or services related to the production factors relevant to the enterprise (e.g. inputs, land, labour, equipment).</i> <i>26 % increase in sales revenue of</i>

¹ only taking into account the first delivery of a product, so indicator is different from active clients

services	<ul style="list-style-type: none"> To create functional, competitive , sustainable, business structures (enterprises, associations, cooperatives) To build capacity of entrepreneurs & empowerment / mindset change -> entrepreneurial attitude 	<p><i>14,339 enterprises/groups that received one or more business development services for the first time</i></p>	<p>And:</p> <ul style="list-style-type: none"> Linking/organizing actors in the chain to increase (pro poor distribution) 	<p><i>enterprise as result of intervention</i></p>
<p>Activities with strategy geared to building civil society</p> <p>Strengthening service providers (BDO) and organizing groups. Brokering between, and linking of business actors</p>	<ul style="list-style-type: none"> Promote/create platforms of trust – investing in reliable/sustainable business relations (mindset, ethics, transparency on prices/contracts) Value chain competitiveness - sales/profit increase of the value chain (= growth and/or efficiency gains) Linking/organizing actors in the chain to increase (pro poor distribution) <ul style="list-style-type: none"> Insert disadvantages groups in mainstream markets/value chains Strengthen rural entrepreneurs & micro entrepreneurs to have access to markets and finance Representation of groups & empowerment of chain actors 	<p>8,317 connections between different types of actors are realised. (This includes linkages between individuals and a cooperative, between a cooperative or farmers group and a supplier, etc.)</p>	<p>And:</p> <ul style="list-style-type: none"> Value chain competitiveness - sales/profit increase of the value chain (= growth and/or efficiency gains) To promote financial inclusion from an ethical banking perspective, not excluding actors which are strategic to the values and strategies of W&D- EDG / important for poverty reduction (in the chain) or sustainability of the Financial Service Providers (“Generate income to invest in enterprise development”) To promote increase/leverage scale/growth of growth oriented clients 	<p><i>7 % increase in net profit of enterprise as result of intervention</i></p> <p><i>12,653 fulltime jobs created as result of intervention</i></p> <p>27% Increase in total assets (fixed and moveable) of micro, small and medium enterprises</p>
<p>Activities with strategy geared to influencing policy</p> <p>Networking, advocating to influence governments for better pre- conditions for ED</p>	<ul style="list-style-type: none"> ED partner organisations participate in relevant and active networks To advocate with the government or other decision makers for Enterprise Development mentor other relevant issues 	<p>17 partners participate in 22 (unique) networks relevant for the Enterprise Development program</p> <p>7 partners/ organizations have an implemented advocacy program and/or are actively involved in the advocacy program of a network</p>	<ul style="list-style-type: none"> To create functional, competitive , sustainable, business structures (enterprises, associations, cooperatives) To build capacity of entrepreneurs & empowerment / mindset change -> entrepreneurial attitude The target group organizes itself in different groups and associations, which leads to increased trust and reciprocity (social capital) 	<p>100% of partnering BDO > 5 yrs have OSS > 100%</p> <p>80 % of partnering BDO > 5 yrs have FSS > 80%</p> <p>3.3 average score applicable for all ED interventions that included Business Development Service</p> <p>Increase of 0,5 point at 4 points scale.</p>

Tab 12-3.3 Overview of intended results for each programme - ED – page 2

Name of the subprogram: Agribusiness Development				
Budget, specifying the MFS II grant applied for: € 6.000.000 (total € 12.201.924)				
Objective: <i>To develop enterprises (chain actors and chain supporters) that empower different economic actors (producers (farmers), producer groups, traders, buyers, processors etc.) which stimulate sustainable, inclusive agribusiness relationships.</i>				
Target group(s):				
<ul style="list-style-type: none"> • Farmers that have the potential to: <ul style="list-style-type: none"> ○ contribute to value chains in terms of volumes, quality and sustainable supply ○ innovate in growth processes by adapting new technologies and the ability to create jobs • Farmer groups, formal or informal associations of farmers that are either in an emerging phase or needs strengthening. In both cases it are business oriented producer organizations. • Existing or expanding SME in agribusiness; processing companies, (informal) traders and retail companies. They are target group of the program strategy of ED when constraints in the chain are solved or opportunities created by assisting those actors. • BDOs/CSOs: (private) service providers, like input suppliers, financial service providers, BDS providers. Strengthening of this target groups is of vital importance for the sustainability of value chains and hence sustained impact at farm / job / production level. 				
	Description results at output level ultimo 2015	Key indicators (qualitative/ quantitative)	Description results at outcome level ultimo 2015	Key indicators (qualitative/ quantitative)
Activities with strategy geared to direct poverty alleviation / service delivery Offering financial and business development services	<ul style="list-style-type: none"> • To promote financial inclusion from an ethical banking perspective, not excluding actors which are strategic to the values and strategies of W&D- EDG / important for poverty reduction (in the chain) or sustainability of the Financial Service Providers (“Generate income to invest in enterprise development”) • To promote increase/leverage scale/growth of growth oriented clients • To create functional, competitive , sustainable, business structures (enterprises, associations, cooperatives) • To build capacity of entrepreneurs & empowerment / 	<p><i>25,750 enterprises/private entrepreneurs/groups (in case of group loan) have received a productive financial¹ product or service</i></p> <p><i>23,889 enterprises including 1,711 groups that received one or more business development</i></p>	<p>To develop enterprises that empower different economic actors which stimulate economic growth and reduce poverty by</p> <ul style="list-style-type: none"> • Empowering (poor) entrepreneurs • Improving efficiency/competiveness • Creating sustainable jobs and income • Increasing access to finance and resources <p>And:</p>	<p><i>25 % (compared to baseline) of persons/enterprises included in the survey has sufficient access to finance and/or services related to the production factors relevant to the enterprise (e.g. inputs, land, labour, equipment.</i></p> <p><i>30 % increase in sales revenue of enterprise as result of intervention</i></p>

¹ only taking into account the first delivery of a product, so indicator is different from active clients

	mindset change -> entrepreneurial attitude	<i>services for the first time</i>	<ul style="list-style-type: none"> Linking/organizing actors in the chain to increase (pro poor distribution) 	<i>15 % increase in net profit of enterprise as result of intervention</i>
Activities with strategy geared to building civil society Strengthening service providers (CSO/BDO) and organizing groups. Brokering between, and linking of chain actors	<ul style="list-style-type: none"> Promote/create platforms of trust – investing in reliable/sustainable business relations (mindset, ethics, transparency on prices/contracts) Value chain competitiveness - sales/profit increase of the value chain (= growth and/or efficiency gains) Linking/organizing actors in the chain to increase (pro poor distribution) <ul style="list-style-type: none"> Insert disadvantages groups in mainstream markets/value chains Strengthen rural entrepreneurs & micro entrepreneurs to have access to markets and finance Representation of groups & empowerment of chain actors 	3,498 connections between different types of actors are realised. (This includes linkages between individuals and a cooperative, between a cooperative or farmers group and a supplier, etc.)	And: <ul style="list-style-type: none"> Value chain competitiveness - sales/profit increase of the value chain (= growth and/or efficiency gains) To promote financial inclusion from an ethical banking perspective, not excluding actors which are strategic to the values and strategies of W&D- EDG / important for poverty reduction (in the chain) or sustainability of the Financial Service Providers (“Generate income to invest in enterprise development”) To promote increase/leverage scale/growth of growth oriented clients 	<i>15983 fulltime jobs created as result of intervention</i>
Activities with strategy geared to influencing policy Networking, advocating to influence governments for better pre- conditions for ED	<ul style="list-style-type: none"> ED partner organisations participate in relevant and active networks To advocate with the government or other decision makers for Enterprise Development or other relevant issues 	20 partners participate in 26 (<i>unique</i>) networks relevant for the Enterprise Development program 10 partners/ organizations have an implemented advocacy program and/or are actively involved in the advocacy program of a network	<ul style="list-style-type: none"> To create functional, competitive, sustainable, business structures (enterprises, associations, cooperatives) To build capacity of entrepreneurs & empowerment / mindset change -> entrepreneurial attitude The target group organizes itself in different groups and associations, which leads to increased trust and reciprocity (social capital) 	35 % Increase in total assets (fixed and moveable) of micro, small and medium enterprises 75% of partnering BDO > 5 yrs have OSS > 100% 50 % of partnering BDO > 5 yrs have FSS > 80% 3,2 average score applicable for all ED interventions that included Business Development Service Increase of 0,5 point at 4 points scale.

Name of the subprogram: Strengthening Partner Network (SPN)				
Budget, specifying the MFS II grant applied for: € 7.122.500 (total € 11.511.964)				
Objective: To enhance the capacity of the WD-REK partner network in 20 countries in such a way that members of this network act as an effective agent of sustainable change both on local as on (inter)national levels.				
Target groups: The program has as target group the CSO's which are part of the WD-REK partner network and CSO's that are linked to it through the different programs.				
Activities linked to intervention strategy	Description results at output level	Key indicators (qualitative/ quantitative)	Description results at outcome level	Key indicators (qualitative/ quantitative)
1. Activities with strategy geared to building civil society <u>WD-REK support to RA¹</u> <ul style="list-style-type: none"> - Facilitating exchange/expertise - Developing new fundraising strategies - Enhancing linkages between programs - Facilitating global working group on Enterprise Dev. that advises RA in ED policy development and implementation - Training in networking and facilitation skills 	1. Civil Society Strengthening 1.1.1 6 Functioning RA steering committees 1.1.2 Functional RA program working groups 1.1.3 Fund raising strategies on RA level (overall and per program) 1.2.1 RA training /facilitation capacity in networking for 6 RA's. 1.2.2 relevant support to CSO by 6 RA's	1.1 6 Current Joint (fundraising and program) policy plans on RA level <i>(target: annual reviews and updates)</i> 2.2 Score RA networking (training) capacity <i>(target: Annual Increase towards a 90% score in 2015)</i>	Access Members of the WD-REK network have better access to other actors in the development scene of their country: policy making bodies, knowledge and expertise, funding agencies.	A.1: OCA score on access to PI (incl. participation, access to politicians, media, public) of at least 40 member organizations <i>(target; increase of at least 0.5 points on a 4 scale in 2011-2015)</i> A.2: OCA score on knowledge management (incl. access, sharing, application, learning) of at least 40 member organizations <i>(target; increase of at least 0.5 points on a 4 scale in 2011-2015)</i> A.3: Average Increase in funding (international donors, government, local fundraising) of at least 40 member organizations <i>(target: 25% increase in period 2011-2015)</i>

¹ This support is RA-context specific.

<ul style="list-style-type: none"> - Developing PMEL system on RA level 	<p>1.3 Functioning PMEL system for 6 RA's</p>	<p>2.3 Assessment of RA PMEL system of 6 RA's <i>(target: PMEL system in 2012 of international standards)</i></p>	<p>Organization Partner organizations are able to organize and interact with peers and other actors both at the level of Regional Alliances as well as in their own national environment, in such a way that programs become more effective and reach more impact.</p>	<p>O1: Evaluation scores of 6 RA's (including objectives, alliance dynamics, time investment, efficiency, benefit for programs) <i>(target: in 2015 75% of at least 40 CSO – members of (6) RA's can clearly indicate benefit of the RA)</i></p>
<p><u>RA support to CSO</u> <i>Organisational Development</i></p> <ul style="list-style-type: none"> - Training of at least 40 CSO-PMEL officers 	<p><i>Organisational Development</i> 1.4 at least 40 CSO's use a good PMEL system</p>	<p>1.4 OCA Score on quality of PMEL system of at least 40 CSO's <i>(target: increase of at least 1 point on a 4 points scale in 2015)</i></p>		
<ul style="list-style-type: none"> - Participating in OCA of at least 40 CSO's 	<p>1.5 All CSO (at least 40) have an integrated capacity building plan (CBP)</p>	<p>1.5 Percentage of at least 40 CSO's that have an operational CBP <i>(target: 100% in 2015)</i></p>	<p>Quality partners have increased the level of quality both in their own organization and programs as well as in the level of relationship with other actors.</p>	<p>O3: Score for effective PI networking (incl participation, membership, leadership, relation management, management network dynamics) related to PI per program interventions <i>(target; increase of at least 0.5 points on a 4 scale in 2011-2015)</i></p>
<ul style="list-style-type: none"> - Training of Institutional Fund raisers of at least 40 CSO's. - Information sharing system of Funding opportunities' - Exchange of expertise and experience in local fund raising 	<p>1.6 All CSO (at least 40) have a diversified fundraising strategy</p>	<p>1.6 Number of CSO that have added at least 2 new funding agencies in 2015 (compared to 2010) <i>(target: 100% in 2015)</i></p>		
<ul style="list-style-type: none"> - Assist at least 40 CSO's in leadership development 	<p>1.7 Leadership capacity (development) of at least 40 CSO's</p>	<p>1.7 Percentage of CSO that have improved leadership capacity in their organization <i>(target: 80% of the CSO have</i></p>		

<p><i>Institutional Development</i></p> <ul style="list-style-type: none"> - Exchange visits/peer reviews - Training networking and negotiation Skills - Assist at least 40 partners in networking - Support of networks that enhance ‘market orientation’ and linkage of programs - Assist in bringing together donors and CSO to facilitate harmonization and collaboration 	<p><i>Institutional Development</i></p> <p>1.8 at least 40 CSO’s demonstrate a learning attitude and open mindset</p> <p>1.9 In 2015 at least 40 CSO’s able to bring different actors together around certain initiatives (leading organizations)</p> <p>1.10 active involvement of at least 40 CSO’s in networks</p> <p>1.10 Effective harmonization and collaboration between number of donors and at least 40 Member CSO’s and other related CSO’s</p>	<p><i>increased their OCA leadership score, composed of several OCA elements in 2015)</i></p> <p>1.8 OCA score on Innovation/Learning <i>(target: increase of at least 1 point on a 4 points scale in 2015)</i></p> <p>1.9 Number of successful set-up of user groups and networks <i>(target: 75% of annual planned initiatives realized)</i></p> <p>1.10 Increase in active participation in networks <i>(target: 75% of CSO score in 2015 3 points on a 4 point scale)</i></p> <p>1.10 Number of annual successful initiatives <i>(target: Average of one/year/country)</i></p>	<p>Utilisation</p> <p>Partners have internalized and utilize the concept of ‘agent of change²’ at all levels of their organization and programs and avoid an isolating competitive attitude. They are able to observe and to react adequate to the opportunities and threats in their own local or national context.</p>	<p>Q2: Program Quality score (incl. relevance, effectiveness, efficiency, sustainability, benchmarking) of at least 40 partners <i>(In 2015 75% of the program evaluations of partners show quality improvements and improved benchmarking within the sector)</i></p> <p>Q3: OCA Score on external relationships (inc. number, quality, sphere of influence) of at least 40 partners <i>(target; increase of at least 0.5 points on a 4 scale in 2011-2015)</i></p> <p>Q4: Score for quality of PI interventions (incl. research, collaboration, negotiations, public hearings, expert meetings etc) <i>(target; increase of at least 0.5 points on a 4 scale in 2011-2015)</i></p> <p>U1: OCA Score on change management (incl. regular context analysis, review of programs, organisational adjustment mechanisms, quality of decision making processes) of at least partners <i>(target; increase of at least 0.5 points on a 4 scale in 2011-2015)</i></p>
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² This has been defined by WD-REK alliance as: ‘Different actors at different levels – persons to institutes – that have the skills and the power to change and transform their living context, their working context and create an enabling environment for development.

<p>2. Activities with strategy geared to Policy Influencing (PI)</p> <p><u>WD-REK support to RA</u></p> <ul style="list-style-type: none"> - Setup/support global PI group <p><u>RA support to CSO</u></p> <ul style="list-style-type: none"> - Awareness raising on PI with at least 40 CSO's in the period 2011-2015 - Training of PI officers of CSO/Networks - Support to generic PI programs in at least 10 countries in the period 2011-2015 	<p>2. Policy Influencing (PI)</p> <p>2.1.1 A functioning global advocacy group</p> <p>2.1.2 Common themes for PI in South and North with at least one (1) Joint PI strategies per programme</p> <p>2.2 PI capacity on CSO/network level</p> <p>2.3 Functioning generic PI programs in at least 10 countries in 2015</p>	<p>2.1.1 Working plan for global group <i>(target: Annual updates of working plan)</i></p> <p>2.1.2 Joint PI Strategy Plans per programme</p> <p>2.2 PI capacity assessment of at least 40 CSO's/networks <i>(target: annual increase of executed PI programs)</i></p> <p>2.3 Percentage of annual planned programs which are realized <i>(target: 75%)</i></p>		<p>U2: OCA score of at least 40 partners on 'effectiveness' as 'agent of change' (incl. lead agency roles, sphere of influence, successful initiatives, effective networking role) <i>(target; increase of at least 1 point on a 4 scale in 2011-2015)</i></p> <p>U3: Score for effective Joint PI intervention per program (incl. legislation, regulations, laws that have an effect on the outcome for target groups of the programs) <i>(target; increase of at least 0.5 points on a 4 scale in 2011-2015)</i></p>
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4.01. HARMONIZATION AND COMPLEMENTARITY BANGLADESH

5.2.5a Geographic and thematic complementarity issues have been dealt with between the applicant (and co-applicant) and other Dutch and non-Dutch civil society organizations.

In Bangladesh partner organization Christian Service Society (CSS) implements under this proposal the following subprograms: 1) education, 2) technical vocational education and training and job business services (TVET-JBS), 3) agribusiness development (AD) 4) enterprise development (ED), 5) Strengthening of partner networks.

Education subprogram

CSS is starting a network (planned in 2011) with five educational institutions namely: Campaign for Popular Education, Early Childhood Development Network, World Vision (Education Program), Bangladesh Shisu Academy (Bangladesh Academy of Child Affairs) and Bisso Shahito Kendro (World Literacy Center). The objective of the network is to promote and ensure primary education for all children in Ward 18 (Khulna and surroundings). The network will actively take part in communication with government officials at district and sub-district levels and review the existing education policy of the government. Regarding the education subprogram of CSS there is also cooperation with other NGOs such as Home of Joy, SOS Children's Villages, CARITAS, Adams Technical Institute and UCEP (Underprivileged Children's Education Programs). The cooperation with these organizations is organized in an informal way. Experience and good practices regarding quality of education are shared and for example exchange visits of teachers are organized.

A number of Dutch alliances (ICCO Alliance, IMPACT, Together4Change; Childrights Alliance, Kind in Ontwikkeling, Conn@ctNow, Connect4Change, WD-REK Alliance) have decided to coordinate their education and TVET programmes. These Dutch alliances are all working on children's issues and have agreed on thematic alignment and cooperation (see Annex 13.b.2). Of the aforementioned alliances, the following are active in Bangladesh and do coordinate their education programs in this country: IMPACT, Child Rights Alliance, Child and Development Alliance and WD-REK Alliance. Intended outcomes of this coordination are e.g. joint policy influencing, joint innovations and harmonisation of contacts with other actors like the Embassy of the Kingdom of The Netherlands (EKN) The strength of the WD-REK subprogram education is that it targets especially girls from ethnic/religious minorities.

As described in chapter 4 Bangladesh faces serious inequalities regarding literacy. In the target areas where CSS is active, especially with the primary health subprogram and the Enterprise Development subprogram, a number of other organizations is addressing the low level of literacy among the target group already. These organizations are Dhaka Ashania Mission (DAM), Resource Integrated Centre (RIC), Jagorani Chakra Foundation (JCF), Friends in Village Development (FIVDB), Bangladesh Association for Sustainable Development (BASD), Adams Technical Institute, Surovi, Dalit, Dipti, Khulna Mukti Sheba Shongo and Tricharan. Our partner CSS carries out literacy activities in its AD/ED subprogram. With regard to CSS' other target groups, above mentioned organizations are already active.

TVET-JBS subprogram

The TVET-JBS subprogram of CSS is rather new and started in 2006. Since the start, the subprogram is focused on quality of education and building up the equipment. For assistance on the quality aspect a regular exchange with the Vocational Training Centre of Calvijn College in Krabbendijke, The Netherlands, takes place (See MoU in Annex 13.b.16). During several exchange visits the teachers of CSS were trained, e.g. in curriculum development and educational approaches.

The JBS subprogram has links with enterprises in Khulna district, by means of assisting students to find an apprenticeship or a job and coaching them for two years after the vocational training.

For the coming period there will be more networking with other Vocational Training Centers in the area (Khulna), like Khulna Poly-technique Institute, Khulna Mohila Poly-technique Institute, Agricultural training institute (ATI) and Ahsanullah College of Business management. The aim of cooperation with these institutes is the exchange of knowledge and good practices, and to achieve maximum access for the target group through referral linkages.

Networking with the National Skills Development Council (NSDC) is being planned and will be operational in 2011. NSDC will advise and train CSS in the areas of apprenticeships, instructor training and vocational and career guidance. The NSDC is an important forum where representatives of government, employers, workers and civil

society can provide leadership and clear direction to the skill development system in Bangladesh. Through this network connection with private sector is institutionalized.

AD/ED subprograms

According to the Dutch Embassy WD-REK Alliance is the only Dutch alliance active in the area of Enterprise Development with an SME focus in Bangladesh. Due to this fact, no complementarity with other Dutch organisations is possible.

CSS is a member of the Credit and Development Forum (CDF). This Forum has four basic products and services to strengthen MFIs: Capacity Building Services (CBS); networking; policy influencing and research; and a Microcredit Linkage Program (MLP). Together with the members of this Forum a joint problem analysis regarding the enterprise development sector has been made. Target areas are identified and the impact of microcredit activities is constantly measured together. In September 2009, CSS – together with WD-REK Alliance – started research for improved cooperation with other business development actors, mainly to provide Business Development Services at entrepreneurial level (business/ management capacity) and enterprise level (technical assistance). Through contacts with Katalyst¹ – funded by the Dutch government and also member of Market Development Forum (MDF)² – opportunities for collaboration with other actors in private sector development will be further investigated. A weakness we already identified, is the lack of institutionalised private service providers and NGOs in Bangladesh providing those Business Development Services (BDS).

Our partner CSS implements also a shelter subprogram in three districts in Bangladesh, using the existing structure and capacity (selection and monitoring) of its AD/ED subprogram. The shelter subprogram is funded by the Wereld Foundation in cooperation with ING Bank, through its program 'Wij een huis, zij een huis.'³ Beneficiaries get a loan in kind: a decent home including sanitation and clean water services. The loan is paid back within six years.

Health and HIV/AIDS subprogram

Our partner organization also runs primary health care and HIV and AIDS subprograms. These subprograms are part of the ICCO Alliance proposal. The complementarity and harmonization within these subprograms are described in the funding proposal of the ICCO Alliance. Suffice it is to say here that our partner CSS also implements a safe motherhood monitoring program with five partner Dutch organisations of the health working group of the BOOM platform⁴ (Cordaid, Wemos, Simavi and Woord en Daad) and their Bengal partners (RDRS, DAM, DORP, VERC, CSS). The health working group of the BOOM platform has assisted partners in the set-up of this program. The safe motherhood project is explained in more detail in the ICCO Alliance proposal.

5.2.5b The programme must be relevant within the context of national government policy.

Education subprogram

The government of Bangladesh has formulated an Education Policy for the period 2009-2013.⁵ The policy focuses on access and quality. The government wants to ensure 100% enrollment of the students in primary education within 2011-2012 and wants to ensure pre-primary education for all children older than 5 years.⁶ Primary education is extended from grade V to grade VIII. Furthermore the reduction of drop-out rates, especially for girls, is an important focus. The most underprivileged areas and most vulnerable children and youngsters have priority in this subprogram. These groups are indigenous children, street children, children with a disability and ethnic minorities. Focus areas are the Southeast hill regions of Bangladesh. The government wants to reduce the teacher-student ratio to a maximum of 1:30 and all teachers need to have sufficient qualifications. All schools will be obliged to use the same curriculum for basic subjects and public exams will be compulsory for class V and X.

¹ <http://www.katalyst.com.bd/>

² A group of market development-practitioner organizations working on strengthening of the private sector in Bangladesh; <http://www.mdfbd.org>

³ <http://www.wereldfoundation.nl/#/rmaricles/10/bangladesh?wereldfoundation=99872def53f387ea32b72625bb4a2448>

⁴ The BOOM platform is a Dutch platform of NGOs. BOOM is a Dutch abbreviation: Bangladesh Overleg Ontwikkelingssamenwerking en Mensenrechten. The BOOM platform consists of several working groups (including the health working group). The activities of the health working group and its joint program on safe motherhood monitoring is explained in detail in the ICCO Alliance proposal.

⁵ National Education Policy 2009, Bangladesh Ministry of Education, Dhaka, 2009

⁶ This is also mentioned in the PRSP of Bangladesh, 2005, p. 130-133, <http://www.imf.org/external/pubs/ft/scr/2005/cr05410.pdf>

Regarding higher education the government plans to provide scholarships and create loan facilities for youngsters of ethnic minorities and vulnerable groups.

The education subprogram of CSS complements the efforts of the government to achieve 100% enrollment in primary education. CSS targets vulnerable children and youngsters (a.o. OVC's, children of commercial sex workers) from ethnic/ religious minorities. Gender equity is important in the selection process and the reduction of drop-out is a key focus. Pre-primary education (linked to the AD/ED subprogram) is provided for children aged 5-6, primary and secondary education is provided and scholarships for higher education are provided to a large group of students. The education provided in the schools of CSS is of good quality. Teachers are qualified and follow regular training to update their knowledge and skills. The teacher-student ratio is no more than 1:30. The subprogram follows the national curriculum for all basic subjects.

Presently, common standards are introduced for all primary education providers. The government wants to encourage NGOs in the provision of education. This year a more comprehensive funding framework for basic/ primary education is been developed, which includes public funding of non-state providers that meet common minimum standards. This framework will become operational in 2011. The schools of CSS are registered with the government. CSS will apply for the Monthly Payment Order⁷ and plans that teacher salaries in its program will be provided by the government. CSS does already meet all the criteria for application.

TVET-JBS subprogram

Our partner organization CSS contributes to the TVET-policies of the government. According to the PRSP, access to TVET in Bangladesh is weak and should be multiplied, especially for girls and drop-outs from primary education. The link of TVET with the job market is poor as well.⁸ The National Poverty Reduction Strategy (NPRS)⁹ also calls for a reform of the TVET system by making it more 'market-responsive', addressing training needs of the underprivileged who do not complete Class VIII, collaborating with the private sector and NGOs, and making its training programs more flexible in terms of duration, curriculum, and students' academic qualifications, among others.

In the current TVET subprogram, students who completed primary education are enrolled in the vocational training centre of CSS. In this way access to vocational training for poor students is ensured. Within the JBS subprogram the link to the job market is strengthened. Regular job market surveys and a flexible curriculum are important to be adaptive to the changes in the market. In the coming years the WD-REK Alliance will expand the TVET-JBS subprogram with short-term flexible trainings, with special attention for drop-outs and girls.

The vocational training centers meet the government standards with regards to ICT, skilled manpower development and apprenticeship. In this way CSS wants to contribute to the priorities of the government regarding TVET. Also for its TVET-JBS subprogram, CSS will apply for getting MPO (Monthly Payment Order) from the Bangladesh government for its TVET subprogram.

AD/ED subprograms

With its AD/ED subprogram CSS is working with a view to facilitate productive Small and Medium Enterprises (SME) with loans to improve productivity, and to link with other value chain actors as well. Through this approach jobs for mainly unemployed people are created. At the same time this facility creates possibilities for micro-entrepreneurs with growth capacity to increase their business. CSS pays attention to the (social) responsibility towards employees and the society of the enterprise. In that way the AD/ED program certainly contributes to the realisation of the PRSP of Bangladesh, in which it stated that flourishing SMEs ensure a robust growth of employment, which is a key condition for poverty reduction. The PRSP priority in the field of SMEs is to strengthen the SME sector and micro credit system and create more opportunities for female labour employment.¹⁰ In that manner the AD/ED subprogram responds to these paragraphs in the PRSP, because CSS wants to improve quality, productivity and cost efficiency of the SMEs. Regarding our microcredit activities more than 90% of the clients are women.

⁷ <http://www.unbconnect.com/component/news/task-show/id-14124>

⁸ PRSP Bangladesh, 2005, p. 134-135, <http://www.imf.org/external/pubs/ft/scr/2005/cr05410.pdf>

⁹ <http://www.adb.org/Documents/Brochures/Social-Protection-Project-Briefs/BAN-Skills-Development.pdf>, 2008, p. 1-2.

¹⁰ PRSP Bangladesh, 2005, p. 48-49, 105-106, <http://www.imf.org/external/pubs/ft/scr/2005/cr05410.pdf>

5.2.5c The programme should be harmonised with Dutch bilateral aid efforts and/ or with important donors in the countries where the programme is being implemented.

Harmonization with EKN

The four general objectives of EKN are: 1) increasing transparency and accountability in public sector management; 2) stimulating private sector development (PSD) through policy dialogue and increased use of Dutch PSD and economic instruments; 3) increasing sector performance for greater service delivery impact in water management, education, health and water and sanitation and; 4) investing in human rights and civic engagement with an emphasis on women's rights.¹¹ In this paragraph we focus on TVET-JBS and PSD.

TVET-JBS subprogram

EKN has three strategic goals regarding TVET-JBS: improved sector performance; achievement of MDG-2/ EFA goals; increased Technical and Vocational Education and Training (TVET) demand and supply. Looking at the relative success of Bengali efforts to achieve the MDG-2 target, EKN has decided to gradually reduce its support to primary education and to increase its support to TVET.¹² This is in line with the National Education Policy and the National Skills Development Policy¹³, which emphasise the strategic importance of skills development. Key challenges for TVET originate from the current structure and management of the system, such as limited inter-agency coordination, poor linkages with industry and the labour market, insufficient capacity in key agencies, piecemeal regulation and quality assurance, and limited planning of delivery and infrastructure development, particularly at district and upazila level. To tackle these challenges, government and the private sector have established the National Skills Development Council. EKN wants to facilitate the expansion of the existing capacity for delivery. CSS recognises these problems too and works on the improvement of its TVET-JBS subprogram. As stated above, CSS has made a first step in networking with the National Skills Development Council.

Furthermore, EKN tries to increase income and employment opportunities and to create a better working environment for the poor. The JBS which CSS is providing for graduates of the TVET subprogram – and in the future also for other target groups like women – contributes to this priority completely. The JBS improves the market driven character of the TVET subprogram, searches for job opportunities and fights for decent working conditions by using the so-called Fair Labor Score Card, an instrument – designed by WD-REK Alliance and based on ILO standards – which helps advocating for labor conditions of SMEs in the JBS network.

The current TVET subprogram of our partner CSS in Bangladesh contributes to the third priority of EKN in the area of education, namely an increased TVET demand and supply. Though the CSS TVET subprogram is still relatively small, WD-REK will explore possibilities to contribute more to this TVET-priority of EKN. Such a contribution would be in line with the recommendations in the reference document for Embassies *Know-how for Skills*¹⁴, which draws heavily on the recommendations in the EU CORD (of which WD and REK are members) position paper *Skilled to Work, Work to Live*¹⁵.

AD/ED subprograms

Regarding PSD, the goals of EKN are: increased employment and income with special attention to increased participation of women; increased competitiveness of SME sector; economic diversification; improved private sector representation in legitimate and effective organisations; improvement of TVET (see also the TVET paragraph above); improved implementation of rules and regulations for private sector. According to EKN the constraints for PSD are mostly rooted in dysfunctional political governance. Therefore they plead for broad-based governance reform. Creating an enabling environment goes well-beyond PSD alone. EKN wants to achieve the following results:

- increased competitiveness of SMEs through support to Katalyst and other organizations;
- women participation in the labour force is promoted and stimulated;
- critical constraints in the enabling environment are addressed in political dialogue;
- efficient employment of Dutch PSD efforts is facilitated and synergy promoted;
- efficient brokerage of Dutch commercial interests.¹⁶

¹¹ Multi Annual Strategic Plan 2010-2011, EKN Bangladesh, pg. 3.

¹² Multi Annual Strategic Plan 2010-2011, EKN Bangladesh, pg. 11-12, 14-16.

¹³ www.ilo.org/dhaka/Whatwedo/Publications/lang--en/docName--WCMS_113958/index.htm

¹⁴ MDF/ MinBuZa, 'Know-how for Skills', September 2009.

¹⁵ Woord & Daad/ Red een Kind, 'Skilled to Work, Work to Live', December 2008.

¹⁶ Multi Annual Strategic Plan 2010-2011, EKN Bangladesh, pg. 11-12.

Our partner organization CSS contributes to these priorities. Its AD/ED subprogram meets those strategic objectives, because it contributes to SME development and – as mentioned above – a start has been made with sector orientation as Katalyst does. From the microcredit activities more than 90% women are targeted out of which 2-5% is able to expand their enterprise from micro level to SME level. In collaboration with the Dutch fish company Hakvoort B.V. (Urk, The Netherlands) and our AD/ED department, CSS is investigating possibilities for growing Pangasius. This did not yet materialise, because of the complexity of traceability in the Bangladesh (food) industry.

In November 2007 and September 2009 WD-REK Alliance visited EKN to speak about possible complementarities regarding enterprise development and SME. Regarding SME we saw parallels with the priorities of EKN. Its aim in PSD fits very well with the vision of our AD/ED subprogram. Based on the contacts with EKN, we spoke about other possible complimentary cooperation, e.g. with Katalyst. We are still in contact to investigate how to make use of available capacity, networks and research of Katalyst for further strengthening of institutionalised PSD service providers. EKN also recognized Woord en Daad as the only Dutch development organization in Bangladesh with a SME approach and is willing to cooperate when future opportunities appear.

Harmonization with other international donors

AD/ED subprograms

CSS is working together with the international donor End of Poverty USA. This donor is supporting CSS for micro credits.

4.02. HARMONIZATION AND COMPLEMENTARITY BENIN

5.2.5a Geographic and thematic harmonisation must exist between the applicant (and, if applicable, the co-applicants) and other Dutch or non-Dutch civil society organisations.

The subprograms supported by the WD-REK Alliance (Education, TVET-JBS, AD/ED and SPN) are aligned with partner organization DEDRAS in Benin. Through DEDRAS, harmonization exists with other regional and (inter-) national organizations active in Benin. Likewise, harmonization does exist with Dutch civil society organizations.

Education subprogram

In the area of literacy and education, DEDRAS is a member of ReNOPA (*Réseau National des Organisations Professionnelles en Alphabétisation*), linked with the Pamoja Africa Reflect network. DEDRAS holds the chair of ReNOPA in the Borgou region. Through ReNOPA harmonisation, information exchange and project visits take place among organisations in Benin who implement literacy and education programs. This interaction and harmonization, strengthens the knowledge and Planning, Monitoring, Evaluation and Learning (PMEL) qualities of DEDRAS and the other partners in their education programs. A number of Dutch alliances have an education programme in Benin and have agreed to coordinate their programmes: ICCO Alliance, IMPACT, Together4Change, Child Rights Alliance and WD-REK Alliance. These Dutch alliances are all working on children's issues and have agreed on thematic alignment and cooperation, potentially leading to joint policy influencing activities, joint innovations and collaboration with other donors (see Annex 13b2).

TVET-JBS subprogram

In the TVET subprogram, DEDRAS has signed an agreement with other TVET providers and collaborates with the CNAB (*la Confédération Nationale des Artisans du Bénin*), CPCA (*Centre de la Promotion de la Culture Attelée*) in Boko, and COBEMAG (*Coopérative Béninoise de Matériel Agricole*). Collaboration covers exchanges and discussions on effective policies and plans, conducting joint field visits and sharing of lessons learned and information. An important objective of the collaboration is to develop common themes and joint policy influencing activities on these shared themes.

Cooperation has been defined between the WD-REK Alliance and the Together4Change alliance, also operating in Borgou area. It was agreed upon to organize joint field visits to exchange best practices and explore possibilities for additional forms of cooperation, a.o. in the area of joint research projects and joint efforts in evaluation of (vocational) education projects/programs. The lessons learnt will form input into (joint) policy formulation as part of the PMEL strategy.

AE/ED subprograms

For the Agribusiness Development/Enterprise Development (AD/ED) subprogram, DEDRAS participates in a network with other agencies involved in cashew production and marketing with farmers and other actors in the value chain. DEDRAS holds the secretariat of the PBSA (*Plateforme Béninoise pour la Sécurité Alimentaire*), which is a national network for collaboration, information supply and policy influencing for structural improvements in the food security sector. PBSA has a membership of 13 NGOs, 9 farmers organisations and 2 commercial organisations. In the agricultural production sector, DEDRAS has active contacts with microfinance institutions for farmers' access to finance (implementation agreement with Banque Regional du Solidarité) as well as with regional government institutions like CeRPA (*Centre Régionale pour la Promotion Agricole*), and the National Chamber of Commerce.

In the AD subprogram, the WD-REK Alliance through DEDRAS cooperates with the ICCO Alliance (Sustainable Fair Economic Development Program, see also Annex 13b1). The ICCO Alliance aims to strengthen women's groups and community unions in the centre and north of the country by integrating these groups in the value chains of soy, cashew and pineapple. The economic program is intertwined with the food security program.

The TVET-JBS program supported by the WD-REK Alliance complements the ED program, in its focus on TVET training of rural youngsters from the same geographical area. Through these different focal points thematic overlap is avoided while contributing to a specific niche in poverty reduction in the Borgou region.

In the cashew value chain DEDRAS is part of an alliance between SNV, ICCO and FairMatch Support. More specifically an agreement has been made between SNV and DEDRAS (and other NGOs) for cashew

interventions in the zones of Zou and Collines, where DEDRAS is focusing on the production while other NGOs focus more on the processing. DEDRAS has also signed a Local Capacity Building agreement with SNV. Furthermore DEDRAS is an implementing partner of IFDC (International Fertilizer Development Center) in the 1000+ program to stimulate grassroots business clusters.

In this context of actors the AD/ED programs add value in the area of production volumes, using an inclusive approach in which smallholders are stimulated to view their farm as a business. At the same time, the program develops links between small farmers and emerging farmers to aim for joint production and marketing to meet market demands in food crops. Furthermore the AD/ED program adds value in the promotion of private service providers in those value chains in which SNV/ICCO/DEDRAS and others are active. The aim is to stimulate private actors to offer the required services (inputs, technology services, logistical services, land preparation, post harvest management). Finally, we mention here WD-REK membership of AgriProFocus and joint statement on extension of the number countries in which APF members align their activities, of which Benin is one (see Annex 13b11).

5.2.5b The programme must be relevant within the context of national government policy.

In 2006, the Beninese Government formulated its second-generation strategy for combating poverty that includes an assessment of costs and resources necessary for achieving the MDGs by 2015. The new 2007-2009 Poverty Reduction Strategy¹ is supported by the Government's adoption of a strategic plan (*Orientations Stratégiques de Développement—OSD*) for a five-year period for 2006-2011. This initiative encompasses five basic themes: accelerating growth, developing infrastructures, reinforcing human capital, promoting sound governance and developing the national environment in a balanced and sustained manner. The government has developed more detailed sector policy papers for different sectors. Relevant examples are (i) strategy for growth and poverty reduction (SCRP)² 2007-2009, (ii) policy on Technical and Vocational Training³ and (iii) the Strategic Plan of Agriculture Sector Recovery (PSRSA)⁴ 2006-2015.

Education subprogram and TVET-JBS subprogram

The new education program of DEDRAS will be in line with government policies on education and its focus on improving access to primary and secondary education and retention rates for girls. Secondly they will explore support to higher education which is in line with the PRSP. Since 1998, TVET is the second priority of the education system after primary education. It fits into a broader vision on the integration of all components of national training into active life. The government also adopted a policy of lifelong learning and professional development and implements this through FODEFCA (*Fonds de Développement, de la Formation Professionnelle Continue et de l'Apprentissage*). DEDRAS cooperates with the Ministry of Public Service, Labor and Administrative Reform in accessing international funds for TVET training and employment opportunities through FODEFCA. The FODEFCA fund has the following objectives: (i) the needs of manpower in companies - formal and informal technical training, (ii) employability and the fight against poverty, (iii) strengthen the capacity of training institutions. The TVET-JBS program of DEDRAS meets the need for developing skilled labor in rural as well as urban areas and operates in line with the governmental policies. TVET trainees come from the rural communities in Borgou. Training of youngsters is one of the key issues of the Beninese government⁵. The government also has a focus on vocational training of young people in agriculture, linked with development of rural infrastructure and an extensive program of agricultural mechanization. With this priority of mechanized farming, maintenance and repair of agricultural equipment becomes increasingly important. However, notwithstanding the fact that government departments are working on reforms, this sector still suffers from serious shortcomings. Technical maintenance services are concentrated in larger cities, necessitating the training of craftsmen in the fields of mechanics and metalwork as a priority. Likewise, sufficient craftsmen, as well as metal and mechanical workshops, need to be available. TVET trainees in the rural areas need to be equipped to sustain mechanized farming. It is in this context that the TVET-JBS program of DEDRAS is functioning with its technical training of rural youngsters.

¹ http://preventionweb.net/files/9307_benin.pdf

² La Stratégie de Croissance et de Réduction de la Pauvreté (SCRP)

³ Politique Nationale de Formation Professionnelle Continue

⁴ Le Plan Stratégique de Relance du Secteur Agricole (PSRSA)

⁵ http://preventionweb.net/files/9307_benin.pdf

AD/ED subprograms: The government of Benin has embarked on an ambitious agricultural program⁶ to stimulate productivity by mechanization and commercial market oriented agriculture. Benin still imports a lot of food products from countries like Nigeria. Extension services, input supply and access to credit are considered as important components to stimulate a competitive agricultural sector. The focus of the AD/ED subprograms fits very well in supporting this ambition. In the area of technical assistance/ extension services there is collaboration with the CerPA (*Centre Régionale pour la Promotion Agricole*), which gives extension services/training to the farmers in the AD program of DEDRAS. In the area of access to credit for smallholders DEDRAS already provides credit to soy and rice farmers as well as to cash crops like cashew and shea nuts. Cashew is one of the identified chains by the government to boost export revenues and create alternative incomes next to food crop farming. The ED program also contributes to this objective by stimulating small enterprises in the rural areas which offer the necessary inputs, products and services, but are currently still heavily supported by subsidized programs. The ED program will stimulate private actors to start offering the necessary agriculture oriented services. In that way sustainable agriculture clusters are promoted which will run on an economic basis on the long term.

5.2.5c The programme should be harmonised with Dutch bilateral aid efforts and/ or with important donors in the countries where the programme is being implemented.

For the period 2008-2011 the Embassy of the Kingdom of the Netherlands (EKN) has formulated priorities⁷ in the fields of water (lead), education (silent), good governance and economic development (private sector development, linked to agriculture). In this paragraph we concentrate only on EKN's strategic choices which are relevant from the perspective of our own program⁸. We mention the following strategic choices:

1. General Budget Support to the sector of education, water, good governance and economic development.
2. From 2009 onwards the EKN is a silent partner in the education sector. The Dutch support is channelled via *vocal* partner Denmark (basket funding). Specific elements to work on are improving the quality of and access to (primary) education. The EKN wants to work on teacher training, education for girls, staff management and the improvement of secondary and technical vocational training to meet the demands of the market. HIV/AIDS is a cross cutting issue.
3. Strengthen the economic development via improvement of agriculture, in cooperation with partners such as SNV and IFDC. One of the goals is to strengthen the organization of cotton producers (UCPC) and to improve the access to and affordability of fertilizers, insecticides and agricultural credit, also for female agricultural producers.
4. Other points of attention: increasing rights and positions of women and – especially – girls, control of HIV/AIDS, environment/sustainability. These issues will be integrated in the above mentioned sectors.

The programs of partner DEDRAS of the WD-REK Alliance in Benin are in line with the strategic choices of the EKN in the areas of (i) education and (ii) economic development.⁹ Within education the emphasis is on primary education and vocational training. As the EKN is a silent partner in education, the WD-REK alliance will, together with the four other alliances active in education, work towards a fruitful dialogue with the Danish Embassy on educational issues being the lead donor in this sector. The EKN will be informed about these contacts and developments.

The TVET program is in line with the EKN priority of economic development via improved agriculture¹⁰. It aims at economic development of rural areas through (self-) employment as well as wage employment in urban areas. The TVET program being implemented is the so-called *type dual*. This includes theoretical and practical training at the VTC premises for 1 day a week and 4 days a week, learn and work as an apprentice with a local entrepreneur. In this way, the trainees obtain a realistic idea of the market demands as they combine theory and practice. Also other practical skills are being trained during the apprenticeship period, which are valuable in the market.

⁶ <http://beninmaep.net/dossierMAEP/planrelance.php> - Plan Stratégique de Relance du Secteur Agricole

⁷ Multi-Annual Strategic Plan 2008 – 2011 Benin – EKN Cotonou

⁸ The contents of this chapter has been reviewed by the EKN in Cotonou for correctness, completeness and harmonisation with the EKN –Benin priorities.

⁹ Multi-Annual Strategic Plan 2008 – 2011 Benin – EKN Cotonou

¹⁰ Ibid.

The EKN has indicated to increase their focus on agriculture oriented value chains working in close collaboration with SNV and IFDC. DEDRAS is already actively working with SNV in a local capacity builders (LCB) approach and is an implementing partner of IFDC in their agri-cluster approach. DEDRAS is a member of a cashew network together with FairMatch Support (SNV) and ICCO. Roles and responsibilities are clearly marked, to avoid duplication among the different members of the network. Through SNV and contacts with the ICCO Alliance, the EKN is informed about these activities.

With regard to the cross-cutting issues and points of attention as indicated in the EKN MASP, the following can be mentioned. In our Theory of Change (ToC) HIV/AIDS is one of the three cross-cutting issues. This means that in the education and TVET subprograms attention is given to sensitization and awareness on HIV/AIDS in life and at the workplace. Another cross-cutting issue in the ToC is gender. DEDRAS includes girl students in all education and TVET training courses, a specific dormitory for girl students is available at the premise of the VTC in Parakou. One of the training centres of the DEDRAS TVET program is specifically for girls from rural areas. The choice of training programs is totally geared towards the needs and opportunities that these young women will face when they return to their rural homesteads after the training. In this way, the program of DEDRAS is in line with the policy priorities of the EKN in Benin.¹¹ Strengthening the capacities of CSOs is likewise a joint objective of the program of the WD-REK Alliance and the Dutch government.

The above analysis of (possible) complementarities is limited, due to the fact that the EKN plans run from 2008 till 2011. As of yet the priorities of a new government for Dutch development cooperation are unknown, so changes might occur after 2011. WD-REK alliance is always willing to discuss new opportunities for complementarity with EKN, should priorities change.

Looking at collaboration with other international donors, DEDRAS also participates in a multi-actor program together with UNDP and SNV to strengthen governance at the communal level. The UNDP has signed with the government of Benin a country plan action plan (CPAP)¹² for 2009-2013 with two objectives: (i) improve employment, income generation and improved food security for esp. vulnerable youth and women and (ii) improved good governance by public institutions, local authorities and civil society and ensure better management of crises and natural disasters.

¹¹ Ibid.

¹² <http://www.bj.undp.org/fr/nous.html>

4.03. HARMONIZATION AND COMPLEMENTARITY BURKINA FASO

5.2.5a Geographic and thematic harmonisation must exist between the applicant (and, if applicable, the co-applicants) and other Dutch or non-Dutch civil society organisations.

Partners of the WD-REK Alliance (CREDO, AEAD, Burkina Bail and ACFIME) are well aware of the major role Burkinese civil society plays and therefore participate intensively. All WD-REK partners are members of various national networks and platforms, like SC (*Société Civile*), SPONG (*Secretariat Permanent des ONGs*), AESEB (*Alliance des Etablissements Scolaires Evangéliques du Burkina*), APENF (*Association pour la Promotion de l'Education Non Formelle*), FORCE (*Focus des Organisations chrétiennes éducatives pour la réalisation de la convention relative aux droits de l'Enfant*). CREDO is member of CCEB-BF (*Cadre de Concertation des ONG et Associations Actives en Education de Base*). The executive director of partner CREDO mr. M. Napon is President of SPONG. Through membership of these networks, exchange of information and lobby on national issues take place. Partners use these networks for addressing advocacy and poverty alleviation program issues at regional and national level, as well as being a forum for training and capacity development.

Education subprogram

CREDO and AEAD do collaborate intensively with each other and with other NGOs on program implementation issues. In the domain of education, experiences are exchanged with PLAN Burkina and OSEO Burkina (*L'Œuvre Suisse d'Entraide Ouvrière*). Annual meetings with OSEO are meant for harmonisation and training in the field of literacy and non-formal education. Initiated by this cooperation, a change of the literacy program from a traditional approach to the integrated 'Reflect-approach'¹ has been implemented. At present, this approach is monitored by APENF. The AESEB platform is used by the partners to participate in exchange of information, and discussions on national education policy with the *Ministère de l'Action Social et de la Solidarité Nationale*. Cooperation and harmonisation has been established with Strømme Foundation West Africa. Partners AEAD and CREDO work with 'speed schools', a concept for out-of school children from 8-12 years old to catch up schooling, as developed by Strømme Foundation. AEAD and CREDO and Strømme Foundation and its partners in Burkina Faso, Mali and Niger have agreed to harmonise their speed school programs.

A number of Dutch alliances (ICCO Alliance, IMPACT, Together4Change; Childrights Alliance, Child and Development, Conn@ctNow, Connect4Change, WD-REK Alliance) have decided to coordinate their education and TVET subprograms. These Dutch alliances are all working on children's issues and have agreed on thematic alignment and cooperation (see Annex 13.b.2). Of the aforementioned alliances, the following are active in Burkina Faso and do coordinate their education programs in this country: the ICCO Alliance, the Child and Development Alliance and WD-REK Alliance. Intended outcomes of this coordination are e.g. joint policy influencing, joint innovations and harmonisation of contacts with other actors like the Embassy of the Kingdom of The Netherlands (EKN).

The programs of the alliances working in Burkina Faso show (some) geographical overlap in concentration areas as well as thematic overlap in the areas of (basic and vocational) education and socio economic development. The three alliances have made initial efforts for cooperation and alignment of their programs for the period of 2011-2015, and have committed themselves to exchange of knowledge and best practices and aim at joint efforts in research and evaluation. For example, Woord en Daad will share its experience with the innovative methodology of 'speed schools' with the other two alliances. While the ICCO Alliance concentrates its program on the northern and south-eastern parts of the country, both the Child and Development and WD-REK Alliance have partners working in Ouagadougou, Ouahigouya, Koudougou and Bobo Dioulasso. Specific trajectories for cooperation and alignment between the three alliances will be further defined in the second half of 2010.

Between the ICCO alliance and WD-REK alliance, specific trajectories for cooperation are defined for the period of 2011-2015. We have agreed to exchange best practices and explore possibilities for additional forms of cooperation, a.o. in the area of joint research projects and joint efforts in evaluation of (vocational) education projects and joint field visits (see Annex 13.b.1). The WD-REK Alliance and the Connect4Change Alliance have signed a Letter of Intent (see Annex 13.b.3) to exchange knowledge experiences in the field of (ICT for) education and economic development and efficiently make use of each others' strengths and added value.

¹ The 'Reflect-Approach' is an innovative literacy education concept, aimed at interactive, participatory education. Besides literacy education, with a focus on day-to-day issues, short life skill trainings are facilitated based on input from the students (e.g. a specific agricultural training or a training regarding the production of soap).

TVET-JBS subprogram

For the TVET-JBS subprogram, CREDO and AEAD participate in the ASPAO network² in the northern region of Burkina Faso. AEAD started its TVET-JBS program in 2008 after thorough consultation, exchange visits and meetings with CREDO. Geographical overlap is avoided in the different TVET and education subprograms as implemented by CREDO and AEAD. Thematic harmonization is done through field visits, meetings and exchange of (policy) documents, program plans and progress reports among the partners. On a regular basis collaboration takes place with ASPAO to identify, exchange and cooperate in joint development of the most suitable and appropriate TVET-JBS training program leading to employment opportunities. At local level, CREDO and AEAD closely cooperate with parent committees, school committees, churches, entrepreneurs and other social structures. Priority is given to the establishments of parent associations.

Agribusiness Development/ Enterprise Development (AD/ED) subprograms

Partner ACFIME is a member of APIM³ and plays an active role in this association of MFIs. The director of ACFIME is vice-president of APIM. The services/products of the MFI ACFIME are aligned with the intervention areas of CREDO. CREDO is one of the founders of ACFIME and regular meetings on the level of the board are taking place. ACFIME collaborates with the MFI unit of the Burkinese government (agency UTE as part of the implementation of the national microfinance strategy). Technical assistance is received through ADFINANCE Burkina, a network of MFIs set-up by the NGO *AqueDev* to support the growth of the MFI sector. ACFIME also has a business partnership with EcoBank for Western Union regarding money transfers and refinancing facilities. Burkina Bail⁴ has working relationships with *Maison de l'Entreprise* that provides technical assistance for SMEs. WD-REK has regular exchange of information with actors in the private sector: Anastasis S.A. based in Bobo, a commercial company set-up to process and trade cashew and jatropha. Together with Genese S.A. (owned by Anastasis S.A.) activities are developed to introduce value chain finance to farmers as well as to develop a project for sustainable energy generation in rural areas.

5.2.5b The programme must be relevant within the context of national government policy.

The PRSP of Burkina Faso describes four major objectives: (1) Accelerate equity-based growth; (2) Guarantee that the poor have access to basic social services; (3) Expand opportunities for employment and income-generating activities for the poor; and (4) Promote good governance. The government will therefore implement major structural reforms and support activities to generate income and create jobs, particularly in rural areas. It will also adopt policies directly targeting the poor by helping them to access essential social services and offering them expanded employment opportunities. Accelerated growth of the agricultural sector is a focal point. The partners of the WD-REK alliance contribute to the objectives 1, 2 and 3 as indicated above.

Education subprogram

The PDDEB⁵ for 2001-2010 is in line with the EFA (Education for All) goals and has three priorities: 1) increasing the supply of basic education, including alternative education, and reducing socio-economic, regional and gender disparities; 2) improving the quality, relevance and effectiveness of basic education and developing coherence and integration between the various levels and styles of education; and 3) building capacity to lead, manage and assess centralized and decentralized sector structures, as well as the ability to coordinate external assistance. The WD-REK education subprogram executed by CREDO and AEAD actively contributes to especially the first two priorities of this policy and the education reforms. Through the different networks CREDO and AEAD also participate in the new policy development for 2010 and onwards. Literacy programs are executed with co-funding from the governmental fund FONAEF.⁶ For the speed school program, there is a tripartite agreement signed between the *Ministère de l'Enseignement de Base et de l'Alphabétisation* (MEBA) of Burkina Faso with WD-REK partners involved in this program, and Strømme Foundation (see Annexes 13.b.4 and 13.b.5).

TVET-JBS subprogram

The PRSP is based on human capital building, which includes the promotion of a development oriented education. Employment lies at the heart of this national priority; including six programs: 1) job-creating growth, 2) productive

² Association Professionnelle des Artisans de Ouahigouya (ASPAO)

³ Association Professionnelle des Institutions de Microfinance du Burkina Faso (APIM)

⁴ Burkina Bail is a leasing company, set-up and owned FMO, BiB/UBA and Cauris Investment

⁵ Décennal de Développement de l'Éducation de base (PDDEB)

⁶ Fonds Nationale pour l'Alphabétisation et l'Éducation non-formelle (FONAEF)

investment, 3) employment in sector policies, 4) jobs linked to information and communication technologies, 5) employment in micro-projects and SME/SMI; and 6) observation and monitoring of the labour market. The national employment policy (NEP)⁷ is the conceptual and practical framework for all national interventions in the field of employment.

The TVET-JBS subprogram of our partners seeks also to promote shorter courses (e.g. for entrepreneurs) and adapt training to emerging needs in the sector. CREDO and AEAD work in geographical (rural) areas where unemployment is high and youngsters have limited access to TVET training. CREDO and AEAD contribute with their TVET programs to the national policies and guidelines on TVET and employment as indicated in the education plan (e.g. in the NEP, Law 033-2004/AN, art. 10⁸ and 013/96/ADP⁹). Both CREDO and AEAD collaborate with the government in the implementation of the dual system of TVET education (working and learning system). They also implement TVET training as part of life-long learning (*formation professionnelle continue*) under the government policy GET/FC¹⁰, to provide continuous education for small entrepreneurs. Partners participate in the CCETFP¹¹, a platform initiated by the Austrian Development Cooperation for harmonization in the vocational training sector in Burkina Faso. In this platform, donors, partners and the government exchange experiences, policies and information regarding TVET to harmonize their vision and interventions. Other platforms for exchange among TVET partners and the government in which our partners participate are the CCFPA¹² and the FAFPA¹³. In this manner, the WD-REK TVET-JBS subprogram contributes directly to the national priorities. Together with vocational training, partners also implement apprenticeship, job mediation and if needed business development services.

AD/ED subprograms

The AD subprogram contributes to the government aims to diversify the rural/agriculture economy; especially to two of the seven priorities of the Rural Development Strategy (2003-2015): 1) diversification, intensification and increase of crop production; and 2) reinforcement of linkages between production and markets. The government has a strong focus on privatization and reduction of state intervention in the private sector. This is reflected in a positive investment climate, liberalization of the financial sector and promotion of enterprise development. The government operates the PADL program¹⁴, which provides support to small enterprises in rural areas, while WD-REK partners can provide additional financing if required. The government also stimulates the role of *Maison de l'Entreprise*, which provides one stop shop services for the establishment and business development support to SMEs. SMEs getting loans through WD-REK partners are referred to the *Maison de l'Entreprise* for technical assistance and business development services. In the area of micro finance, partners operate in line with the government policies¹⁵ to promote the professionalization and regularization of the MFI sector.

5.2.5c The programme should be harmonised with Dutch bilateral aid efforts and/ or with important donors in the countries where the programme is being implemented.

The focal areas of the Dutch Development cooperation are aid effectiveness, good governance and human rights, gender issues, education, and SRHR and HIV/AIDS. In this paragraph we describe in which way we avoid (potential) overlap and how we can reinforce each other. Regarding aid effectiveness, SPONG has been intensely involved in the Accra Conference on aid effectiveness (Accra Agenda for Action 2008; follow up of the Paris Declaration of 2005). SPONG maintains a permanent dialogue with the Burkinabe government on aid effectiveness issues. In his 2009 visit to Burkina Faso, the Dutch Minister for Development Cooperation mr. A.G. Koenders also met the President of SPONG to discuss the consequences of the Accra Agenda for Burkina Faso. AEAD and CREDO are permanent members of SPONG and take part in aid coordination dialogues, e.g. in the field of education and HIV/AIDS. The WD-REK Alliance also support partners in strengthening their organizational and institutional capacities, which contributes to the focus of the EKN (Embassy of the Kingdom of the Netherlands).¹⁶

⁷ http://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_089942.pdf

⁸ This is a Law of 14 September 2004 on Labor Code, which sets forth provisions on the conditions for child labor;

<http://www.toefrank.net/textes/nouvct.htm>

⁹ This number is a Law reference number from the Policy for Bilingual Education in Burkina Faso:

<http://www.springerlink.com/content/24087638428xw26m/>

¹⁰ L'action de Groupement des Etablissements Techniques pour la Formation Continue (GET/FC)

¹¹ Cadre de Concertation sur l'Enseignement Technique et la Formation Professionnelle (CCETFP)

¹² Comité de Concertation de la Formation Professionnelle par Apprentissage (CCFP)

¹³ Fonds d'Appui à la Formation Professionnelle et à l'Apprentissage (FAFPA)

¹⁴ Projet d'Appui au Développement Local - www.uncdf.org

¹⁵ Plan d'actions – Stratégie National du Micro finance www.uncdf.org/francais/microfinance/uploads/sector_assessments

¹⁶ <http://www.minbuza.nl/dsresource?objectid=buzabeheer:62237&type=org>

In the area of education the EKN focuses on 1) access (planning, infrastructure); 2) non-formal education (literacy, innovative approaches); and 3) a financial system which is effective, transparent and decentralised. CREDO, is an active member of the CCEB.¹⁷ This platform advocates for a strong implementation of the PDDEB¹⁸ and for continuous efforts of all relevant stakeholders to achieve the EFA goals. Through its advocating and education activities, the platform actually contributes to the achievement of national PDDEB and EFA goals. During a visit in 2008 the EKN was informed about the aforementioned activities. The speed school education program mentioned earlier, implemented by CREDO and AEAD, is an innovative approach to primary education of over-age children. This is linked to the focus of the EKN (and is also part of the West Africa education policy of the Strømme Foundation). Regarding the TVET-JBS program of our partners, complementarity with international donors is harmonized through participation in the CCETFP platform. The WD-REK Alliance policy and approach have been shared with the EKN during a visit in 2007.

Looking at the area of enterprise development, we note that in the current MASP of the EKN, as compared with the MASP 2005-2008, private sector development and cotton are no longer a strategic choice. The reasons for this policy change were twofold. Firstly, The Netherlands could not offer added value, because of efforts of other donors (notably, the European Commission, France and the World Bank). Secondly, the EKN wanted to concentrate itself on a limited number of sectors. Because of this policy change, there is no relevant overlap between the activities of the EKN and the economic programs of the WD-REK Alliance. Meanwhile, the standard subsidies for economic development are available, like PUM and PSI.

The above analysis of (possible) complementarities is limited, due to the fact that the EKN plans run from 2008 till 2011. As of yet the priorities of a new government for Dutch development cooperation are unknown, so changes might occur after 2011. WD-REK Alliance is always willing to discuss new opportunities for complementarity with EKN, should priorities change.

¹⁷ Cadre de Concertation en Education de base (CCEB).

¹⁸ Plan Décennal de Développement de l'Education de Base (PDDEB).

4.04. HARMONIZATION AND COMPLEMENTARITY BURUNDI

5.2.5a Geographic and thematic harmonisation must exist between the applicant (and, if applicable, the co-applicants) and other Dutch or non-Dutch civil society organisations.

In Burundi the WD-REK program consists of four subprograms: education, vocational education and training and job & business services (TVET-JBS), agribusiness development (AD) and strengthening partner network (SPN). The WD-REK alliance especially works with partners that are active at grass root level and on meso (that is province) level. In Burundi the participating partners are FECABU (Fraternité Evangélique du Christ en Afrique au Burundi), Help Channel and Rainbow that work together in a national alliance. Each of them has expertise in different areas: FECABU has a good track record in providing access to TVET-JBS for orphans and other vulnerable children (OVC's), Rainbow's professionalism is their capacity and experience with advocacy for groups such as child and female headed households, Help Channel has extensive experience in supporting the reintegration of returnees through agricultural/ micro economic activities. Through the national alliance geographic and thematic complementarity issues are dealt with, experiences, knowledge, information and expertise for better service delivery are shared and cooperation with regard to advocacy will take place.

On paper formal coordinating structures in Burundi are there, in reality a need is experienced for improvement of the capacity of the coordinating structures and involved institutes. In order to have effect and realize changes on sector level. In particular the link between what is organized and decided upon on national level and what is organized and discussed on region provincial level needs attention, to ensure harmonization of the interventions.

Education and TVET-JBS subprograms

Due to the effects of civil war, quite some coordination of sector (related) initiatives has been done by UN agencies or by the government, through UN agencies. Within these UN networks, (like education with UNICEF Burundi being the lead), the alliance partners have harmonized their activities with other relevant (non) governmental organizations. Additionally, FECABU works together, through a collaboration agreement, with Catholic Relief Services (CRS) on analysis of school drop outs. FECABU works also together with Tearfund UK in the field of financial management and technical training. Both organizations are in the process of coming to a partner agreement, to ensure longer term capacity building of FECABU with regard to these topics.

The Dutch alliances ICCO Alliance, IMPACT, Together4Change, Childrights Alliance, Child and Development, Conn@ctNow, Connect4Change, Woord en Daad-Red een Kind, Dutch Consortium for Rehabilitation and Urban Youth Alliance coordinate their education (sub)programs. These Dutch alliances are all working on children's issues and have agreed on thematic alignment and cooperation (see annex 13.b.2 for a signed declaration). From the aforementioned alliances, Conn@ct Now, WD-REK and the Dutch Consortium for Rehabilitation align their activities specifically Burundi. There is no geographical overlap in the different target areas of these organizations. Yet, because of similarities in approach and because of possibilities to supplement each other agreements are made. The agreements cover the exchange information and knowledge, in order increase the efficiency and the effect of the interventions in Burundi.

From the Dutch alliances the SPARK alliance is the only MFSII alliance which is also involved in vocational training in Burundi. There is little overlap in target group as the SPARK alliance focus is on higher vocational training, while the WD-REK alliance strategy is to realize reentrance of early school drop-outs and young returnees in to education. For that reason the target group of the WD-REK alliance partners usually enter lower format vocational training as well as non-formal vocational training (see Annex 13.b.8).

AD subprogram

The WD-REK alliance and SPARK complement each other also with regard to agribusiness. The AD subprogram of the WD-REK alliance is oriented on agribusiness development in agricultural areas. The SPARK alliance focus is on enterprise development in particular in the urban areas. As far as the SPARK alliance will be (come) involved in the agriculture sector, the expectation is that SPARK will target more the traders and the processing industry. For the WD-REK alliance the aim of the AD subprogram is assist in particular small holders and producer groups, to identify market agricultural products and link these products up with the production chain in such a way that a higher added value is realized for this target group. To ensure alignment the alliances will meet with each other annually (see annex 13.b.8 for a signed declaration with SPARK alliance).

From the Dutch civil society organizations also the Dutch Consortium for Rehabilitation (DCR), the ICCO alliance and Oxfam Novib are active in the field of agribusiness in Burundi. The DCR alliance will work through a holistic strategy, addressing in its interventions the education, health and the economic aspects of livelihood improvement. In Makomba province WD-REK and DCR have an area of overlap. A letter of intent is signed, as a basis on which coordination will take place in this province (see annex 13.b.6 for a signed declaration with DCR alliance). Sharing of experiences and knowledge with regard to agribusiness development is planned, to benefit from each other's strengths and network, as a similar approach is planned.

The ICCO alliance and the WD-REK alliance complement each other. As the WD-REK alliance focus is on agribusiness services in remote provinces and areas, assisting micro, small and medium entrepreneurs in these areas to be able to address and make use of these services, and the ICCO alliance' focus is on national (policy) level. The link is found in the advocacy activities of the WD-REK alliance, of which the aim is to have government policy translated in action. The subprogram of the WD-REK alliance will connect agriculture producer groups with financial services, such as those supported by ICCO.

Oxfam Novib, part of the IMPACT alliance, will be active in Burundi through its sustainable economic development program, which includes aspects of value chain development, alternative non-agricultural income generation and micro-credit, implemented in Burundi. The WD-REK alliance seeks to facilitate connections between its target groups and, where relevant, market value chains which will be developed with support of the IMPACT alliance (see annex 13.b.9 for a signed declaration with IMPACT alliance).

The three alliances (organizations) will meet at least annually to harmonize their activities in Burundi, to prevent overlap and maximize efficiency and effectiveness of the AD (sub)program in Burundi.

Concerning other, non-Dutch organizations, most important cooperation takes place for FECABU with Tear Fund UK and with Food for the Hungry. A partnership agreement with Tear Fund with regard to the AD subprogram, ensuring longer term support and cooperation is in development. An agreement with Food for the Hungry is already signed.

Help Channel is part of a consortium, together with APRIDEM (another local NGO) which implements a AD project funded by UNICEF. The consortium members meet monthly for mutual learning, joint analysis, joint priority setting and joint interventions. A similar consortium exists through which Help Channel implements a TVET-JBS project funded through Geneva Global Inc. For both consortia MoUs are in place.

The WD-REK alliance partners are also involved in various networks in the areas of health, water and sanitation for the harmonisation of activities with other actors. Most relevant for this program are the HIV-AIDS related networks, as this is a mainstreaming issue. In this field FECABU has a MoU with the national network Dutabarane. Expertise is shared on HIV-AIDS interventions. FECABU also has a cooperation agreement in place with Société Biblique au Burundi for staff capacity building in the area of HIV-AIDS. Help Channel is coordinating a network, from which RBP+, CNLS, and ABS are members. Through the network medical and psychosocial care for HIV-AIDS effected OVC's is supported. Help Channel also cooperates with AMAHORO Africa regarding advocacy for the sake of albino issues and inclusion of minorities such as Batwa. Help Channel is member of the Mennonite Central Committee, focussing on peace and reconciliation by mobilizing local communities to jointly contribute to the reconstruction of the country. With regard to environmental issues, Help Channel is working together with the Nile Base Forum of local NGOs.

5.2.5b The programme must be relevant within the context of national government policy.

The WD-REK alliance organizations make a deliberate effort to align their subprograms to the national government priorities. The interrelated subprograms education, TVET-JBS and AD are main themes in the national development policy.¹

Education subprogram

The subprogram education provides and supports educational services. This is done in consultation with the local and regional authorities, through provincial coordination meetings (PCDC). The subprogram aligns with the regional and local planning, which is in turn aligned with the national strategy and planning, as expressed in the PRSP of Burundi. The subprogram complements the development activities that are realized by the government together with UN agents and bilateral donors in the target areas. This is anchored in a school management convention (MoU) of the WD-REK alliance partners in Burundi with the Ministry of Education. The partners are

¹ Poverty Reduction Strategy Paper (PRSP), September 2006

thus recognized as contributors towards the national objective of 'education for all' through the enhancement of access to education for marginalized children.

TVET-JBS and AD subprograms

Government policy recognizes the pressing to absorb youth in economic activities, as a measure of creating development and preventing the blazing of ethnical tensions. In government policy also the need for diversification of employment and income opportunities is stressed.² The WD-REK subprograms TVET-JBS and AD contribute to these policy objectives through the development of formal and non-formal market based vocational education and training and the development of entrepreneurial and business skills services for in particular young people, who just went through a technical vocational training. With the development of agriculture related micro, small and medium enterprises, the AD subprogram will contribute to job creation and increase of income opportunities.

In line with the Burundi government, the WD-REK alliance recognizes vulnerability of child and female headed households and of OVCs. There is also a shared concern regarding the spreading of HIV-AIDS. The issue will therefore be included as a mainstreaming issue in all the subprograms of the alliance. The alliance partners are recognized by the Ministry of Health and a MoU on HIV-AIDS programming exists with the government office of Rutana Province.

5.2.5c The programme should be harmonised with Dutch bilateral aid efforts and/ or with important donors in the countries where the programme is being implemented

The Embassy of the Kingdom of the Netherlands (EKN) in Burundi wants to contribute to the consolidation of the peace process, improve the political stability (in the region) and assist the government of Burundi regarding the first stages of rebuilding the country³. The EKN focuses on: 1) peace and security: the objectives are to make the peace process sustainable and to reform the security sector, mainly the army and the police, 2) good governance, which will be improved by giving (financial) support to the Ministry of Finance, and 3) social-economical development, which will be stimulated by investments in the private sector, creating better access to financial services (e.g. micro credits), improving economic growth by decreasing barriers in the agricultural sector and infrastructure and becoming less independent from donors from abroad. In addition to the second point, good governance, the EKN wants to improve the human rights situation, especially for women, Congolese Tutsi's and sexual minorities. The EKN is also involved in the field of land use and land rights. Improving accountability is also an issue. Apart from this the EKN aims for improving the access to and quality of education and the rehabilitation of returned refugees in Burundi.

The WD-REK alliance partners are aligned with EKN on peace and security, human rights and social economic development. The partners complement the EKN in this respect as they are especially involved in these issues at local level. With their grass root presence through the network of churches and CBO's, the partners will empower vulnerable groups to lobby and advocate for their rights (including land rights) on higher regional and national level. And make the necessary connections with (national) business service providers and markets. The general budget support of the Dutch government towards the education sector is complemented by the alliance as its partners empower and support vulnerable child and female headed households to tap into educational services offered by the government.

This analysis on complementarity is limited, as the Embassy's plans stretch from 2008 till 2011. The priorities of a new government for Dutch development cooperation are unknown, so changes might occur after 2011.

Harmonization with other international donors

The alliance is part of an education network that is lead by UNICEF in which education related interventions are coordinated with a large number of NGO's in Burundi. Through this network the alliance is involved in equipping schools in the target areas and in coordination of advocacy activities, with regard to education for all. There is a MoU with UNICEF together CNLS and APRODEM (local NGO) to contribute to the enterprise development objectives of UNICEF. FECABU is also working together with Word Food Program, on food security for OVCs. Help Channel works together with FAO in the integrated Food Security Classification Network (IPC). Apart from this, Help Channel has a contract with FAO for collecting early warning data regarding food security in Rutana Province.

² Poverty Reduction Strategy Paper, September 2006, p58

³ Multi Annual Strategy Plan 2008-2011, Embassy Office Burundi/HMA, Kilgali

Due to the timely and more precise food security crises alerts, nutrition programs can better meet the local needs. The alliance's cooperation with CIDA through the Canadian Food Grains Bank also contributes to capability in the target areas to provide effective food assistance, if and where needed. A contract exists with the EU and IFDC together with other organizations, COPED and Twitezimere for reforestation and food security. The Dutch Embassy was also one of the grant providers for this project. Sufficient interventions concerning food security created a situation in which certain households, those that have the right business mindset, can make the step towards enterprise and agribusiness development.

Other international donors that are related to the WD-REK alliance are Facilitaid and the MCC. Both contribute financially to the education subprogram of the alliance. The alliance partners organize their funding sources in such a way that the different donors complement each other either in geographical or thematic focus and avoid any type of duplication. The partners have MoUs with these different donors and have frequent meetings, some monthly, quarterly or annually.

4.05. HARMONIZATION AND COMPLEMENTARITY CHAD

5.2.5a Geographic and thematic harmonisation must exist between the applicant (and, if applicable, the co-applicants) and other Dutch or non-Dutch civil society organisations

The WD-REK Alliance program in Chad is implemented through partner organisation BAC (*Bureau d'Appui Conseil*). Our partner organisation BAC is an network organization of seven church denominations in Chad being members of EEMET (*Églises et Missions Évangéliques au Tchad*). BAC is an independent organisation, linked to EEMET with a focus on national coordination of poverty reduction programs within the EEMET network. Five Christian organisations are associate members of EEMET. All members work nationwide in Chad in different domains. At the local level, BAC cooperates with school committees, parent committees, churches, entrepreneurs and other social structures and authorities. Within Chad, BAC is a member of CILONG (*Centre d'Information et de Liaison des ONG*), a national NGO network. Members exchange information and plans with each other. CILONG is also active in advocacy on behalf of the CSO members with the government of Chad. Another network in which BAC collaborates with other NGOs and CBOs, is INADES Formation¹.

Education subprogram

BAC cooperates with a growing national network of about 80 primary schools, 20 secondary schools and 3 lycées in the private education sector in Chad. These schools are set-up by different churches, Through BAC, these schools are linked to government policies and provisions. For specific projects, contracts are signed with local school committees. BAC has informal contacts with World Vision and Coopération Suisse for exchange of experiences in the domain of education. In the domain of literacy, cooperation is established with SIL International for exchange of experiences and joint future planning and monitoring of literacy activities. Collaboration exists since 2008 with Strømme Foundation in Norway. Woord en Daad and Strømme will sign a MoU in July 2010, about knowledge exchange and M&E assistance for the implementation of a 'speed school education programme' in Mali, Niger and Burkina Faso (accelerated primary education for over-aged children). The education subprogram in Chad will benefit from this collaboration (see Annex 13.b.4. for the text of the MoU).

In a recent external evaluation (2009)², it became clear that there is a close cooperation between local churches and parent committees in the programme, although more capacity building and training is needed. Clarification about each other's roles and responsibilities will receive proper attention in the programme. For training of teachers, BAC cooperates with government teacher training colleges in Moundou, N'djamena and Pala for primary and secondary training. School management, parents' and maintenance committees are strengthened, teacher training is supported, community efforts in infrastructure are supported (class rooms, boreholes) and direct support for education costs for a small percentage of the (selected) most vulnerable children in these communities.

TVET-JBS subprogram

Vocational and Technical training in Chad is provided by both government institutions and private institutions, some of which are for-profit and other non-profit, NGOs and religious organizations. BAC collaborates with a number of private institutes for TVET in Moundou (ISETAER - *Institut Supérieur Evangélique des Techniques Agricoles d'Economie Rurale*), N'Djamena (IEP - *Institut évangélique polytechnique* and CCE - *Centre de Culture Evangélique*), Bousso in the departement of Louk Chari (PCAR - *Programme Chrétien d'Animation Rurale*) and Koyom (AATEK - *Atelier d'Appui Technique de Koyom*). These institutes work together with entrepreneurs and companies in their environments. Even though each of these institutes operates in its own geographical environment, BAC coordinates by supporting the linkages, collaboration and exchanges among these institutes. Currently, activities are on information exchange, joint field visits to learn from each other and sharing policies and strategic choices with one another on a quarterly basis. Each of the above five TVET-JBS programs, operates in a different geographical area, thereby avoiding overlap and duplication of efforts.

¹ INADES is an information exchange network in Chad, and has its strong focus on capacity development on specific themes to its members. <http://www.inadesfo.net/spip.php?rubrique20>

² Rapport d'évaluation (2009) - Volet éducation sur financement Woord an Daad - Hayangou Danguigué Sanatcho et al.

Our partner from Chad participates in the West Africa Regional Alliance (WARA). This is a recently established regional development network of eight implementing local partners from four countries (Chad, Benin, Burkina Faso and Sierra Leone), linked to the WD-REK Alliance. The WARA is an instrument to implement the SPN program described in paragraph 6 of this chapter.

Agribusiness development (AD) subprogram

AD is a program that is not yet implemented in Chad by the WD-REK Alliance. Before implementation starts a scan will take place of other actors that are active in agricultural interventions in Chad. Tear Netherlands supports a small program focused on household food security in Pala. IFAD recently started a program focusing on (i) access and usage of water (ii) access to inputs. The focus is on Salamat, Sila and Ouaddai regions, GTZ is still active in agriculture in Chad but will phase out in 2011. The Swiss cooperation also implements a rural economic development program focused at agro-pastoral family owned businesses in the Ennedi, Wadi Fira regions and the Sahel zone (Batha and Kanem region). The French bilateral Agence France de Développement (ADF) implements a number of projects focused on access to water.

There are no other Dutch alliances active in the education, TVET-JBS or AD sectors in Chad. The EC has a major investment in Chad that focuses on good governance and creating sustainable economic activities in rural areas.³ This focal area complements the efforts of the TVET-JBS and the AD subprograms for creating economic activities in rural areas.

5.2.5b The programme must be relevant within the context of the national government policy

The National Poverty Reduction Strategy (NPRS) for Chad aims to sustainably reduce poverty to below half the estimated 1995 level by 2015.⁴ Five strategic objectives are stated in the NPRS, namely: (i) improved political, judicial, economic and social governance; (ii) strong and sustained growth; (iii) investments in human capital, including HIV/AIDS prevention and mitigation; (iv) improved living conditions of vulnerable groups; and (v) protection and safeguarding of ecosystems.

Education subprogram

Education falls under improving human capital, and is a priority sector together with health. In line with the MDGs and EFA goals, the government aims to ensure broader, fairer and more effective access to the educational system⁵. Therefore it has developed a plan of action for the period of 2002 until 2015: 'Programme d'appui à la Réforme du Secteur de l'Éducation au Tchad' (PARSET). The main objective of PARSET is to develop the policy framework, strategies, and means for quality universal basic education and to implement corresponding activities. The focus is on building the institutional capacity for a more effective partnership between the government and the communities, parent associations and teacher unions. There is a focus on education for girls, related to the context (22% of girls finalise primary education⁶). The policy also seeks to develop the technical capacity necessary for overall curriculum and pedagogical renewal in Chadian schools, by expanding access to education and improving the quality of teaching and learning.

The education program of BAC does align with the government policies, especially with its contribution to increased access to quality education and establishing partnerships between the government and local communities and parents. BAC has contacts with the Ministère du Plan et de la Coopération and the Ministère de l'Éducation Nationale, through the Direction de l'Enseignement Privé. Meetings with government school inspectors are organized in the field, to establish a smooth cooperation between the private schools (including accreditation and regular follow up) and the government. BAC plans to become more intensively involved in policy influencing with the government, especially for increasing the share of government payment of teacher salaries. EEMET has a written agreement with the Ministry of Education for assigning government staff to a number of EEMET-member schools as teachers and directors. Part of the salaries of such government teachers, is paid for by the government. The other part is paid by the EEMET members themselves. The good cooperation and complementarity between BAC and the government was confirmed in an external evaluation of the BAC program (2009)⁷. As follow-up on a recommendation of an education sector analysis (2009), BAC will give more priority to

³ Country Strategy Paper EC: http://ec.europa.eu/development/icenter/repository/scanned_td_csp10_fr.pdf

⁴ www.imf.org/external/np/prsp/prsp.asp

⁵ http://planipolis.iiep.unesco.org/upload/Chad/Chad_PNA_EPT.pdf

⁶ <http://stats.uis.unesco.org/unesco/tableviewer/document.aspx?FileId=197>

⁷ BAC (2009) Analyse du secteur 'Enseignement Evangélique' au Tchad, by Bourneb  Pafing (DAPRO/MEN) and H. Bouba

utilization of a database system with information for planning and monitoring of the private schools in their network. This is useful for the Ministry of Education as well, but has not been available yet. Since BAC represents a growing network of schools, they can represent the private sector in education and focus on the various institutions in the national education sector in order to advocate for better (implementation of) government policies for education.

TVET-JBS subprogram

The National Strategy for Growth and Poverty Reduction (NSPR) provides a reference framework for sector policies of the Government⁸. The strategy aims to ensure 1) primary education for Chadian children by 2015, 2) elimination of disparities in education between girls and boys in 2010, 3) provision of health services of quality to people in order to reduce maternal mortality and infant mortality and 4) put in place social safety nets needed to improve living conditions of street children, the disabled, women, persons of third age and other outcasts of society.

TVET falls within the second priority of the Chadian Education policy⁹. It is at the heart of the fight against poverty and economic recovery in Chad. The government intends to develop vocational and technical training by improving the quality of TVET institutes through reviewing curricula, production of teaching materials and training of trainers. Also, BAC focuses on improved wage-employment of graduates after completing their TVET training through internships during and after training. This is in line with the definition of the National Policy on Vocational Training. BAC efforts to support TVET training contribute to government policies intending to strengthen the TVET sector. In Chad, the TVET programs are coordinated and supervised by the Direction Technique du Ministère de la Fonction Publique. BAC collaborates therefore with this Directorate. At the same time, BAC collaborates and aligns her programs with the Ministry of Higher Education and International Cooperation, for meetings, monitoring, trainings and policy development.

The BAC TVET-JBS program and policies are linked to the government EFE program¹⁰ (*Stratégie d'Éducation et de Formation en adéquation avec l'Emploi*). Under the EFE strategy, the authorities have developed a EFTP policy (*l'Enseignement technique et de la Formation Professionnelle*). The EFE strategy is focused on an adequate contribution from the education and TVET sectors to national economic objectives and to support private initiatives. The government of Chad wants to incorporate the skills and abilities of economically viable groups in society to support national development objectives. BAC realizes that a knowledge-based society develops new needs in terms of social cohesion, active citizenship and personal development, to which the education and TVET programs should respond. BAC therefore has an active collaboration with the government education and TVET authorities and departments to align its programs to these government strategies. In some of the programmes, the Ministries give technical and administrative assistance, in others they give staff training or materials (like HIV testing materials). The implementing member organisations of BAC (local NGO's, churches) work together with local government authorities in aligning their program plans with these departments, exchange information about program progress and about new developments and initiatives.

Agribusiness Development subprogram

The AD subprogram that will be implemented will be designed in line with the Master Plan for Agriculture (2006-2015)¹¹ of the government of Chad. The AD subprogram will link farmers to value chains being promoted in Chad and stimulate farmers (-groups) to become market oriented trading partners being able to source the right technology, inputs and finance. The approach is market driven as well as inclusive (opportunity for smallholders to integrate in value chains). The AD subprogram will assist this process of increased productivity and competitiveness by strengthening the demand for resources (organization of groups, linkages to MFI's, processors, buyers, etc.) as well as facilitating the supply of the necessary products by stimulating small and medium rural enterprises offering agriculture products/services. This will be done for specific value chains/crops which are stimulated by the government and/or in which other private actors/civil society organizations are investing.

⁸ http://www.ecoplantd.org/Strategie-nationale-de-croissance-et-de-reduction-de-la-pauvrete-SNRP-2_r4.html

⁹ http://planipolis.iiep.unesco.org/upload/Chad/Chad_PNA_EPT.pdf

¹⁰ <http://www.oecd.org/dataoecd/12/24/40578375.pdf>

¹¹ Country Strategic Opportunities Program (IFAD), <http://www.ifad.org/gbdocs/eb/97/e/EB-2009-97-R-10.pdf>

5.2.5c The programme should be harmonized with Dutch bilateral aid efforts and/ or with important donors in the countries where the programme is being implemented

Chad is not a bilateral partner country of The Netherlands. Therefore complementarity with Dutch bilateral aid is not applicable here. The Dutch consulate in N'djamena is temporarily closed. There have not been contacts as of yet with the Dutch embassy in Yaounde (Cameroun), that also covers the Dutch responsibilities in Chad. Currently, the WD-REK Alliance is the only major international donor of BAC. Other donors to BAC are for the food security program activities: Tearfund UK, MCC-USA and SWISSAID.

Since 2003, humanitarian operations within the south-east area of Chad near to the border with Darfur have been supported by the European Commission (ECHO) in Chad. Also in 2009 support was provided in order to maintain assistance in the sectors of health, water and sanitation, food assistance, protection, temporary shelter, education, and in the coordination and logistics for humanitarian aid. Other INGOs operating in Chad are the Act Alliance¹² and the Lutheran World Federation¹³, focusing on humanitarian programs in esp. eastern and southern Chad. UNICEF is active in Chad with her partners, supporting health, nutrition and education programs for refugee children. UNDAF - UN Development Assistance Framework (through the UNRG – UN residents group) focuses on girls education, community schools and TVET as well as on policy influencing, gender equality and strengthening national systems/capacities¹⁴. The ADB is a major donor to stimulate TVET and networking among TVET providers through the *Enseignement technique et formation professionnelle* (ETFP) project. Chad considers France as its closest and most significant partner, despite a reduction in intervention in the last few years¹⁵. The French Government support is concentrated mainly on meeting the essential needs of the population (MDGs on education, water and health); support for governance and the construction of the state of law. Among bilateral donors apart from France, the leading partner in terms of volume of assistance, special mention should be made of Germany. German cooperation (KfW and GTZ) has a strong presence in the area of local and rural development. Swiss cooperation acts directly to help the population (education, health and rural development) in liaison with grassroots associations.

The EU does not focus on education, but the strategy for the 10th EDF is to contribute to good governance and security in the country, in order to encourage a sustainable economic growth cycle and poverty reduction. The programme has two focal areas. The first priority is to support *good governance* in the areas of safety and legal certainty, public finance, the institutions and the democratic process, decentralisation and more generally local governance. With a view to supporting the main objective of poverty reduction and economic development, in particular by strengthening Chad's capacity for absorbing oil revenue, the second priority is *sustainable development*, based on *infrastructure* and the *rural sector*. The education and TVET-JBS programs of BAC are predominantly geared towards sustainable poverty reduction among communities in the rural areas. These therefore contribute to the EU priorities for Chad.

¹² <http://www.actalliance.org/where-we-work/chad>

¹³ http://www.lutheranworld.org/What_We_Do/DWS/Country_Programs/DWS-Chad.html

¹⁴ <http://www.undg.org/rcar08.cfm?fuseaction=WP&ctyIDC=CHD&P=1095>

¹⁵ http://www.diplomatie.gouv.fr/en/country-files_156/chad_190/france-and-chad_5738/index.html

4.06. HARMONIZATION AND COMPLEMENTARITY COLOMBIA

5.2.5a Geographic and thematic harmonisation must exist between the applicant (and, if applicable, the co-applicants) and other Dutch or non-Dutch civil society organisations.

Colombia, being one of the Dutch Cooperation partner countries, signifies a rather high level of involvement and activity by Dutch Civil Society Organizations. Most of these organizations have a focus on conflict transformation and/or peace building. The WD-REK Alliance does not have this similar focus, but through its *Theory of Change*, specifies the importance of empowerment and sustainable transformation of vulnerable and disadvantaged people and communities – of which people and communities affected by the armed conflict are a significant part. Through the Colombia platform (as described in 5.2.5c), in which WD-REK actively participates, exchange of information does take place to ensure complementarity in approaching this common target group.

WD-REK is involved in an official partnership with CDA (Corporación Dios es Amor) Colombia. CDA Colombia is an organization with a solid foundation at the grassroots' level and is highly acknowledged and supported by the communities it works in, as well as the broader public in the context. The organization's working areas are mainly a number of slums in Bogotá, Soacha and Cartagena. It has an extensive track-record when it comes to carrying out education and technical vocational education and training/ job and business services (TVET-JBS) subprograms. For several years they have also been carrying out an Enterprise Development (ED) subprogram involving micro-finance and Small and Medium Enterprises (SME) development. Integration and collaboration takes place between these subprograms in CDA as well as with other actors, whose efforts CDA complements in a structural way. In order to optimize its subprograms, avoid duplication of efforts and improve the quality of livelihood of its target group, CDA is strategically linked to different networks and associations within different sectors: the government (see 5.2.5b), the academic sector, the private sector, NGOs/CBOs and some Dutch actors.

Harmonization with the academic sector

CDA has written formal agreements with *Universidad San Buenaventura*, *Universidad de Los Andes* and *Universidad Monserrate*. The cooperation with *San Buenaventura* is focused on business development and entrepreneurship. The collaboration with *Los Andes* and *Monserrate* is more focused on capacity building of CDA in the area of research and development, through training or joint processes, with the aim to build capacity and strengthen the service providers.

Harmonization with the private sector

CDA has a number of strategic partners in different areas of the private sector. There is an agreement with *Microsoft Solidario*, focused on improving information management, improving software and strengthening organizational capacity in this area. For the education subprogram, CDA is linked to *BBVA (Banco Bilbao Vizcaya Argentaria)*. From this bank's Corporate Social Responsibility program with a focus on education and culture, CDA receives support to implement programs in the area of education in Cartagena.¹ The JBS centre of CDA has regular contact with the Chamber of Commerce so that its micro-business owners have the opportunity to participate in competitions, training, business conferences, commercial agendas, trade fairs, among other services arranged by the entity and uses these spaces to access businesses that allow them to market their products and link VET graduates to jobs. Besides that, the JBS centre is rooted in the private sector and has daily contacts with companies with the purpose to find job placements, apprenticeship placements and to get feedback about the curriculum and quality of the vocational training (see also chapter 4, Context analysis Colombia).

Harmonization with other NGOs/ CBOs

CDA works also with other CBOs and NGOs. The cooperation with *Colectivo Aquí y Ahora*, *OBED*, *Asociación de colegios Cristianos*, *Fundación San Agustín* is mainly focused on quality improvement of the subprograms executed by CDA. Collaboration with *Red de hombres Cristianos de negocios* and *Fundación Emprender* (platform of business people) focuses on strengthening the service providers in TVET-JBS and ED. In the local community of Santa Fé a school-turned community development centre from the government works closely with parent associations and a large group of organizations among which are *Levantate y Resplandece* (drug rehabilitation), the local mayor office, and the Secretary of social integration and public schools.

¹ http://www.bbva.com/TLBB/tlbb/jsp/ing/resreco/Noticia_03-08-09.jsp

Harmonization with Dutch actors

In the recent past, CDA was lead organization in the *Millennium Project* (Schokland Pact) 'Education in fragile states' in which Woord en Daad, together with War Child, Save the Children and their local partners participated. The partnership concentrated around doing peer reviews of each other's approaches towards access to and quality of education for poor children. Ultimately the reviews should lead to more effective education programs, more coordination and also effective advocacy for increased transparency, accountability and effectiveness in the PME of education sector plans and budgets. The project has officially come to an end, but the local partners continue their cooperation in the period of 2011-2015.

Contact and coordination has taken place between the WD-REK alliance and the United Entrepreneurship Alliance (UEA) regarding ED programs in Colombia. The UEA members (with local partner organization Creame²) focus on partner strengthening for business service delivery in rural areas, while WD-REK partners (with partner organization CDA) provide BDS and access to financial services in marginalized areas in Bogotá and Cartagena. In the current situation, thematically or geographically there is no overlap, though coordination will remain in case the alliances expand their ED subprogram.

5.2.5b The programme must be relevant within the context of national government policy.

As Colombia is a middle-income country, it does not have a Poverty Reduction Strategy Paper. However, Colombia has deeply entrenched regional inequalities. Correcting these inequalities is one of the great challenges for the country. A strategy has therefore been designed to reduce extreme poverty, in line with the MDGs. This is formalized in the National Development Plan.³ Another challenge is to put an end to the armed conflict, which claims a considerable number of victims, with an estimated 2,5 to +4 million people internally displaced by conflict, and others who have disappeared or have been kidnapped. IDPs (Internally Displaced Persons) are a substantial part of the target group of CDA.

In the context of poverty reduction CDA contributes to the government efforts by participating in several government networks and associations. By seeking to align activities to the governments' priorities regarding poverty reduction and the creation of a two-way complementarity between the government and CBOs/ NGOs, CDA can work towards the ultimate goal to improve the quality of livelihood of the target group; the disadvantaged and vulnerable people of Colombia. For this reason CDA has formal agreements and memberships with combined government/civil society networks; which carry out programs like *Juntos*, *Familias en Acción*, *Mesa Técnica de Alianzas Publico Privadas*, *Social del Plan*, *Emergencia Social Pedro Romero*, *Programa de la consejería de la Primera Dama de la Nación*. The role of CDA in these networks is to represent the communities they are active in and identify needs, to ensure the relevance of those joint government programs for their specific target group. At a more specific program level CDA concretely complements the government policies, strategies and efforts in various areas.

Education subprogram

In Education, CDA contributes to the government efforts. One of the specific projects in which CDA cooperates with the government is their education project in Cartagena. The '*circulos de aprendizaje*' model, based on the '*Escuela Nueva modelo*' – the pedagogical model developed by the government – is applied to a special group of children. These children have been out of the school system because they are IDPs. The '*circulos de aprendizaje*' model is used to familiarize the children with the school environment before entering the regular classrooms the following year. Nevertheless, Cartagena, in agreement with the Secretary of Education, is currently the only place where the '*escuela nueva modelo*' is applied. In the past there was a formal agreement with '*Fundacion Volvamos a la Gente*' (which developed the '*escuela nueva modelo*') and the model was applied at all the schools of CDA. However, this model did not respond to the specific needs of the target group and the regular school program. Therefore CDA developed its own pedagogical model '*Escuela con Proposito*', which they share with the local Educational Boards of the government. For rural areas and certain situations in urban-marginal sectors, though, parts of the '*Escuela Nueva modelo*' are valuable. For that reason the model is applied in El Pozon and the surrounding areas in the district of Cartagena.

² <http://www.creame.com.co/>

³ <http://www.dnp.gov.co/PortalWeb/PND/PND20062010/tabid/65/Default.aspx>

TVET-JBS subprogram

Regarding the TVET-JBS subprogram CDA cooperates closely with the government institution SENA, a well-organized governmental agency that develops curricula and exam requirements. CDA cooperates with SENA in the development of curricula and examination. Teachers of CDA take part in sectoral panels of SENA, to influence the contents of curricula and exams. Also, teachers of SENA provide some parts of the training in one of CDA's TVET centres. Additionally, CDA is currently in the process to become fully accredited by SENA. This should provide opportunities to become partly funded by the government. The certificates of CDA vocational training will have more value after accreditation. Full accreditation is planned for 2011.

ED subprogram

Regarding the ED subprogram CDA collaborates closely with the government in two specific aspects, namely: funds-under-management (Cartagena) as well as loans from a municipality (Soacha). Furthermore, there is cooperation with SENA, e.g. in Bogotá. CDA is financing incubators (start-up businesses) from SENA in order to provide them with micro-loans and business development services. Both the JBS and the ED components are managed by the same division of CDA, namely CDA Forjar. This makes it possible that on the one hand vocational training is designed according to the needs and opportunities in the labour markets, while on the other hand entrepreneurs – initially assisted by government programs – can be served by private initiatives such as CDA Forjar. Through these measures the services offered by CDA Forjar – and more specifically the ED component – are according to the needs of the Micro, Small and Medium Enterprise sector, which are described by the Ministry of Commerce, Industry and Tourism as being: 1) Access to Financial services, 2) Transition into formal Enterprises, 3) Impulse market access, and 4) Promoting entrepreneurship.⁴ The sectors in which most of the ED activities are executed are in conformity with the priority sectors of the Colombian government, which are handicrafts and textiles.⁵

5.2.5c The programme should be harmonised with Dutch bilateral aid efforts and/ or with important donors in the countries where the programme is being implemented.

Harmonization with the Dutch Embassy in Colombia takes place mostly through the Colombia Platform in order to align efforts as platform members as well as with the Embassy and the Dutch Ministry of Foreign Affairs.

The Colombia Platform consists of the following organizations: Amnesty International, CNV International, Cordaid, FNV Mondiaal, ICCO en Kerk in Actie, IKV Pax Christi, Mensen met een Missie, Peace Brigades International, Rode Kruis Nederland, War Child and Woord en Daad. The Platform started in 2005, mainly as a lobby platform around issues related to human rights and poverty alleviation in Colombia. The focus areas of Dutch development cooperation with Colombia are peace and reconciliation, human rights, support to humanitarian organisations and protection of the environment. For WD-REK the support via humanitarian organisations to IDPs is crucial, because CDA has largely the same target group. In the recent past, Woord en Daad has been successful to raise political attention for the IDP problem in Colombia. In 2008 we built on that success in our lobby via the Colombia Platform. Recently, Colombia has gained more attention due to the 'fragile states policy' of the Ministry for Development Cooperation, Colombia being identified as a state with characteristics of fragility due to the ongoing conflict with the guerrilla and newly emerging armed groups.

The overall objective of the Colombia Platform is to ask permanent attention for peace and development in Colombia in the national and multilateral policy of the Netherlands. We do this through joint policy influencing activities. International humanitarian law and human rights are guiding principles for Platform members in developing joint positions and proposals, intended to contribute to an integral policy which furthers durable peace in Colombia. Presently the platform has four focal areas:

- human rights in Colombia (position of human rights defenders, implementation of EU guidelines for HR defenders, implementation of Dutch HR policy);
- impunity and Disarmament, Demobilization & Rehabilitation (reparation for victims, transitional justice, implementation of the *Ley Justicia y Paz*);
- the position of IDPs (recognition of their right, effectiveness of IDP aid programs, basic needs);
- mining: peace and security in areas with large scale mining (corporate social responsibility).

For each of these areas joint position papers have been written by the Platform members. They serve as the basis for our relations with the Dutch Embassy and the Ministry of Foreign Affairs.

⁴ <http://www.mincomercio.gov.co/eContent/Documentos/Intervenciones/2009/EvaluacionMipyme.pdf>

⁵ <http://www.dnp.gov.co/PortalWeb/LinkClick.aspx?link=65&tabid=54>

The Colombia Platform has an ongoing dialogue with the Dutch Embassy in Bogotá and the Ministry in The Hague. Each year a seminar is organised with the Embassy, in which we discuss thoroughly the political and social developments, try to come to joint analyses and to define complementary roles (e.g. NGOs in service delivery, capacity building and advocacy, the Embassy in participating in political dialogues). This results in concrete joint actions, e.g. for a more effective implementation of the EU Guidelines for Human Rights Defenders.

During working visits by WD-REK staff to Colombia, bilateral meetings take place, information is shared and working visits (with partner organisations) are organised. Every two years the Embassy gets updated with a complete overview of all projects and programs of Platform members in Colombia. Furthermore, the Embassy regularly invites the Platform to give input for the revision of the MJSP. In The Hague delegates from the Ministry normally visit each Platform meeting. The platform keeps in touch with different departments within the Ministry (e.g. Directie Westelijk Halfrond (DWH); Directie Mensenrechten, Emancipatie, Goed Bestuur & Humanitaire Hulp (DMH) and Eenheid Fragiliteit en Vredesopbouw (EFV)) about specific topics like the Disarmament, Demobilization and Reintegration (DDR) process or IDP issues. In May 2010 a joint seminar was organised in which the Platform, the Ministry of Foreign Affairs and several other Ministries took part and, in which we discussed the future of the Dutch bilateral relation with Colombia. Follow-up meetings are currently being planned.

Apart from the Colombia Platform, we also work together on a complementary basis with ICCO Kerk in Actie, War Child and Save the Children in the implementation of part of the Millenium Project 'Fragile States and Education' (see 5.2.5a). The Embassy is regularly informed about this process, but does not have an active role in it.

During the set-up of the ED subprogram Woord en Daad had close contacts with the Dutch Embassy. This resulted in a Memorandum of Understanding together with *Fondo de Biocomercio*. Collaboration nonetheless has not worked out as expected and will be closed before 2011. The demand for the provided collaboration with *Fondo de Biocomercio* – letter of guarantees for loans with a higher risk profile – was not as high as expected and due to a number of policy reasons within W&D, collaboration could not be changed into other products like funds-under-management or loans. The cooperation on this theme however will continue with the Embassy, to continuously search for complementary aspects and contribute further towards the Embassy's 2nd focus theme of private sector and inequality.

As can be derived from the overview above, complementarity with the Dutch bilateral policy extends to the level of continuous and strategic information sharing, regarding the theme of IDPs and general inequality as well as themes of equal rights and opportunities of girls through the education subprogram. Recently, contacts between the Embassy and CDA have intensified and a working visit to IDP projects of CDA will take place.

The above analysis of (possible) complementarities is limited, due to the fact that the Embassy plans run from 2008 till 2011. As of yet the priorities of a new government for Dutch development cooperation are unknown, so changes might occur after 2011. WD-REK Alliance is always willing to discuss new opportunities for complementarity with the Dutch Embassy, should priorities change.

4.07. HARMONIZATION AND COMPLEMENTARITY ETHIOPIA

5.2.5a Geographic and thematic harmonisation must exist between the applicant (and, if applicable, the co-applicants) and other Dutch and non-Dutch civil society organisations.

The four Ethiopian implementing partner organisations (Hope Enterprises, Meserete Kiristos Church-Relief and Development Association (MKC-RDA), Ethiopian KaleHiwot Church Development Program (EKHC), Resurrection and Life Development Organisation (RLDO)) are members of Consortium of Christian Relief and Development Association (CCRDA)¹, the largest umbrella organization of NGO's in Ethiopia. The WD-REK Alliance intensively cooperates with partner Hope University College (HUC)² in Addis Ababa. Partners are members of the Poverty Action Network of Civil Society in Ethiopia (PANE)³. The fundamental objective of creating networks is to strengthen civil society and thereby improve poverty alleviation and improving the living conditions of the poor through information exchange and experience sharing in all their activities.

Education subprogram

The WD-REK Alliance focuses in the education subprogram, on vulnerable children and illiterate adults. Partner organisations work in different areas throughout the country, based on the needs of the target groups and the absence of other actors to fill gaps. In each area, there is cooperation with government education offices at all levels, other schools, businesses, churches and CBOs. Monitoring of the schools is done either together with the local/regional authorities or solely by the latter. For thematic alignment, partners collaborate with BEA-E⁴ (Basic Education Association of Ethiopia), a national network of indigenous NGOs for the exchange of ideas, information and experience on education. There are quarterly contacts with minutes. Partners cooperate with specialised institutions and networks such as the Ethiopian Centre for Disability and Development⁵, teacher training colleges in Nekemte, Awassa and Jimma. Cooperation is organised at the regional level as distances are big and regional differences can block cooperation possibilities on higher levels.

A number of Dutch Alliances (ICCO Alliance, IMPACT, Together4Change; Childrights Alliance, Kind in Ontwikkeling, Conn@ctNow, Connect4Change, WD-REK Alliance) have decided to coordinate their education programs. These Dutch alliances all work on children's issues and have agreed on thematic alignment and cooperation⁶. All the aforementioned alliances, except the Dutch Consortium for Rehabilitation, do coordinate programs on education in Ethiopia.

Between the ICCO Alliance and WD-REK Alliance, specific trajectories for cooperation are defined for the period of 2011-2015. In the domain of teacher training, both alliances will share good practices of partners and work jointly in advocacy towards the government about quality assurance of education. This is partly a continuation of a trajectory during MFS I. Secondly both alliances will harmonize efforts in evaluations of their programs for (vocational) education. At the moment a pilot phase of disability mainstreaming is being implemented by the Ethiopian partners, in consultation with the ICCO alliance. For alignment and linking and learning on mainstreaming HIV/AIDS in education, the partners in Ethiopia and WD-REK through Prisma participate in the Educaids network⁷, a network of organisations active in the field of education and HIV/AIDS. The Task Force on Quality education (Edukans, Plan, Woord en Daad and Teachers First) developed a list of quality indicators, which will be used by all Knowledge Platform participants to measure quality improvement at national level as well as at school level.

TVET-JBS subprogram

In 2009, the Learn4Work project (a "Millennium-akkoorden" project), was started with initiatives in four countries, including Ethiopia. The overall aim of this particular Learn4Work project is to improve access to and quality of vocational training. Four parties cooperate in the Ethiopian partnership: Woord en Daad as lead agent, Hope Enterprises, Dark & Light Blind Care and Salu Self Help Blind and Handicapped Association. This partnership focuses on strengthening the capacity in Business and Entrepreneurial Skills Training (BEST), increased networking and

¹ <http://www.crdaethiopia.org/html/>

² <http://www.hopeuniversitycollege.org/summary.htm>

³ www.pane.org.et/

⁴ <http://www.benethiopia.org.et/>

⁵ <http://www.ecdd-ethiopia.org/>

⁶ See annex 13.b.2 for a signed declaration

⁷ <http://www.educaids.nl/>

inclusion of people with a disability (PWD) in TVET-JBS. Four visits by Dutch teachers of TOT (Training of Teachers) to Ethiopia have taken place, while one of the Ethiopian partners gave a presentation during a Dutch expert meeting on TVET- JBS.

In the next three years a number of new TVET programs will be developed in rural areas. Program development is coordinated with government authorities, partners and research institutes to ensure alignment with policies of the (regional) government and local opportunities and needs. Active networking with new TVET centres (e.g. Selam in Awassa) is essential to exchange information and scale up best practices. As co-signatories, the Bureaus of Finance and Economic Development (BoFED) in the different Ethiopian regional governments are actively involved in planning, implementation, monitoring and evaluation of program activities.

AD/ED subprograms

AD/ED are new subprograms of the WD-REK Alliance in Ethiopia with a focus on different approaches:

1. *Farmers (-groups):* WD-REK is a member of the Agri Pro Focus (APF) network and partner selection takes place in consultation with the APF members active in Ethiopia. Linking and learning among APF members takes place in country focus meetings. Programmatic choices (regions, value chains, intervention strategies) are thus harmonized with APF members Cordaid, ICCO and SNV.
2. *Agro processing SME's:* The core of the AD/ED program focussing on agro processing SME's is an investment fund which is currently set-up by ICCO, Cordaid and WD-REK in collaboration with First Consult Ltd in Ethiopia. SME's assisted through interventions of APF members is the main target market for the investment fund. First Consult is a consultancy bureau based in Addis, focused on private sector development as well fund management (e.g. a TriodosFacet/KFW/ECBP(GTZ) facility to stimulate commercial lending by banks to MFIs .)
3. *Graduates from vocational training colleges:* Entrepreneurship opportunities are offered to graduates from technical colleges. Hope Enterprises has therefore entered into collaboration with MFIs in Addis. The first MoU was signed in 2008 with Gasha MFI. Upon recommendation of MicroNed, collaboration has been set-up with SPFI, one of the partners in a MicroNed supported product innovation program to pilot lending to young entrepreneurs. An MoU is currently being drafted between Hope Enterprises and SPFI given better access to finance for Hope graduates.

5.2.5b The programme must be relevant within the context of national government policy.

The government sees education and training as an important factor in the process of human resource development. Framed in the recent *Plan for Accelerated and Sustainable Development to End poverty (PASDEP)*⁸ 2005/06-2009/10. A major step in the area of education has been the Education and Training Policy (ETP) which was released in 1994. Within the framework stated in the ETP, the government came up with three Education and Sector Development Programs (ESDP), of which the latest covers the period 2005-2011 and a new plan period is therefore forthcoming. Part of its mission is to "extend quality and relevant primary education to all school-age children and expand standardized education and training programs at all levels to bring about rapid and sustainable development with increased involvement of different stakeholders (community, private investors, NGOs etc.)".⁹ Our partners work in close cooperation with the government coordinating offices for NGOs. WD-REK partners focus on improved access and quality in the (education) programs. Examples include the government accreditation of the (education) programs and EKHC who recently constructed a school for which the government now takes responsibility. Partners cover equal access for both girls and boys and demand driven and high quality education in their programs.

The new national TVET strategy was released in 2008, with the objective to create a competent, workforce contributing to poverty reduction. Guiding principles include: demand orientation, quality and relevance, equal access and lifelong learning. The TVET curricula used by our partners are those of the government with high emphasis on practical training, apprenticeship and (self-) employment.

In the early 1990s, the government adopted a strategy of Agricultural Development Led Industrialization (ADLI)¹⁰ whereby smallholder farmers were the focus of economic development. The AD subprogram contributes to the objectives of the PASDEP program and the ADLI strategy of the PRSP. The focus of the ADLI strategy is to stimulate marketable crop production (promotion of higher value crops, niche export crops, commercialization of

⁸ http://siteresources.worldbank.org/INTETHIOPIA/Resources/PASDEP_Final_English.pdf

⁹ http://planipolis.iiep.unesco.org/upload/Ethiopia/Ethiopia_Education_Plan_August_2005.pdf

¹⁰ <http://ethiopiaeconomy.com/agriculture-led-%E2%80%93industrialization-adli-the-new-economic-policy-of-ethiopia/>

agriculture, integration with markets). The government will put emphasis on rural road infrastructure, agricultural/credit market developments, extension services, land tenure and enabling environment for specific export crops. The AD subprogram will focus on access to resources (technology, inputs, credit) and linkages between farmers (-groups) and agro processing SMEs within Ethiopia. The Ethiopian government promotes the private sector under the current PASDEP. State owned enterprises are privatized and efforts are taken to stimulate exports and value addition within Ethiopia. What is lacking in Ethiopia is a strong SME sector that drives employment generation. The AD/ED subprograms contribute to both the PSD objectives of the government as well as to the commercialization objective in agriculture. The added value of the AD/ED subprograms is the investment in agro processing SMEs in selected value chains and by doing so, jobs as well as access to markets are created.

5.2.5c The programme should be harmonised with Dutch bilateral aid efforts and/or with important donors in the countries where the programme is being implemented.

According to the Embassy of the Kingdom of the Netherlands (EKN), achieving MDG1 is only possible through broad-based sustainable growth; increased donor harmonisation and alignment towards sustainable economic growth; higher productivity and improved market access; ensuring that parts of the poorest segments of society which are now dependent on safety net measures can sustainably benefit from economic growth; development of a more enabling business climate. In its activities the EKN aims at:

- An improved policy dialogue between government and donors on strategic issues of agricultural development and PSD;
- At least three public private partnerships established in the horticulture, oilseeds and seed sectors;
- Increased added value and chain integration in fruits, dairy, oilseeds and honey;
- Graduation of formerly food aid dependents to self sufficiency through the Productive Safety Net Programme (World Bank);
- Stronger business organisations and a better position within public-private dialogue.

The EKN wants to work with the government and other donors towards enhanced productivity for smallholder farmers, so that they can improve their incomes. Other improvements are necessary e.g. with regards to rural urban linkages, business climate for small farmers (improved access to inputs, better advisory services, and better market access).

Education subprograms

The EKN aims with its interventions in the education sector at (i) realisation of MDG 2 (universal basic education); (ii) realisation of MDG 3 (raise enrolment rate for girls) and (iii) improved quality in the education sector. The EKN played a leading role in the policy dialogue during the last years. Progress has been made to improve access of girls in basic education and on education quality. There is better communication now between the central government and education oriented NGOs. The EKN works towards a silent partnership, given the presence of government education policies and the need for further donor harmonisation. Regarding improved quality of education, the EKN particularly looks at improved teachers' qualifications, improved application of acquired pedagogical/didactical skills, improved learning outcomes and further improved access of girls to education at all levels. Finally the EKN supports the implementation of the Higher Education Support programs, such as Netherlands Fellowship Programme and Netherlands Partnership and Training Programme.

The education programmes of WD-REK partners address the issues of teachers qualifications, improved learning outcomes, and better access for girls. Through collaboration with (educational) networks (like BEA-E , CCRDA and the educational network organised by Pestalozzi) partners are able to address educational issues with government agencies. So far, there has been no targeted collaboration with the EKN on the issue of primary education, though there have been a number of information exchange meetings during working visits. In the coming years, further complementarity and cooperation will be explored. There is harmony and a high degree of consistency between the three priorities of the EKN and the content of the WD-REK partners' education programs.

TVET-JBS subprograms

The WD-REK Alliance has a strong TVET component in their program, which is in line with the policy of the Dutch government in the education and business sectors. In the area of TVET, regular exchange of information with the EKN is taking place about the implementation of the Learn4Work program mentioned above. This exchange is coordinated by Edukans, the lead agency of Learn4Work.

AD/ED subprograms

The focus of the bilateral cooperation of the EKN in the past years has been on the participation in the Productive Safety Net (assistance oriented household food security system rather than business/profit oriented approach to food security). EKN strives to make sure that poorest segment of society can integrate into the economy. The AD/ED subprograms contribute to this strategic objective of EKN to make sure that smallholders become integrated in market driven value chains (integrated in mainstream economy) and that therefore less people are dependent on safety net measures. AD/ED interventions can complement the planned PPP's in oilseeds, horticulture and seed sectors as well the efforts in chain integration in other market like vegetables, fruits and dairy.

The EKN integrates agriculture/rural development and PSD into one strategy focusing on specific value chains (floriculture, oilseeds and seeds). The AD/ED subprograms are intertwined. The AD approach to stimulate increased productivity and farmer entrepreneurship will be in the same value chains as the ED interventions to capitalize/support agro processing enterprises. Developing stronger business organisations with a stronger position in the public-private dialogue, is therefore a key focal area of the ED subprogram. In July 2009 discussions have taken place with the representative for rural economic development from the EKN to understand the strategy of the EKN and to develop an intervention in line with the Dutch strategic objectives¹¹. Following the meeting with the EKN on 4 May 2010, contacts have been established between REK (from the WD-REK Alliance) and SNV Ethiopia, to explore potential linkages between the TVET program (agricultural and livelihood skills) of our partners RLDO and EKHC Omo with the SNV program for value chain development and disaster risk mitigation.

The above analysis of (possible) complementarities is limited, due to the fact that the EKN plans run from 2008 till 2011. As of yet the priorities of a new government for Dutch development cooperation are unknown, so changes might occur after 2011. WD-REK Alliance is willing to discuss new opportunities for complementarity with EKN, should priorities change.

¹¹ Woord en Daad visit report Ethiopia July 2009

4.08. HARMONIZATION AND COMPLEMENTARITY GUATEMALA

5.2.5a Geographic and thematic complementarity issues have been dealt with between the applicant (and co-applicant) and other Dutch and non-Dutch civil society organizations.

In Guatemala the program of the WD-REK Alliance is implemented complementary to the efforts of other actors, including other civil society organizations, both national and international and government institutions. This is shown below. The WD-REK Alliance works with several partner organizations in Guatemala: Advancing the Ministries of the Gospel (AMG) Guatemala (on Education) and Asociacion Guatemalteca para el Desarrollo (AGUDES) and Oikocredit (Enterprise Development and Agribusiness Development).

Education subprogram; harmonization / cooperation in TVET-JBS

AMG Guatemala has monthly and quarterly contacts with the Association of Christian Schools Latin America, *Red de Educación* (REEDUCA) and Intermissions Association to share best practices and curriculums, and also for the development of knowledge, methodologies and materials for Christian Education.

Furthermore there is cooperation with *Instituto Nacional Technico Empresarial* (INTECAP), the *Seminario Teologico Centro Americano* (SETECA University), Compassion International and *Ceiba* regarding improving the quality of Education, capacity strengthening and training of teachers and community involvement. The SETECA university provides training for AMG teachers and develops materials while AMG also offers employment possibilities for university graduates in AMG (administration/Education program). Thus, a win-win situation is created. In the case of *Ceiba*, this private vocational association trains students of AMG schools in computer skills, after which students get opportunities to be employed in companies which are linked to this association.

The cooperation with the *Instituto Nacional Technico Empresarial* (INTECAP), which has outstanding network of TVET training facilities in Guatemala and which has a good network with the private sector (JBS component), makes that WD-REK alliance does not support an own TVET-JBS program. This element is covered sufficiently by this cooperation.

The context of violence in Guatemala requires specific attention too. That is the reason why AMG is now developing concrete steps to collaborate with Christian Reformed World Missions on the subject of gang transformation. Together they will train teachers and students. Further partnerships are being sought in the coming period. Additionally, training of teachers and students is being provided on rights and physical and sexual abuse, through a longer standing collaboration with International Justice Mission. Cordaid, HIVOS and ICCO also work in Guatemala City on the issue of conflict transformation and democratization. Their programs are of a different nature and with different partners, so there is no overlap with AMG's programs. This has been coordinated in the Netherlands. Exchange of best practices will be done in coming policy period.

Connected with the Education program AMG Guatemala collaborates and has signed agreements with some national and international actors in the area of Healthcare. AMG has a separate Healthcare program including clinics, which is also linked to the Education program through the provision of Healthcare and dental services for the students, as well as necessary medicines. The Facultad de Odontologia of the Universidad San Carlos provides graduating resident doctors to do their practicals in AMG programs. With the Escuelas de Enfermeria AMG offers a training environment for nurses-trainees. Programa de accesibilidad de medicamentos (PROAM) and Vine International have special agreements with AMG to provide inexpensive medicines and vitamins for the students.

Enterprise Development and Agribusiness Development subprograms

In Enterprise Development the WD-REK Alliance collaborates with AGUDES and the local country office of Oikocredit (see Annex 13.b.10 for agreement with Oikocredit). AGUDES (since 1994) is a local Micro Finance Institution (MFI) which forms part of Visionfund, the microfinance subsidiary of World Vision. The MFI attends to over four thousand micro and small entrepreneurs in six different rural areas in the following departments: San Marcos, Sololá, Totonicapan, Chimaltenango, Sacatepequea, Guatemala (areas of San Juan Sacatepequez y San Raymundo) y Chiquimula. The collaboration with the WD-REK Alliance focuses on improving the growth of promising micro-entrepreneurs into Small and Medium Enterprises (SME).

AGUDESA is an active member of two interlinked networks. These networks are the Guatemalan MFI network (REDIMIF) and the Central American Microfinance Network (REDCAMIF). As a Guatemalan network REDIMIF is part of the broader Central American REDCAMIF. This last network is supported partly by Hivos. The Hivos and ICCO alliances are both involved in Guatemala regarding (“green”) economic development, however this is done at a different aggregation level, as well as in different geographical areas. Nonetheless, the WD-REK alliance does coordinate its micro finance activities and a Joint Statement to coordinate between alliances is worked on. In the financing of SME, WD-REK and the ICCO Alliance both utilize the alliance they have with the Oikocredit office and so also activities are coordinated. Recently WD-REK has joined its efforts with Oikocredit in the execution of an Oikocredit Schokland project in order to foster social and environmental business opportunities.

Linked to the Enterprise Development subprogram, the WD-REK Alliance will focus more specifically on Agribusiness Development. Through the Enterprise Development network in Guatemala first steps have been taken and contacts made to further enlarge this component within our subprogram. There is experience with working in the area of agribusiness through AGUDESA and partners of Oikocredit, so this is something which will be used to further extend our subprogram.

5.2.5b The programme must be relevant within the context of national government policy.

Education subprogram

The government of Guatemala has the responsibility to offer Education to all citizens. Article 74 of the Constitution states: “The population has the right and the obligation to receive an Education”. The Education given by the government is free (as decreed by the current President in 2009) and numerous policy initiatives and strategies are being implemented to reinforce educative reform. The Ministry of Education (MINEDUC) is the entity that authorizes, revises and supervises the accomplishment of the national curriculum in every school. MINEDUC is pursuing an Educational reform to strengthen the national Education system in order to meet international standards, and has created several programs and networks that help the development of students. However, though policies, strategies and reforms are being implemented the financial resources to accomplish these are in some cases not in line with the financial promises that were made by the government. AMG’s close cooperation with government offers possibilities for advocacy and for playing a critical complementary role in Education issues, namely to increase attention for psychosocial care for vulnerable children and life skills.

AMG Guatemala has monthly contacts with the Ministry of Education. Most schools of AMG are certified by the Ministry or in the process of certification, so there are regular monitoring visits done by the government. The government curriculum is now also being used at the schools. Knowledge is exchanged with the Ministry to enhance and strengthen the curriculum, also in collaboration with institutions on curriculum development mentioned in 5.2.5a.

In order to further strengthen the capacity of teachers and students in the schools, there is close collaboration and regular contact with the *Secretaria de obras de la primera dama de president* (SOSEP), which is the office of the First Lady of Guatemala. SOSEP provides training together with AMG Guatemala for daycare workers on issues of child protection, rights of women, family and communities. Capacity strengthening of teachers and students is also done through *Comité Nacional de Disastres* CONRED in training regarding disaster preparedness. The Ministry of Agriculture provides a specific curriculum on environmental protection and agriculture for students and also provides training for AMG in this area. This further increases the quality of Education and is also relevant in the context of Guatemala with increasing government attention for agriculture. The connection with *Instituto Nacional tecnico empresarial* (INTECAP) allows AMG to link its students to vocational training in efforts to keep them out of (gang) violence.

AMG Guatemala has been working for a year now with *Comité Nacional de Alfabetización* (CONALFA), which is an institute specialized in functional literacy training for adults. Through collaboration with this institute AMG aims to strengthen the involvement of parents and the community in Education, which in turns affects positively the overall quality and relevance of Education. Finally at a very general level there are six projects of AMG which are located on lands granted by the government, with signed contracts. This setting provides AMG with open and constant communication with the local government and ‘alcaldes’ (the mayors).

Through close collaboration with various government institutions AMG plays a solid role in complementing government policies and efforts in the area of Education. However, due to increasing criticism regarding the achievement of the MDGs, the government has also adopted some programs to push forward on Education goals. An example is the government program 'Mi Familia Progresá'. The purpose of this program is to promote health and Education through direct monetary distributions to families in extreme poverty who have children up to the age of 15 and/or pregnant mothers. The beneficiary families of this program have been selected from the poorest municipalities of Guatemala, which have the responsibility to take their children to government medical clinics and the public schools of their community. Families receive cash, bi-monthly. Students must remain in school in order for their families to receive the money. Though the policy may have several positive affects, there are limitations to this program, due to lack of concrete controls to determine the usage of the money as well as the fact that these type of programs can increase the dependency syndrome of involved communities. In these cases AMG makes the choice to not cooperate directly with these government projects. AMG has a specific vision on change and wants to work on an enabling environment for people and not further increase dependency of the poor. Through differentiated approaches AMG will complement the government in achieving the Education goals of Guatemala.

Enterprise Development and Agribusiness Development subprograms

In the area of Enterprise Development, the government of Guatemala has a policy for economic development, described in the overall government plan 'Plan de la Esperanza'.¹ This policy includes several economic development objectives, of which the following are mostly applicable for the SME sector:

1. Promote the creation and strengthening of micro, small and medium enterprises, through the following strategies:
 - a) increment productivity and competitiveness of MSME;
 - b) gradual formalization of microenterprises;
 - c) promote formation, strengthening and development of social business communities.
2. Stimulate industry and agro-industry, implementing a strategy of diversification of primary, secondary and artisanal production, adding value to the different products.
3. Improve physical infrastructure of the country, prioritizing the rural areas and those that help MSME.

The partnership of the WD-REK Alliance with AGUDESA is a concrete contribution towards the first objective of the government policy: the formalization of growth oriented enterprises in the productive sector, mostly in rural areas. The partnership with Oikocredit fosters the increase in competitiveness of SME in the agribusiness sector, including investments in productive infrastructure, by which smallholders are assisted in their production (e.g. processing facilities close to production sites).

Furthermore – as mentioned – the WD-REK Alliance will invest more concretely in Agribusiness Development in the coming years. Taking this step and focus will allow the alliance to work more complementary to government policies and its efforts to focus on the agricultural sector. This will be done through the current contacts with AGUDESA and Oikocredit, though not exclusively. If possible and necessary new partners will be identified.

5.2.5c The programme should be harmonised with Dutch bilateral aid efforts and/ or with important donors in the countries where the programme is being implemented.

The EKN in Guatemala has three main priorities which are:

- 1) To decrease discrimination and exclusion of especially the poorest of the poor, indigenous people and women. The Dutch Embassy wants to strengthen the linkage between the government and the civil society, by the following objectives: a) improve the security situation of the civilians; b) to contribute to a legitimized state with a capable system, participation for its civilians and which strives for balance between justice, truth and reconciliation; c) to improve participatory mechanisms, which let the people of Guatemala also benefit from the peace agreements and stability; d) a specific project regarding HIV/AIDS will be implemented. The Embassy wants to protect the right of indigenous people regarding SRHR. The Embassy strives for a decreased maternal mortality in remote areas by training midwives.²

¹ <http://www.segeplan.gob.gt/downloads/Plan%20de%20la%20Esperanza.pdf>

² Recent contact (June 2010) with the Embassy revealed that the HIV/AIDS project will be phased out.

- 2) To fight impunity, corruption and violence in order to improve the security situation, especially when it comes to indigenous people, (violence against) women and human rights activists.
- 3) To contribute to the decrease of environmental degradation and to stimulate the use of alternative, renewable energy by stimulating the government to formulate policies on these topics.

The Education subprogram of the WD-REK Alliance will contribute towards the first priority area of the Dutch embassy in decreasing the discrimination and exclusion of the poor and indigenous people. Through its partner organization, the WD-REK Alliance will focus on offering quality Education alongside government efforts, for specially selected poor 'red zones' in Guatemala city and for selected rural areas which include a significant indigenous population. Given the context of violence in urban and rural areas, life skills of children and young people is a focus, combined with increased parent/community participation to help build a generation of responsible citizens. This is in line with Embassy priorities to improve security situations in the long run.

Through the Enterprise Development (ED) component and Agribusiness Development (AD) component, the WD-REK Alliance aligns its effort in promoting sustainable AD, with the Embassy's efforts to decrease environmental degradation. The expected increase in income and employment opportunities will contribute to decreasing the discrimination and exclusion of the poor. The WD-REK Alliance is aware that economic development in general – with a focus on agribusiness and production – is one of the general spearheads of the Dutch policy for Development Cooperation. Through our ED/AD subprogram, in collaboration with AGUDESА and Oikocredit, this area is something we are and will be working on. Oikocredit Guatemala has just entered recently the area of productive SME financing, creating a link between small holders and larger enterprises. AGUDESА provides microenterprises which have grown into productive businesses, with financial products different than traditional MFI loans. This allows the organizations to have an added value in ED/AD efforts. As mentioned in 5.2.5a this is done in cooperation with ICCO.

The above analysis of (possible) complementarities is limited, due to the fact that the EKN plans run from 2008 till 2011. As of yet the priorities of a new government for Dutch development cooperation are unknown, so changes might occur after 2011. WD-REK Alliance is always willing to discuss new opportunities for complementarity with EKN, should priorities change.

4.09. HARMONIZATION AND COMPLEMENTARITY HAITI

In Haiti partners of WD-REK Alliance implement the following programs: 1) Education, 2) Technical and Vocational Education and Training – Job and Business Services (TVET-JBS), 3) Agribusiness Development, 4) Enterprise Development (AD/ED) and 5) Strengthening of partner networks (SPN).

5.2.5a Geographic and thematic complementarity issues have been dealt with between the applicant (and co-applicant) and other Dutch and non-Dutch civil society organizations.

The earthquake of January 12, 2010, has dramatically affected not only the physical infrastructure of Haiti, but also the social and political infrastructure. More than five months after the disaster, organisations still face big challenges to coordinate their emergency and reconstruction programs in the country. The enormous influx of new organisations and private initiatives after the disaster adds to this challenge. In this paragraph we focus on harmonisation and complementarity of the WD-REK Alliance program with the activities of other organisations active in Haiti.

In the aftermath of the earthquake our longstanding partners have started to coordinate their emergency and reconstruction operations, mainly in Léogane and surroundings and in Port-au-Prince (Upper Delmas, Bel Air, Cité Soleil). The following implementing organisations take part in the coordination process

- our partners Parole et Action (P&A), Consortium pour le Renforcement de l'Éducation Chrétienne en Haiti (CRECH), Action Missionnaire Globale Haiti (AMG Haiti), Centre Spécialisé de Leadership (CSL)
- likeminded organisations like Heart for Haiti, Humedica, Kindernothilfe (KNH), Tearfund, World Relief;
- partners of ZOA Refugee Care like Christian Reformed World Relief Committee (CRWRC),

Coordination takes place through workshops and day-to-day contacts and aims at a 'division of labour', in which each organisation concentrates on the areas of its expertise. Selection of working areas has taken place in coordination with UN OCHA. Partners participate in UN led cluster meetings, a.o. the education cluster and the shelter cluster, on a regular basis.

On the 'donor side', Woord en Daad and ZOA Refugee Care have jointly set up the fundraising for emergency relief and reconstruction in Haiti, and are now working out the reconstruction plans in close collaboration.

Education subprogram

A number of the private schools in Haiti cooperate in networks, such as our partner Fondation Haïtienne de l'Enseignement Privé (FONHEP), an organisation which represents 2.500 Catholic, 3.000 Protestant and 1.150 Independent non-public schools. The largest member networks of FONHEP are the Commission Episcopale pour l'Éducation Catholique (CEEC), the Fédération des Ecoles Protestantes d'Haïti (FEPH) and the Confédération des Ecoles Privées Indépendantes d'Haïti (CONFÉPIH). These networks provide services like training for teachers and school management, and represent the schools at government level. FONHEP assists a number of schools to meet government qualifications for accreditation. In the area of policy influencing for education, FONHEP has contributed to the introduction by law of the Office National de Partenariat de l'Éducation (ONAPE), a bureau which regulates the contacts between the public and the private segments of the education sector. It has also created COSPE (Consortium du Secteur Privé de l'Éducation), an umbrella of 13 organisations representing the large majority of private schools in Haiti. COSPE functions as a bridge between the private sector and the MoE and is regularly invited to give input in policy discussions about education in the Ministry. Through COSPE we hope that our education program could benefit from an improved national education policy, which facilitates the functioning of non-public education providers, e.g. by developing quality standards, financing systems etc .

After the earthquake, FONHEP played an active role in the UN-led Post-Disaster Needs Assessment for the education sector. P&A also takes part in the education sector cluster meetings, presently coordinated by UNICEF.

P&A and AMG closely collaborate with CRECH on issues like teacher training and teaching materials; with World Relief on HIV and AIDS sensitization in schools (pupils, their parents, teachers); and with a new network, called ROCHEPE (Réseau d'Organisations Chrétiennes pour l'Épanouissement de l'Enfant) for general awareness raising on the importance of education for children and child rights. CRECH also has a working relationship with the Réseaux des Éducateurs Chrétiens d'Amérique (REEDUCA) on Christian education materials. There are regular meetings between P&A, AMG, CRECH and FONHEP for alignment and shared research and policy influencing activities. The financial support to the programme of FONHEP is part of a joint agreement with Tearfund UK.

AD/ED subprograms

The AD program will be implemented with actual and new counterpart organizations. P&A will bring in its technical agricultural capacity. New partnerships will be looked for, potentially making use of the network of World Relief. Geographically the programs will be executed in the regions of Gros Morne, Anse Rouge and Pays Pourri. The execution of the program will be complementary with financial services of both cooperative MFI's and private initiatives.

While also being complementary to the AD program in the three regions mentioned before, the ED program will have a nationwide focus on the productive / agri-business sector. The contact with value chain development programs (USAID among others) will open the possibility to assist more SME's in value chains. Contacts with the Chamber of Commerce as well as several sector platforms of the private sector, Ministry of Trade and international organizations working on the theme of enterprise development such as CIDA and GTZ will provide partner CSL with a network to assist SME to be more competitive and to generate jobs and welfare. CSL will also focus on other labour intensive sectors like small industry. The strong network position of the ED partner will moreover allow the partner to advocate for an improved enabling environment with the Haitian government and sector.

5.2.5b The programme must be relevant within the context of national government policy.

Other Alliances with programs in Haiti are ICCO Alliance, Communities of Change Alliance (Cordaid a.o.) and the Dutch Consortium for Rehabilitation (ZOA Refugee Care a.o.). Exchange of information and coordination of policy influencing efforts with ICCO and Cordaid takes place within the HPN and the COE-H (see 5.2.5c). With ICCO there is regular contact about the implementation of their Duurzame en Rechtvaardige Economische Ontwikkeling (DREO) program in Haiti, which leads to exchange of knowledge, approaches and network contacts. With ZOA Refugee Care joint fundraising and implementation of reconstruction program is taking place.

Education subprogram

Haiti has developed a national plan on education for 2007-2015 (MENFP). In this document, a strategy for reaching the Education For All (EFA) goals in 2015 is worked out. The government plan however was very broad and priorities with realistic funding opportunities were lacking.

In Paris, the UNESCO forum (2010) addressed the issue of education in Haiti: 'The post-earthquake reconstruction should afford an opportunity to start a "virtuous circle" for Haitian society and economy. The key message concerned the need for an integrated rebuilding of the education system, which should neglect none of its components, from early childhood education to higher education, and including vocational education'¹. This is in fact also the approach adopted by the Alliance. More in particular, the WD-REK education program will address the issue of good governance in education and also contribute to improvement on the different aspects of the EFA goals.

As mentioned before, FONHEP has contributed to the formation of COSPE, which has successfully advocated for a structural consultation mechanism between the Ministry of Education and the non-public sector, called ONAPE. The law passed the legislature in 2008, but has not been implemented so far. However, legally speaking, the groundwork has been laid for working towards more complementarity between the government and non-public education providers.

Parole et Action has collaborated with the Secrétairerie d'État à l'Alphabétisation (SEA) for strengthening the adult literacy program in Gros Morne and Plaine de l'Arbre.

TVET-JBS subprogram

The PRSP mentions education and vocational training as a main part of development in Haiti. It speaks about three pillars for development. Pillar 1 is Agriculture and Rural Development and Infrastructure (Roads and Electricity). Pillar 2 is Education, Vocational Training and Health

Pillar 3 is Justice, Public Security and Local Governance. Vocational Training is a main issue in Pillar 2, but can also play a role in the rural development, mentioned in Pillar 1. The PRSP mentions a number of concrete goals, in which our TVET-JBS program fits very well. Goal 1 is to eradicate extreme poverty and hunger. A part of the TVET program will be training in rural skills in the communities, so that they learn to use their resources best. Goal 3 is to promote gender equality and empower women. In the TVET program men and women will have equal access

¹ UNESCO (2010) *Report by the director-general on UNESCO's post-earthquake response in Haiti*, [online] Available from: <http://unesdoc.unesco.org/images/0018/001875/187527e.pdf>

and rights in the program. The JBS will assist men and women on an equal basis in career guidance, teaching of labour laws, and finding a job in the agricultural and the non-agricultural sector. Goal 8 (Target 16) mentions “formulate and apply strategies that enable young people to find decent and productive work.”. This is exactly the content of our JBS program, that scans the job market continuously, and assists youngsters in finding a job.

The objectives of the Institut National de Formation Professionnelle (mentioned in ch. 4) with vocational training are:

1. to reinforce the governance system;
2. to improve the workers technical capacity;
3. to improve the quality and efficiency of the training offered;
4. to adapt training to the demand;
5. to assure a certain degree of self-financing of the System/what system

Objective 1 will be met by networking with governmental institutes and also by policy influencing interventions. With both means we want to inform the government and advocate for improvements of the TVET system at the level of relevance, quality and efficiency. Objectives 2 and 4 are covered by our TVET-JBS program, because it provides skills for which there is demand in the market. Objective 3 is a main issue in our TVET program. A quality card will form the basis to assess training projects and develop an action plan for increase of quality. Training of teachers in didactical issues is a main part of our program. There will also be attention for the quality of educational materials.

Objective 5 is very difficult to achieve in the current situation in Haiti. Nevertheless, a small part of the costs of TVET-JBS is planned to be covered by project income, e.g. by school fees, service fees, sale of products that are produced in the TVET centre, and finally providing training to paying target groups.

Strengthening of the vocational training and stimulating the education in business skills are also parts of the “Plan d’action pour le relèvement et le développement national d’Haïti”. This harmonises well with the policy of our TVET-JBS program. The plan mentions that the government will assist in adjusting the curriculum, setup of evaluation systems and purchase of equipment. Where possible, our program will use these provisions.

AD/ED subprograms

In July 2009 the Presidential Commission for Competitiveness issued an analysis about which clusters could be most competitive and profitable for Haiti². Three out of the five sectors, proposed by the group, are in the productive sector (garments, animal husbandry, fruits and tubers). These sectors will relatively add much value to products in Haiti and so strengthen the macro-economy. Both P&A and CSL are working in the sectors of fruits/tubers and animal husbandry.

Regarding financial services for MSME W&D / REK will actively contribute to capitalization and investment, especially in productive enterprises. This is in line with the Haitian government policy according to the National Reconstruction Plan mentioned above (page 23).

The AD and ED programs contribute directly to the objective mentioned in the National Reconstruction Plan (page 26) of job creation in labour-intensive business. The AD and ED programs aim to create competitive enterprises that generate income and labour especially in productive sectors, of which agriculture in rural areas is strategic.

5.2.5c The programme should be harmonised with Dutch bilateral aid efforts and/ or with important donors in the countries where the programme is being implemented.

Education subprogram

FONHEP works a lot with international donors like USAID, UNICEF and World Bank, giving input to these donors for their education programs in Haiti and their policy dialogue with the MENFP on education policy, with a focus on partnerships with the non-public service providers. After the earthquake FONHEP played an active role in the Post-Disaster Needs Assessment for the education sector, coordinated by UN OCHA.

TVET-JBS subprogram

As mentioned above, the TVET program is in a reorientation phase. In the survey that will be carried out, one of the key questions will be to harmonise both plans with other Dutch aid efforts and programs of other important donors.

² SHARED VISION FOR AN INCLUSIVE AND PROSPEROUS HAITI, PRESIDENTIAL COMMISSION ON COMPETITIVENESS – GROUPE DE TRAVAIL SUR LA COMPETITIVITE (GC), <http://www.haiticompetitivite.ht/>

ED subprogram

Our partner CSL maintains close relations with USAID funded projects for private sector developments. The value chain development programs with smallholders, and other MSME development projects, are mostly executed by US-based INGO's like CARE, Catholic Relief Services and World Vision.

Strengthening of CS networks

Regarding cooperation on policy influencing issues, Woord en Daad is an active member of the Haiti Platform Nederland (with Oxfam Novib, ICCO, Cordaid, Stichting Naar school in Haiti, Alumnivereniging Hôpital Albert Schweitzer). The HPN has regular contacts with the Dutch Ministry of Foreign Affairs and the Dutch House of Representatives.

Given the fact that Haiti is not a bilateral partner country of The Netherlands, Woord en Daad has however chosen to put more efforts into policy influencing on the European level. Since 2009 Woord en Daad is a member of the Coordination Europe-Haiti (COEH), a 60+ NGO platform with members from the United Kingdom, The Netherlands, Belgium, France, Spain, Switzerland, Italy and Germany. The platform concentrates its policy influencing on the issues of Disaster Risk Reduction and food security / food sovereignty in Haiti. On a permanent basis, policy influencing officers within the COEH have meetings with representatives of the European Commission, the European Parliament and the Council of Ministers. The COEH also takes part in international donor meetings, like the donor conference in New York on 31st of March 2010, where its coordinator even got a speaking slot in the plenary session. Within the COEH Woord en Daad is an active member of the policy influencing group, a small group which prepares the lobby actions of the COEH.

The Coordination Haiti-Europe (COHE) is the counterpart of the COEH in Haiti, meant to complement the policy influencing activities in Europe with those in Haiti itself. However, the COHE does not yet function very effectively and its future is uncertain. The COEH considers to start collaborating with other, more vested policy influencing networks in Haiti. Our partner CSL actively participates in the policy influencing activities of the COEH, by giving advice, assisting to formulate viewpoints and recommendations, and sharing the message with relevant decision makers in Haiti.

The policy influencing through COEH should contribute to more donor investments in improving the link between crucial sectors, like agriculture, infrastructure and private sector development. In that way a better enabling environment should emerge for agribusiness and SME development, as intended in our AD and ED subprograms.

4.10. HARMONIZATION AND COMPLEMENTARITY INDIA

5.2.5a Geographic and thematic complementarity issues have been dealt with between the applicant (and co-applicant) and other Dutch and non-Dutch civil society organizations

The program of the WD-REK Alliance includes the subprograms Education, Technical Vocational Education and Training and Job and Business Services (TVET-JBS), and Strengthening of Partner Network (SPN). The AD and ED subprograms are not part of the interventions of the WD-REK Alliance, due to reasons explained in chapter 4 (introduction).

The program implemented by the partner organizations targets marginalized children and youth in several states. Help a Child India (HACI) implements programs in Orissa and Bihar, while the Reformed Presbyterian Church of North East India (RPCNEI) works obviously in the North East. Word and Deed India (WDI), Christian Outreach for Uplifting New Tribes (COUNT) and The Leprosy Mission India (TLMI) work in Andhra Pradesh and Uttar Pradesh; and Centre for Aids, Rehabilitation and Education (CARE) works in Tamil Nadu. Each of these partners bring in their own specific expertise and experience into the subprograms.¹

Besides coordinating their activities and sharing experiences, capacity building and best practices, the WD-REK partners are all involved in various general networks related to thematic and geographical coordination on district, regional and national level. For example, the cooperation of RPCNEI on capacity building with EFICOR (Evangelical Fellowship of India Commission on Relief) takes place on national level, while cooperation about relief coordination with the North East India Commission on Relief and Development (NEICORD), and cooperation with HCLF (Hmar Christian Leaders Forum) and SPWTD network regarding training and peace initiatives take place on regional level.

Education and TVET-JBS subprograms

WD-REK partners have contacts regarding the subprograms of education and TVET-JBS. COUNT works with a number of local organizations (Andhra Pradesh Christian Minority Corporation, Private Educational Schools Association, Educomp, Mennonite Bible College, Bharat Bible College, Andhra Christian Theological College and St. John's Educational Trust) in Andhra Pradesh to strengthen the rights of minority groups, for curriculum development and implementation, for staff selection and for strengthening the position of NGOs. WDI and COUNT are part of the Forum of Child Rights which focuses on policy influencing regarding child rights in India. In Orissa, Help a Child India works on issues of community and child centered development with Western Orissa Education Watch (WOEW), UNICEF, World Vision, Gram Vikas and Centre for Youth and Social Development (CYSD).

In the area of TVET-JBS the WD-REK Alliance partners work with a number of networks and organizations too. The partners are aligned to the national forum Skills for Progress (SKIP)² for quality and curriculum development, sharing best practices and establishing linkages with micro-enterprises or industries. Besides this, WD-REK partners individually cooperate with other organizations working on TVET. TLMI works in Andhra Pradesh and Uttar Pradesh with a number of local organizations, e.g. National Academy for Constructions and World Vision, to provide employment opportunities, to assist in the pre-admission process for the Vocational Training Centers (VTCs) and to build the capacity of VTC trainers. TLMI works also with the National Bank for Agriculture & Rural Development (to provide assistance to the students to start a business, train VTC teachers and for the exposure of VTC students), with Maximising Employment to Serve the Handicapped (MESH, specialized training for handicapped people), with Youth Outreach (career guidance), with Mahindra and Mahindra Automobile Industry (providing technical and practical experience and knowledge to the students by giving students trainee or employment opportunities) and with Tamindau Vashndhu Kaatuvom Project (a development network for empowering the rural poor and improving their livelihoods in Viluppuram District). RPCNEI works with the NEREFs (North Eastern Region Financial Service), the WSDS (Weaker Section Development Society) and the National Bank Network for the access to financial services for young entrepreneurs. WDI works in Andhra Pradesh with the Maamidipudi Venkatarang Foundation. This Foundation assists in building the capacities of the community in rural and urban areas for abolishment of child labour. It

¹ AMG India and IREF are other partner organizations of WD in India. REK has a relation with another 25 partner organizations. These organizations are supported via other channels than this proposal. Their activities relate although also to a.o. Education and TVET/ JBS..

² www.skipindia.net

also works towards empowering women and strengthening environmental studies. The organizations meet quarterly. An example of the cooperation is a project conducted together on the use of 'vermi culture' (a form of composting), compost manure and water harvesting in the schools.

The WD-REK partners work closely with Community Based Organizations (CBOs). CBOs are involved in the selection, follow up and support of vocational training students, policy influencing and women empowerment. For example, RPCNEI works with the Student Association and the Student Organization Platform in lobbying for the improvement of the quality of education within the North Eastern States. One of the results of this lobby is the approval by the government of the introduction of tribal vernacular up to grade 12. In the areas of woman empowerment and facilitation of Self Help Groups for youth, RPCNEI works closely together with organizations such as the RWUS (Rural Women Uplifting Society) and HADO (Help & Development Organisation), which is a local organisation focused on the empowerment of especially women. These organizations facilitate the organization of the Self Help Groups for youth. In Andhra Pradesh also community groups are involved in starting community centres. Churches and FBOs encourage and teach youth the importance of education, with special attention for girls.

Contacts are maintained with other schools (including private sector schools) and colleges of other NGOs and private actors in the district for exchange, the learning of best practices and contribution to the education of the children of these schools. An example of this contact with other actors is the awareness camps on 'environment', conducted by WDI for their students in private schools and exchange programs on science and literature. In Andhra Pradesh an alumni association was established through which contacts are maintained with ex-students to establish networks and possibilities for traineeships/ employment.

A number of Dutch alliances (ICCO Alliance, IMPACT, Together4Change; Childrights Alliance, Kind in Ontwikkeling, Conn@ctNow, Connect4Change, WD-REK Alliance) have decided to coordinate their education programs. These Dutch alliances are all working on children's issues and have agreed on thematic alignment and cooperation (see Annex 13b2 for a signed declaration). IMPACT (Oxfam Novib), ICCO Alliance (ICCO), Together4Change (ICS), Child Development (Terre des Hommes and WD-REK Alliance all work in India.

The Child Development Alliance in India focuses on quality (pre-primary, primary and secondary) education for marginalized children. The focus of the program of the Child Development Alliance will especially be on Kerala, Andhra Pradesh, Karnataka, Goa and Tamil Nadu. Although the WD-REK Alliance also works in Andhra Pradesh, it was found there is no real overlap, because we work in different areas. To ensure good harmonization and complementarity the involved partners in this state will continue to coordinate and exchange information.

Partners of the ICCO Alliance and the WD-REK Alliance will join forces (synergy) in the policy influencing activities of the education subprogram on state level. This trajectory was already started during MFS I within the ICCO Alliance. The joint capacity building process with the partner organisations will be continued. The primary target group of the ICCO education and TVET-JBS subprogram are children (6-14 years) of STs and SCs in Jharkhand, Orissa and Chhattisgarh, especially girls.

World Vision and DVN (De Verre Naasten, The Netherlands) are international donors of RPCNEI. On a regular basis joint meetings with RPCNEI, REK and DVN are organized to ensure complementary.

In the TVET-JBS subprogram there is some thematic overlap with the other alliances in the sense that these alliances are involved in entrepreneurship development. However, the WD-REK Alliance mainly links this to its TVET subprogram, while the ICCO alliance works more on the sustainable improvement of the socio-economic position of small producers, employees and local entrepreneurs, in general through market mechanisms which are fair, social and ecologically sustainable and economically viable. WD-REK Alliance and ICCO Alliance work in different areas (ICCO mainly focuses on Central India), but we do have thematic consultations together.

5.2.5b The programme must be relevant within the context of national government policy.

The program of the WD-REK Alliance is highly relevant in the context of the Indian government as the government's policy is focused on reaching marginalized groups to benefit from mainstream progress and developments. In its effort to reach these groups, the program of the WD-REK Alliance complements the

government through its grassroots presence and local ability to mobilize marginalized groups to access services in the areas of education, TVET and finance (government schemes for certain groups).

Education subprogram

During the last decade, the government has developed several laws to promote the position of children in India. In April 2010 the 'Right to Free and Compulsory Education' Act was accepted, through which education has become a fundamental right. Through the WD-REK education subprogram we support the implementation of this Act. Furthermore, the education subprogram contributes to government priorities for education as described in the Five Year Plan (2007-2011), because we also aim for the reduction of drop-out rates, close monitoring and improvement of quality, and supporting youngsters to attend higher education through scholarships. The education subprogram in India targets the marginalized groups that do not yet benefit sufficiently from available governmental programs. The education subprogram supports the implementation of the government schemes too; by increasing awareness about those schemes as well as supporting scheduled castes (SCs) and scheduled tribes (STs) in getting access to the schemes. Besides this, the WD-REK partners in Andhra Pradesh provide extra-curricular programs and care for vulnerable tribal children and youngsters.

The education subprogram helps people to organize themselves to access their rights, and improves the linkages between school, parents and community. This will contribute to the quality of education and prevention of school dropout. An example of feasible results of this approach is that the government has taken up the responsibility of building three new school buildings in Orissa. This approach is not only limited to education: the government has also committed itself to support twelve villages in Orissa with drinking water, road construction and electricity. In Andhra Pradesh the subprogram uses the National Service Scheme of the Government for assisting slow learners and over aged children. There is also cooperation with the Social Welfare Department of the Government of Andhra Pradesh for scholarships for children/youngsters of SCs and STs. The WD-REK partners in Andhra Pradesh have initiated discussions on the education of tribal groups. Efforts will continue to be made to collaborate with the government in different areas in education; so that children can really benefit. These WD-REK partners have also relations with the Andhra Pradesh State Board for Primary & Higher Education and the Andhra Pradesh Board of Secondary Education, in order to follow related policies and government guidelines within their project implementation.

TVET-JBS subprogram

Over the past years employment generation emerged as one of the most important socio- economic issues, as well as a pressing political concern in India. The breakdown of rural employment generation was a dominant cause of public dissatisfaction during the last general election. With more than a billion people and one third of the world's poor, India needs rapid growth to reduce poverty and create enough jobs to sustain income increases for its young population. Labour policy including skills development and social security, remains concentrated on the organized sector which constitutes only a small share of the total labour force. The government of India therefore recognizes the need to promote vocational training schemes, entrepreneurial activities, occupational safety and health and social security of workers. One of the government interventions was the establishment of the National Common Minimum Programme (NCMP), which is a strategy that identifies the need to promote development and social justice for the scheduled tribes and casts.

In August 2009, the Indian Ministry of Human Resource Development presented a reorientation of the TVET policy in light of the 11th Five Year Plan (2007-2012; a roadmap of what the government intends to do to bring about economic development).³ Still, the performance in the field of TVET as a means for economic growth and social development is low. Therefore, the government stated it will refine its role in strengthening vocational education and training. The government intends to facilitate capacity expansion through private sector actors, including NGOs, in TVET JBS in order to narrow the existing gap between demand and supply in the labour market. The government has made several schemes available for private sector actors in the field of sustainable economic development by means of TVET JBS. Two examples of schemes are Training of Rural Youth for Self-employment (TRYSEM) of the Ministry of Rural Development, and Scheme of Vocationalisation of Secondary Education.

³ Dr. Vijay P. Goel, Deputy Director General, Ministry of Human Resource Development, Government of India, *Reorienting TVET policy towards education for sustainable development* (August 2009).

The comparative advantage of the WD-REK Alliance is to contribute to the priorities of the Indian government to achieve the goal of creating jobs to sustain livelihoods of the young population of especially scheduled castes and tribes. The WD-REK partners cooperate with the Ministries of Rural Development and Labour & Manpower (and the Departments of Higher Education, School Education & Literacy, and Education & Training) in order to align their subprograms to the government standards and its policy priorities. One practical example of cooperation with these Ministries is in Andhra Pradesh; where the government – through its own institute (the Society for Employment Promotion & Training in Twin Cities, SETWIN)⁴ – arranges the exams in the vocational training institute of COUNT and provides the certificates. Besides this, SETWIN supports and coordinates cooperation between vocational training institutes in the state.

5.2.5c The programme should be harmonised with Dutch bilateral aid efforts and/ or with important donors in the countries where the programme is being implemented.

Harmonization with the Embassy of the Kingdom of The Netherlands (EKN)

Till 2003 the development program in India was the largest Dutch bilateral program in the world. The program was phased out, after India in 2002 decided to quit all 'development relations' with bilateral donors, because of the rapid economic development. The Indian government decided it only wanted bilateral aid from G8 countries. Nowadays, the Dutch relationship with India concentrates on culture, science, trade and cooperation within multilateral frameworks on issues like regional stability, the fight against terrorism and climate change.

The WD-REK Alliance has so far not maintained direct relationships with EKN. EKN focuses on promoting trade relations, including attention for Corporate Social Responsibility (CSR) of Dutch and Indian companies. EKN encourages Indian government and the private sector to work towards a 'pro-poor growth' economy.⁵ Therefore in the future relevant cooperation will be explored in the field of expertise and linkage between private sector and the JBS services of our partners.

Harmonization with other international donors

In 2003/2004 a change of India's aid policy took place, intended to raise India's global profile. This was done to promote India both as a production center as well as an investment destination.⁶ As mentioned, it was decided too that India would only accept bilateral aid from G8 countries. In addition it was decided that 22 other bilateral donors would be asked to channel assistance funds through NGOs, UN agencies and other multilateral institutions. A number of bilateral donors such as Ford Foundation, GTZ and Oxfam India have changed to more market led programs. Oxfam India has a program to promote small scale agriculture and linkages with markets in Bihar, Jharkand and Orissa but also works towards access to primary and secondary education, especially for girls. Organizations such as DFID, USAID, Danish Embassy, ADB, European Commission, CIDA, SIDA, NORAD and others work on the theme of education while the World Bank invests specifically in primary education. The UNICEF Child Protection Program in India intervenes in child labor, child trafficking and children in difficult situations, The WD-REK Alliance works in several states closely together with UNICEF.

⁴ www.setwinapgov.org

⁵ http://india.nlembassy.org/economy_trade/special_programmes

⁶ Gareth Price, "India's aid dynamics: from recipient to donor?", Chatham House, 2004.

4.11. HARMONIZATION AND COMPLEMENTARITY KENYA

5.2.5a Geographic and thematic complementarity issues have been dealt with between the applicant (and co-applicant) and other Dutch and non-Dutch civil society organizations.

In Kenya, the WD-REK Alliance programs are implemented in several regions, all mentioned in chapter 4. The main focus of the Alliance is on education and TVET for the young generation in an integrated way. Collaborative efforts are underpinned by MOUs, to streamline coordination and meetings.

Education subprogram

The education program will be implemented in Rift Valley, in Samburu District, Turkana District and North Pokot District. In the education program, the partner organisation pays attention to raise capacity and improve quality of present government schools a.o. by means of teacher training and infrastructural changes such as water and sanitation. There is a structured cooperation with the governmental City Education Boards, which on the basis of an MoU provide technical guidance on the implementation of the program and realise monitoring visits. There is an MoU at district level in North Pokot with the District Ministry of Education in Alale on improvement of quality education and protection of girls. Good links are established with the Rift Valley provincial representatives of the Ministry of Education in Nakuru. In addition, our partners have an MoU with WFP for cooperation in de-worming programmes in schools and distribution of supplementary food in schools. Coordination with Médecins Sans Frontières and the Ministry of Education District Nutritional Officer (technical guidance) takes place. On Water and Sanitation and environmental conservation as part of Education, an MOU is in place with Earth Watch, a conservancy Institute active in Samburu district. Lessons learned and best practises are shared. SNV is also active in education and water and sanitation in the ASAL areas. A letter of Intent is in place to share best practises and lessons learned in these regions and on the aspect of e-learning (see Annex 13.b.19).

TVET-JBS subprogram

The TVET-JBS program will mainly be implemented in Nairobi Province (Nairobi West District), Nyanza Province (Nyando District, Kisumu East District), Eastern Province (Makueni District, Kitui District, Kibwezi District), and Rift Valley (Wareng District, Naivasha District, Narok District). In the ASAL locations TVET will be implemented along side with the Education subprogram. The TVET-JBS program is implemented in cooperation with a wide range of actors. There are intensive contacts with the Kenya Youth Empowerment and Employment Initiative launched in March 2010. This Initiative brings together a number of organisations working and advocating for more and better employment opportunities. The Alliance partners are member of this network, together with other organisations like Africa Nazarene University, Ministry of State for Planning National Development and Vision 2030, Ministry of Youth Affairs and Sports, National Economic and Social Council, USAID, Winrock International, Compassion International, Don Bosco International, Kenya Youth Business Trust, SOS Children's Villages, and International Child Support.

The partner organisations are linked with other training actors like Nairobiits, a digital design school providing trainings to slum youth in Nairobi. Nairobiits is sharing best practices about the ICT curriculum, Undungu Society and facilitating TVET in various sectors, particularly through the apprenticeship model.

In order to make a smooth link with the employment sector, the TVET-JBS programme is coordinated with the Jamii Bora Trust, Empowering Lives International and Sadiki Development Trust. All these organisations provide micro-enterprise and business development trainings to TVET graduates of the program and to parents and caretakers within the target areas. In addition they provide credit and business mentorship to the target population. With some of these organisations an MoU is being developed. Partnership with Nairobi University - Kabete Business School, Nairobi Stock Exchange and Equity Bank is also maintained to increase knowledge, share training experiences and establish networks.

Recently, the WD-REK Alliance has concluded a Letter of Intent at regional level with SNV, to be worked out in MoU's at national level in the various countries, including Kenya (See Annex 13.b.19). This Letter of Intent is the foundation of cooperation with SNV on sharing best practices, networking, resource mobilization and complementarity in the TVET-JBS programs. Lessons learned will be shared and, if applicable, implemented into curricula in order to complement each other's work.

There is exchange with ANPPCAN (African Network for the Prevention and Protection of Children against Abuse and Neglect), focusing on capacity building and policy influencing on child protection, together with Compassion International, USAID/PEPFAR, Child Life Kenya, and other organizations.

The Alliance partners also work together with PLAN International for mutual learning and sharing best practices on how to deal with child abuse, neglect and exploitation. In addition, WD-REK Alliance has signed an MoU with International Child Support, Terres des Hommes and SOS Children's Villages to join hands in Nyanza (See Annex 13.b.14). This network will focus on learning and sharing of best practises in HIV/AIDS approaches, Education, TVET-JBS , networking and policy influencing on child rights. In the area of HIV/AIDS there is collaboration with NASCOP (National AIDS Control Program Kenya). Intervention areas for the program activities against child abuse are coordinated with the Ministry of Gender and Children and more lessons will be drawn from Cradle, an organization active in Child and Youth protection.

In the Netherlands, a number of Dutch Alliances, all active in education and vocational training, have consulted each other in order to ensure complementarity and where possible to harmonise program implementation. The Alliances have formulated an agreement about complementarity (see Annex 13.b.2). Of all these Alliances, the following are working in Kenya and will implement the agreement: ICCO Alliance, Together4Change, Child and Development Alliance, Connect4Change Alliance, WD-REK Alliance. Between the ICCO Alliance and WD-REK Alliance, specific trajectories for cooperation are defined for the period of 2011-2015 (see Annex 13.b.1). Partners have agreed to exchange best practices and explore possibilities for joint research projects, policy influencing activities, evaluations of (vocational) education projects/programs and field visits. For the Education program in Kenya, this includes exploring possibilities for cooperation in the area of pastoralist education and relevant TVET in these areas.

5.2.5c The programme should be harmonised with Dutch bilateral aid efforts and/ or with important donors in the countries where the programme is being implemented.

Kenya's development strategy is articulated in the Investment Programme for Economic Recovery Strategy (IP-ERS), the PRSP, and various related sector strategies and policies. Vision 2030, which builds upon the achievements of the IP-ERS, is built on three pillars – economic growth, equitable social development and strengthened democratic political system.

Education subprogram

The WD-REK education programme is in alignment with the EFA/MDGs, which are taken as a starting point for policy by the government in conjunction with UNDP. More specifically: increased enrolment, increased attendance and retention rates; improved school infrastructure; decreased levels of absenteeism and improvement quality education are key points in the program of the Ministry of Education. Our nutrition activities in the schools are in conformity with the Child Health Policy and the Child Survival and Development Strategy of the Ministry of Health / Ministry of Medical Services. Promoting girls education in semi-arid and arid areas of Kenya will touch on the gender strategies of the government.

One of the government's priorities is access to water and sanitation in semi-arid and arid areas. Our education subprogram focuses on water and sanitation issues at school and in the home communities of the children. Particularly in the semi-arid and arid areas, access to water, will be improved and training on hygiene and water purification methods will be provided in the schools and home communities of the children. This will reduce water-borne diseases and save time for children to fetch water. With active community involvement and contribution, latrines and water points (dams, rainwater harvesting and storage, and boreholes) will be repaired and established. Besides, in the curriculum, there is attention for environmental care and climate change, in line with the government focus.

TVET-JBS subprogram

The Kenyan government, in particular the Ministry of Youth Affairs and Sports in its strategic plan, has realised that providing training, mentoring and coaching to youth and promotion of job creation is a major strategy in keeping society stable and peaceful. The commitment of the government is that in each constituency there should be a youth empowerment centre by 2030. With the TVET-JBS program, partners will contribute towards this strategy.

The government prioritises access to TVET. However, the Alliance partners advocate against the bias of the government in favour of traditional approaches. The partners strongly recommend including innovative training strategies in the program package, as well as the preparation of new curricula relevant to current market requirements and the establishment of a governmental TVET agency for better policy guidance and governance of the TVET sector. The partners are also active in alternative ways of Job and Business Services. One of the gaps

found by both the partners and the government is in the area of coaching and mentoring. Many youths need transformation of mindsets to become strong, effective and honest leaders. Peers in the communities are found and trained to form examples to the youths of good mentors and leaders. Focus on Rural Areas and Market Expansion is another area the partners are keen on. The mission of the government to open 180 Markets in 180 Constituencies is a development the Alliance Partners embrace and will use in their strategic choices. The Alliance partners have active contacts with several government organisations: e.g. the Ministry of Trade, the Kenya National Examination Council on the accreditation of market oriented vocational courses, the Ministry of Higher Education, Science and Technology on accreditation - sharing best practices and policy development for the sector, and the Kenya Institute of Education on the development of market oriented curricula and teacher capacity enhancement.

The majority of Kenyans is involved in agricultural activities due to lack of jobs. The WD-REK Alliance will connect TVET to the agricultural sector, while adopting government priorities of increased agribusiness development. The program will develop strategies and prepare training modules on agribusiness development.

In addition, the government prioritises the availability of microcredit for youths. The introduction of the Youth Enterprise Fund is a key achievement in this regard. Still partners are advocating that the government should consider cost effective modalities of increasing the supply of affordable credit in all provinces, including establishment of provincial public banks. Support should be made available to graduates who may prefer to start their own enterprises or to upgrade their skills.

Within both Education and TVET-JBS subprograms mainstreaming topics will be Child Protection, HIV/AIDS prevention and coping mechanisms, Gender aspects, Peace and Reconciliation techniques and Environmental Awareness. All of these are also high priority programs within the government. Peace and Reconciliation has become even more important after the 2007 post-election violence. Coping mechanisms on conflict resolution are still key as the Referendum on the Constitution in August 2010, the ICC trials in The Hague, planned for end 2010 and 2011 and the elections foreseen in 2012 are approaching.

Harmonisation with Dutch bilateral aid efforts or other important international donors

With regard to the bilateral development relationship between The Netherlands and Kenya, the overall objective of the Embassy of the Kingdom of The Netherlands is to contribute to peace and stability in the country. This was strongly felt in 2008 when EKN actively contributed to the peace agreement made by the team of Kofi Annan. EKN also pledged money for emergency relief to Red Cross, IRC and IMC. The EKN is still following the peace accord process with the Annan team.

EKN focuses on two sectors: private sector development and governance (including human rights, accountability and gender). In the water sector EKN is silent partner (UNICEF is the lead). HIV/AIDS and Environmental conservation is another important topic for EKN. In education contributions are made via the multi-donor trust fund (*Fast Track Initiative*).

Concerning governance, EKN aims for the following results:

- 1) improved human rights for all with special attention to women, children and human rights defenders;
- 2) enhance governance performance with appropriate checks and balances and improved performance of state security agencies and judiciary with reduced impunity and corruption;
- 3) conduct of peaceful, democratic elections and referenda with credible outcomes, a good electoral system and proper checks and balances.

In The Netherlands WD-REK Alliance via their membership in Prisma are active members of the Better Care Network, a partner of ANPPCAN. In its official policy, the Dutch Ministry of Foreign Affairs fully recognises the importance of child protection and child rights issues, as taken up by the aforementioned networks. WD-REK Alliance recognise the fact that EKN is a partner of the Kenyan chapter of the ANPPCAN on child rights issues. Of late the WD-REK Alliance and the Embassy have a more structured contact on their participation in this child protection network. The efforts of both the Alliance partners and EKN can be enhanced as the Alliance Partners are strong at grassroots level and EKN at National Level. Periodical exchange of information on both sides is key in this process.

Concerning private sector development, EKN strives for economic growth achieved with a reduction of both inequality and poverty levels. EKN works on:

- 1) increased contribution of the private sector to national economic development;

- 2) more successful enterprises, especially micro and small ones, with more women entrepreneurs;
- 3) reduction of unemployment;
- 4) decreased corruption;
- 5) increased trade and investments.

WD-REK Alliance is willing to exchange information with EKN to find ways to link its rural development and agribusiness development including SME activities to EKN's programme on private sector development. The Alliance partner organisations already have a relationship with one of the sector boards of the Kenya Private Sector Alliance (KEPSA), a partner of EKN, and with the Youth Business Advocacy Fund. Further exploration is needed whether there are commonalities between our economic development activities and other PSD programs supported by the Embassy. The collaboration with SNV in this respect will contribute to innovative and relevant ideas. Other options of collaboration will be explored with links to the TVET-JBS program. The business platforms of the WD-REK Alliance could be an instrument in developing these links.

Currently, around 40 Dutch or Dutch related NGO's that receive funding from MFS1 are active in Kenya. These NGO's are, amongst others, operational in Sustainable Economic Development, HIV/AIDS and Sexual and Reproductive Health Rights, Education, Conflict Transformation and Environmental Care. Initiated by EKN in Kenya, the organisations and their partners meet at least once a year to discuss complementarity and to share best practices and lessons learned. Six working groups have been formed: Child & Education, Environment & Water Management, Water Sanitation & Housing, Health, Social-Economic Development, and Governance & Human Rights. The Alliance Partners are a member of the Child & Education group and participate in meetings.

At International donor level, the WD-REK education program is working in close cooperation with UN World Food Programme. Partners also participate in the UNICEF led Nutrition Sector Forum, for the coordination of nutrition interventions, localities of intervention, sharing of experiences and best practices. For the child protection aspects of the program there are regular contacts with UNDP and the Joint Learning Initiative on Children and HIV/AIDS (JLICA, funded by UNICEF, Bernard van Leer Foundation, Harvard School of Public Health and FXB) for policy guidance and mutual learning. On a frequent basis meetings with UN OCHA are attended to align programs with other NGOs and UN agencies to prevent overlap and mismatch in programming.

The above analysis of (possible) complementarities is limited, due to the fact that EKN plans run till 2011. The priorities of a new government for Dutch development cooperation are unknown as yet, so changes might occur after 2011. WD-REK Alliance is always willing to discuss new opportunities for complementarity with EKN, should priorities change.

4.12. HARMONIZATION AND COMPLEMENTARITY NICARAGUA

5.2.5a Geographic and thematic complementarity issues have been dealt with between the applicant (and co-applicant) and other Dutch and non-Dutch civil society organizations.

In Nicaragua the WD-REK alliance works with two partner organizations: *Pueblos en Acción Comunitaria* (PAC), mostly focussed on AD and ED, and *Instituto Nicaragüense de Evangelismo a Fondo* (INDEF), which is active in the field of Education and TVET-JBS.

Education and TVET-JBS subprograms

Within the Education and TVET-JBS programs of INDEF there is a very strong and close collaboration and cooperation with existing local community structures and CBOs as well as the public system. *Gabinetes de Poder Cuidado* (GPC - translated: Civic Powers' Cabinet) was promoted by the government, in accordance with the law on civic participation, with the objective of strengthening citizen participation in policies and decision-making at various levels, from local communities to district or provincial level. Being a government initiative, led by the wife of President Ortega, there are still many questions regarding the real possibilities for civic participation. The network was supposed to create a voice for the people in the controlling and influencing of public administration, but it is simultaneously used for the implementation of public policies. This requires a continuous alertness on the part of civil society in order to remain a critical sparring partner of the government.¹ INDEF currently sees the GPC as a positive step, though always remaining alert, and as such engages with the GPCs to further strengthen them as a platform for citizens. INDEF works in collaboration with the GPC in all communities, underpinned by MoU's, on common policies and programs regarding education and TVET. As an example, INDEF has been involved in the current process of formulating the 10 year Education Plan within communities in cooperation with the government and the GPCs. The trust INDEF has built through its close contacts with communities over a longer period of time, allows INDEF to encourage and promote community participation in these processes.

In its TVET program INDEF cooperates with *Vivero de Empresa* in León. This institute was founded by AECI, a Spanish development cooperation organization. Now it is part of the Mayor's Office of the city. The institute promotes entrepreneurial initiatives and gives technical support, as well as possibilities for internships and jobs for trainees. INDEF makes use of this organization in order to get internship and job opportunities for its students. INDEF meets *Vivero de Empresa* three times per year to discuss strategic issues concerning TVET-JBS.

INDEF also cooperates with IXCHEN, a platform which aims to defend women's rights. The cooperation is a means to help students of the vocational course on professional beauty (make-up, hairdressing, etc.) of INDEF. A lot of these students have a past of being abused. INDEF provides training on their rights and sexually transmitted diseases. INDEF and IXCHEN meet once a month to share experiences and expertise and to discuss strategic issues.

Both PAC and INDEF are currently looking more in-depth at possibilities of further cooperation. This would especially be on the link between TVET and the business sector, in which their experience is complementary. Within the Caribbean and Latin America Regional Alliance (mentioned in chapter 4), of which they are both members, sharing at policy level already takes place.

Agribusiness Development and Enterprise Development subprograms

PAC has close ties with World Relief, an INGO from USA. It also collaborates with Humane Society International in the cacao chain. Due to the nature of its activities as a business development organisation, PAC mostly works together with the private sector. This is with national and international companies such as Starbucks via Atlantic S.A., and American Fresh Products Distributors. Additionally PAC works with NGOs/bi-lateral donors, which work on business development in Nicaragua, e.g. Adventist Development and Relief Association for Segovia Region, and USAID which has a national SME-program in value chain development. These programs focus mainly on business capacity, while PAC provides also financial services for SME in the agricultural sector. PAC has commercial agreements with private sector actors on supply contracts, organization of supply chain deliveries and in-chain financing.

The partners of the WD-REK Alliance make decisions regarding which geographic intervention areas they intervene in. Currently, there is no geographical overlap with the FSED (Fair and Sustainable Economic Development)

¹ <http://www.wilsoncenter.org/events/docs/Chamorro.pdf>

program of the ICCO Alliance. Nonetheless, there is an agreement with ICCO, that SMEs identified by ICCO needing specific assistance, can apply for financial assistance with PAC, which has different modalities to cater for the specific needs. The condition is that they are not also part of the FSED program. In this manner PAC's program is extended, if the SME is sufficiently economically viable and attractive for PAC as well.

The HIVOS Alliance focuses in the microfinance sector. The partner organization PAC also works in this sector, but more at a meso level and more value chain oriented. There is no overlap between the alliances in this sector, because the WD-REK alliance contributes more towards the development of the SME-sector in collaboration with the partner organization. The WD AD/ED program officer for the region lives in Nicaragua and has regular contact with various organizations, including ICCO and HIVOS at the Embassy of the Kingdom of The Netherlands (EKN) to ensure complementarity between organizations and to avoid overlap.

5.2.5b The programme must be relevant within the context of national government policy.

Education and TVET-JBS subprograms

INDEF collaborates – as mentioned – closely with the government at national and local level. Together with local government INDEF has been working through the GPC mentioned above in the formulation of a ten year plan for Education in the various localities where they work. INDEF also works complementary to the public system of education. The work of INDEF is twofold: (i) strengthening the public Education system (e.g. training of teachers of public schools, providing computers to public schools). (ii) Improving the learning outcomes of the students enrolled in public schools (through Education clubs after school). In this manner the education and TVET programs are aligned with the new PRSP of Nicaragua.² Additionally in both TVET and Education INDEF contributes to the new National Development Plan, which focuses on increased access, improved relevance of Education and the development of values among students.

In the area of TVET, INDEF is in contact with INATEC (Ministry for national TVET) in which there is collaboration in the improvement of the national curriculum for some technical courses. A MoU with the Ministry has been signed for this collaboration. The courses of INDEF are also registered by INATEC. The Ministry is quite positive about the quality and relevance of the TVET provided by INDEF. The recognition of that program was determined during monitoring visits by the Ministry. These monitoring visits are a good opportunity to constantly improve the quality of the standards of vocational training.

The PRSP of May 2010 states that the present Government of Reconciliation and National Unity is reviewing and building a labour policy that is adjusted to the principles that govern its national plan PNDH. The improvement of labour conditions and the protection of workers' rights are mentioned. INDEF plans to advocate for fair labour conditions by starting with the use of the Fair Labour Score Card in the Job and Business Services activities (see description of this tool in chapter 5, TVET-JBS section).

One of the main elements in the government policy in TVET is improving the quality of the curriculum. In the TVET project INDEF has structural meetings with the government to exchange experiences and ideas about relevant curriculum development. Another main element is to work for: "better students, incorporating values, knowledge and skills, relevant to perform successfully in their daily lives". The holistic approach of the TVET programme of INDEF fits completely into this government priority. The same policy document states "Education as a responsibility of the state but as task for everyone; strengthening teacher, alumni and parent organisations." The plan of INDEF to set up an Alumni Association during the coming period, is in line with this priority too.

Agribusiness Development and Enterprise Development subprograms

The Enterprise Development program of the WD-REK alliance contributes to the National Plan for Human Development (PNDH), through program attention for the development of the smallholders, SME and rural value chain development. PAC clients are users of the PROSEDE; a Dutch funded program regarding BDS voucher schemes.

Currently in Nicaragua there is a high involvement of the government in private sector operations, through for example credit delivery structures and the development of the export sector. The WD-REK Alliance through its partner organizations will complement initiatives to strengthen the private sector, but will differ in some aspects with the methodology of the government. The Alliance sees the necessity to allow the market to play its role in

² <http://www.imf.org/external/pubs/ft/scr/2010/cr10108.pdf>, see pages 36-37.

some cases without too much direct outside interventions to secure also the longer term sustainability of the private sector. In this the government should only play a regulatory and more indirect role.

The AD program is not completely new in Nicaragua, as PAC has been working for a longer time with small-holders and producers. The program will give an extra impulse to the agricultural sector. This contributes to the policies of the government to invest in this sector, together with all stakeholders involved.³ Compared to the government activities, which are mainly focusing on an increase of production of existing crops⁴, the AD program will focus mainly on agricultural diversification and market access.

5.2.5c The programme should be harmonised with Dutch bilateral aid efforts and/ or with important donors in the countries where the programme is being implemented.

Harmonization with the Embassy of the Kingdom of The Netherlands (EKN)

In Nicaragua the priorities of EKN are good governance, human rights (with a focus on women's rights), sustainable economic growth (private sector development), and health.⁵ The WD-REK programs in Nicaragua concentrate on education, TVET-JBS, AD and ED. In this paragraph we will concentrate on the common theme of sustainable economic growth.

EKN has over the past years worked substantially in the area of PSD, focusing on MSMEs and their support organizations. It is felt that the double-track policy (building up of SMEs and developing value chains) will positively contribute to inclusive sustainable economic growth. In PSD EKN and the WD-REK alliance collaborate on several levels, ranging from information sharing to some cases where projects receive financing from EKN as well as from WD-REK Alliance. EKN finances a coffee project with FUNICA. PAC participates in the project with FUNICA. EKN also assists the CEI (Centro de Exportaciones y Inversiones), to which PAC is connected and makes use of its services. There is continual exchange of information regarding the PUM program and looking at possible expert missions in SME. Exchange of information and talk of future investments also takes place regarding the PSI subsidy possibilities.

The like-minded donors (DFID, Finland, Switzerland and The Netherlands and possibly EU) will set up one or more multi-donor common funds (CF) to support government and private sector organizations in selected value chains. Due to the exclusion of some political parties during the elections and election fraud in 2008, the general budget support has been frozen from 2009 onwards.⁶ So it will be important to watch whether the multi-donor CF will continue as planned.

EKN is an experienced and respected donor in PSD. The Netherlands (and UK and Finland) have an advanced position in experience with the value chain approach and the Private-Public Partnership (PPP) instrument. Besides University research on the issue with Wageningen (WUR) and Nijmegen (CIDIN), experience exists in PPPs involving organizations such as SNV, ICCO and HIVOS. Obviously instruments such as PSI, PESP and PUM can be used. EKN will continue to play an active role in the implementation of the Paris-Accra Agenda, the EU Code of Conduct and the Potomac Declaration.

EKN finances FAO for the improvement of maize and potato crop (apart from value chains in coffee, wood furniture and tourism), in which WD-REK plays a facilitating role through PAC in the potato value chain in Northern Nicaragua.

Special mention deserves the common interest and increasing cooperation between Dutch organizations (MBN+), and EKN with respect to value chains for sustainable economic growth (SNV, ICCO, LBSNN (Stedenband), HIVOS), women's rights/SRHR (HIVOS) and governance (Oxfam Novib). The WD-REK Alliance participates in the MBN+ consultation and is actively exploring possibilities for complementarity in this platform. As a result of this exchange of information a joint statement has been formulated between organizations to coordinate their efforts in sustainable economic growth.

The above analysis of (possible) complementarities is limited, due to the fact that the EKN plans run from 2008 till 2011. As of yet the priorities of a new government for Dutch development cooperation are unknown, so changes might occur after 2011. WD-REK Alliance is always willing to discuss new opportunities for complementarity with EKN, should priorities change.

³ <http://www.imf.org/external/pubs/ft/scr/2010/cr10108.pdf> See pages 23-24.

⁴ <http://www.pndh.gob.ni/documentos/pndhActualizado/pndh.pdf> See pages 28-29

⁵ MASP EKN Nicaragua, 2008-2011, <http://www.embajadaholanda-nic.com/downloads/masp20082011.pdf>

⁶ Tweede Kamer der Staten Generaal, Vergaderjaar 2008-2009, Kamerstuk 29237 nr. 101, Brief van de minister voor ontwikkelingsamenwerking, 3 juli 2009.

4.13. HARMONIZATION AND COMPLEMENTARITY PHILIPPINES

5.2.5a Geographic and thematic complementarity issues have been dealt with between the applicant (and co-applicant) and other Dutch and non-Dutch civil society organizations.

The partner organisations of the WD-REK Alliance in the Philippines implement the following subprograms with the following partner organizations: education; Technical Vocational Education and Training/ Job and Business Services (TVET-JBS) (partner organisation AMGP), Agribusiness Development/Enterprise Development (AD/ED) (Oikocredit, Tekton BDO, CCT and new partners) and Strengthening of partner networks (SPN). The program targets (poor) urban and rural areas in the whole country. Only the ICCO Alliance and Cordaid are active in the Philippines, in the area of AD/ED.

Education subprogram

Within the education subprogram there is cooperation on several topics with different organisations. For policy influencing on child rights AMGP cooperates with the Association of Child Caring Agencies of the Philippines (ACCAP) and the Philippines Children's Ministries Network (PCMN). For capacity building of staff and strengthening the quality of the subprogram cooperation exists with PCMN and VOICE (Value Orientation Classroom Education). PCMN provides trainings on centre management, project management and curriculum development. Moreover, PCMN is used as a source of information about educational trends and child sponsorship programs. Together with PCMN AMGP also assists community based organisations in developing child development programs. With VOICE best practices are shared regarding value-based life skills education.

Different organisations also play a role in the execution of the education subprogram by AMGP. STAIRS provides creative workshops for the children on dance, mime and drama. Part of the education subprogram is about community development which is directed towards the parents of the children. This program has the objective to increase the families' income and possibilities to support the children. Within its Community Development Program the Centre for Community Transformation (CCT, an AD/ED partner within the WD-REK Alliance) provides trainings on entrepreneurship and microcredit for the parents. The institute Botikang Barangay assists the families in this program to acquire access to cheaper, affordable medicines. The CARE Channel facilitates livelihood trainings for mothers in the program. Lastly, through Mama's Hope, the children from social-economical poor families in the program receive subsidized school supplies.

TVET-JBS subprogram

Relations with non-governmental organizations are strong. In the TVET-JBS subprogram close cooperation between the various partners takes place. AMGP (specialized in TVET-JBS) together with CCT (specialized in micro credits, trade guilds, life skills training and training in entrepreneurial management) recently expanded their activities with a jointly managed TVET-JBS subprogram in the rural area of Laguna.

For capacity development one partner is working with the Bulacan State University, the Baliuag University and the Bulacan Agricultural State College, especially when it comes to training of teachers and curriculum development. Exchange with the Philippine Welding Society takes place with regard to exchange of technology and capacity development of training staff. AMGP has signed a MoU with several networks and organizations, among which are:

- BATS (Bulacan Association of Technical Schools) – for upgrading the quality of the training practice;
- BAAA (Bulacan Association of Accredited Assessors) – for teachers training;
- PWS (Philippine Welding Society) – to meet the needs of the welding industry;
- AASHPI (Asian Association of School HRM Practitioners Inc.) – for HRM quality aspects;
- PASWI (Philippine Association of Social Workers Inc.) – for joint policy influencing on social issues.

Within the TVET-JBS subprogram solid relations exist with the business sector: the partner cooperates with 75 companies. Examples are EEI and Lexmark, Sutherland Global, Global services and Hitachi. The companies visit the Annual Partners Day, are involved in the curriculum development, provide apprenticeships and jobs, and some of them even support the school financially. Regular consultation with state, companies and private institutions provide a right environment to ensure the quality of the subprogram; checking standards, providing opportunities for benchmarking and common policy influencing, in that way expanding the services offered by AMG Philippines, CCT and Tekton BDO. Finally, the JBS project has built a very strong Alumni Association for getting regular feedback on the content of the subprogram and for creating a national network which is continuously tapped for apprenticeship places and possible jobs.

AD/ED subprograms

WD-REK Alliance collaborates with Oikocredit in the Philippines under the global MoU between Oikocredit and Woord & Daad for guarantees and co-financing (see Annex 13b10). Partner organization Tekton BDO (TBDO) – active in the field of Business Development Services (BDS) and Small and Medium Enterprises (SME) financing – has a close relationship with the Philippine Business for Social Progress (PBSP), partner of BID (a united entrepreneurship alliance). Through this network TBDO provides their BDS to start up young enterprises/entrepreneurs.

CCT's credit Cooperative for Microfinance collaborates with actors in the private sector as well. About 60 business people (Philippino) are involved in mentoring micro entrepreneurs willing to increase and professionalize their business. Also an agreement with the insurance company Philcom enables CCT to offer life insurance to the members of the Cooperative.

Partners of the ICCO Alliance and the WD-REK Alliance will join and complement forces in improving the quality of value chains in different parts of the Philippines. Both alliances have agreed upon this cooperation. Together we have formulated our approaches and geographical focus. ICCO has a focus mainly on small producers from marginalized groups and producer organizations in the Southern part of the Philippines. WD-REK Alliance will expand their AD/ED subprogram mainly in Luzon. Our AD/ED subprogram is focused on strengthening of service providers aiming for supporting chain actors providing inputs and services to the value chain in order to increase volumes and being competitive in the food crop market. This in addition to ICCO, as well as Cordaid, focusing on programs to strengthen value chains on the level of farmers. Regular sharing of experience, visit reports and if necessary field visits will prevent overlapping activities.

5.2.5b The programme must be relevant within the context of national government policy.

The role of the non-state sector and civil society is significant in the country. Through the government body Philippine Council for NGO certification (PCNC) self-regulation in the sector takes place, on basis of quality labels recognized by the government.¹ From the WD-REK Alliance partners CCT is member of PCNC. AMGP is in the process of becoming a member, as well as Tekton BDO.

Education subprogram

The education subprogram contributes to the efforts of the government and other NGOs. AMGP clearly contributes to achieving MDG2. The education subprogram aims not so much at improving access, but at improving the effectiveness of existing education. It provides pre-school education to little children – which is not offered by public schools – especially in rural areas. This prepares the children in a better way for their basic elementary education. Starting Grade 1, sponsored children go to public schools, but they are provided regular tutorials to help them cope with the lessons. The pre-school education is provided in addition to other services, like school materials, health check-ups, nutritious meals at the centres, integrated life skills ethics and other centre activities, which involve both parents and children. Government policy also gives priority to a comprehensive approach regarding child education and health, so AMGP is definitely contributing to the government priorities within the education sector.

Within the education subprogram, AMGP cooperates with the government at several levels. Cooperation takes place with the Social Services Development Department, Department of Social Welfare & Development in order to be of influence on the development of national standards for child sponsorship programs and to provide information on conditions of education and child development at grassroots level. At local level AMGP works jointly with Barangay Council for the Protection of Children and Health Centres (for access to cheaper medicines provided for the target group).

TVET-JBS subprogram

The TVET-JBS subprogram of AMGP contributes to the government policy. In the plans of the government three goals for TVET are described.² The first goal is 'TVET for social inclusion', to stimulate participation of socially excluded people in the TVET. This aspect is explicitly included in the TVET-JBS subprogram, because socially excluded people are the target group of AMGP. The second goal of the government is 'TVET for rural

¹ www.pcnc.com.ph/

² National Technical Education and Skills Development Plan, 2005-2009, via:
http://www.tesda.gov.ph/program.aspx?page_id=50

development'. This priority of the government is also covered by AMGP, because through the cooperation with CCT rural skills and rural development are included in the vocational training in new areas. The third goal of the government is 'TVET for global competitiveness'. The vocational training of AMGP is aimed at improving competitiveness and trainees are hired by big national and international companies such as EEI and Lexmark.

AMGP's TVET subprogram is registered by TESDA, the Technical Education and Skills Development Authority of the Philippine government. Cooperation takes place on curriculum development, examination, and certification of trainers and students. TESDA has identified the following list of strategic themes for 2010 and beyond³:

- 1) "addressing labor market supply-demand imbalance
- 2) incorporating informal sector occupations in the PTQF
- 3) increasing the share of enterprise-based training
- 4) accrediting TVET providers for targeted occupations
- 5) securing employer acceptance of the TESDA Certificate of Competency as a hiring requirement
- 6) building capacity for program evaluation and tracer studies
- 7) institutionalizing career guidance and job placement services to improve TVET employment outcomes."

The TVET-JBS subprogram of AMGP contributes to the goals 1, 3 and 7. Goal 1 is covered by the JBS, in which the labor market is constantly scanned. The JBS provides regular feedback to the school regarding trades, quality and curriculum. Goal 3 is covered by the business skills training and the business incubation project which are included in the TVET subprogram. Goal 7 is also covered, because through the JBS subprogram students get career guidance during their training, but are also assisted in finding an apprenticeship and a job. The JBS keeps contact with the ex-students until two years after their study.

Additionally, the Department of Labour and Employment provides labour market information, profiling and mapping manpower at national level. This information is used by our partner for curriculum development. The government regularly monitors if and how accreditation standards and certification systems are in place.⁴ Government also provides scholarships (PESFA and PGS) for vocational training provided by non-governmental organizations, although these are limited in slots and in amount (being about €100 per year), while the costs for a high quality vocational skills training including boarding of students are about €800 - €1000 per year. Available scholarships for students of AMGP are received directly by the school. Additionally, there are national ladderization guidelines⁵ allowing students to progress between any accredited TVET and higher education (college).

AD/ED subprograms

The objective of the partners regarding Private Sector Development at the small and medium level contribute to the government policies: aiming to strengthen both SMEs and the agricultural sector to develop towards a higher level of production standards and marketing capacity, hence creating more added value. Specific laws and tax regulations need to attract entrepreneurial activities. Special incentives for enterprises, including SMEs, have been made available by legislation to promote business activities.⁶ The combination of AD and ED will address agricultural production constraints as well as post-production handling, value-adding, and distribution concerns, all of which are the major and inter-connected determinants of job creation and income stability in the countryside.⁷

³ Evaluation report of TVET by Asian Development Bank; <http://www.adb.org/Documents/PCRs/PHI/23229-PHI-PCR.pdf>

⁴ Among others the Philippine National TVET Trainers Qualification Framework (PNQF and PTTQF) and qualification through the Philippine Technical Vocational Education and Training System.

⁵ Ladderization guidelines enable college students to acquire vocational and technical skills in any of the first two years in college, so the job opportunities for those college students are extended, even if the students will not pursue a higher year to complete college education.

⁶ Chamber of Commerce of the Philippines Foundation Inc, Professor Melito Salazar Jr and Professor Quintin Tan, 2008, <http://www.google.nl/url?sa=t&source=web&cd=2&ved=0CCYQFjAB&url=http%3A%2F%2Fwww.philchamber.org%2FResource%2520Folder%2FStrengthening%2520Philippine%2520SMEs%2520A.ppt&ei=JHMXTGRLLeOeOMuPpccK&usg=AFQjCNHas5WS3ifPa7BkLeqL2mvhYdVCGw>

⁷ http://www.neda.gov.ph/ads/mtpdp/MTPDP2004-2010/PDF/MTPDP%202004-2010%20NEDA_Chapter2_Agribusiness.pdf

5.2.5c The programme should be harmonised with Dutch bilateral aid efforts and/ or with important donors in the countries where the programme is being implemented.

Harmonization with the Embassy of the Kingdom of the Netherlands

The Philippines does not receive bilateral aid from The Netherlands. However, relations exist focussing on trade and commerce, culture and environmental issues.⁸ Additionally, the Embassy has some limited budgets available for NGOs, which focus on human rights and good governance. The orientation of the WD-REK Alliance partners is however mostly on topics other than these.

Harmonization with other international donors

Education subprogram

Education has been given the highest budgetary priority in the national government budget, but the education budget is only 15,2% of the government total expenditure (2008).⁹ Therefore, other donors like EU, UNESCO and World Bank are involved in the education sector in the Philippines. The objective of the EU¹⁰, also regarding the education sector, is supporting access to basic social services, especially in Mindanao and the Visayas. The Country Assistance Strategy 2010-2012 of the World Bank aims generally for 'making growth for the poor'. One of the strategic objectives is to improve public service delivery, int. al. education. The National Program Support for Basic Education¹¹ Project aims to improve quality and equity in learning outcomes for all Filipinos in basic education. Both EU and World Bank use the sector approach, direct relations between these donors and (small) NGOs are therefore limited. AMGP runs its education subprogram in Visayas and Mindanao and has the same goals as that of the EU.

The UNESCO Asia and Pacific Regional Bureau for Education consists of the Asia-Pacific Program of Education for All (APPEAL); the Asia-Pacific Program of Educational Innovation for Development (APEID); and the Education Policy and Reform (EPR) Unit. By promoting education as a fundamental right UNESCO wants to improve the quality of education and to stimulate experimentation, innovation and policy dialogue.¹² AMGP is aware of those interventions, which are mainly school oriented. Focus of the education subprogram of AMGP is to enhance the effectiveness of government supported education. Therefore, AMGP's direct relations are limited, although they contribute indirectly to the aim of education for all.

TVET-JBS subprogram

AMGP cooperates with Compassion International in the TVET-JBS area. Compassion's main focus is child sponsorship and family enhancement. Compassion sponsors youths from its projects for TVET training at the training centre of AMGP to broaden their opportunities for gainful employment or successful businesses. AMGP is in the process of working with USAID on participation of persons with disabilities in program development.

AD/ED subprograms

CCT cooperates with the following international donors: End of Poverty USA, Peer Servants USA, Cross International Florida and Tear Fund New Zealand. Together with these donors CCT have built their micro credit program. Our subprogram is focusing on a small part of this micro credit program, namely on the growth oriented micro enterprises. No duplication is taking place.

⁸ <http://www.minbuza.nl/dsresource?type=pdf&objectid=buzabeheer:47391&versionid=&subobjectname>

⁹ Statistics derived from UNESCO:

http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=120&IF_Language=eng&BR_Country=6080&BR_Reg ion=40515

¹⁰ EC Country Strategy Paper Philippines 2007-2013, http://ec.europa.eu/external_relations/philippines/csp/07_13_en.pdf

¹¹ <http://www.worldbank.org/ph/external/projects/main?pagePK=64283627&piPK=73230&theSitePK=332982&menuPK=333014&Projectid=P094063>

¹² <http://www.unescobkk.org/index.php?id=6>

4.14. HARMONIZATION AND COMPLEMENTARITY RWANDA

5.2.5a Geographic and thematic complementarity issues have been dealt with between the applicant (and co-applicant) and other Dutch and non-Dutch civil society organizations

The WD-REK program that consists of four subprograms: 1) Education, 2) Vocational Education and Training and Job & Business Services (TVET-JBS) 3) Agribusiness Development (AD), 4) Strengthening the partner network (SPN) will be implemented by three alliance partners. These programs are implemented by the following partners BAMPOREZE Association, Africa Evangelistic Enterprise (AEE Rwanda), and Presbyterian Church of Rwanda (ERP), which together have formed a national alliance (signed a letter of intent)¹. Within this national alliance geographic and thematic complementarity issues are dealt with by synergizing their efforts and capacities, sharing experiences, knowledge, information and expertise for better service delivery and complementarity in policy influencing initiatives.

In each of the target districts the alliance partners coordinate development initiatives in the Joint Action District Forum (JADF) with other NGOs and the government. In the JADF the different actors seek to complement each other as much as possible and make use of each other's expertise.

Education subprogram

As far as development actors are involved in this sector, the WD-REK partner organizations harmonize activities through various networks including the Education Coalition. This coalition includes members such as VSO, Concern Worldwide/Rwanda, FAWE (lead organization on gender in education), Réseau des Femmes, Act Rwanda, ASOFERWA (Association des Femmes Rwandaises), ECAM (Education for Children Advocacy Ministries), SNV Rwanda, VSO, World Vision, Care international Save the Children, the Council of Protestant Churches in Rwanda and others. SNV and VSO coordinate collaboration in this sector. The coalition members meet regularly and work closely together on national education campaigns and are developing a joint education strategy to steer the several education initiatives in a common direction in order to minimize duplication of interventions (an MoU is being worked out currently). There is also a special focus on education for Orphans and Vulnerable Children (OVCs) and joint monitoring of the Child Status Index. The alliance partners, apart from working in the Coalition with SNV and VSO, are also linked at organizational level and share lessons learned. Of the alliances that applied for MFS II funding none except for the WD-REK alliance is active in the primary and secondary education sector of Rwanda as part of MFS II.

The alliance partner organization BAMPOREZE is member of a coalition of NGOs (ASSIST Rwanda, Community Social Development Initiative CSDI and Strive Foundation) that exchanges experiences and information regarding OVCs in order to strengthen each other's interventions. Partner organization EPR is member of Haguruka Association, which aims at training teachers to respect human rights in the education sector.

Recently partner AEE-Rwanda and SNV signed a partnership contract (see strategy in Annex 13.b.17 and 18) in education, whereby AEE will work together with SNV as a Local Capacity Builder providing capacity building support in Rubavu and Ruhango districts. The role of AEE Rwanda will be to especially strengthen district staff of the Education sector through the Joint Action District Forum for Education so that they can consistently follow up on education quality in their respective districts. Also Parent and Teacher Associations (PTAs) are strengthened and monitoring visits to schools are carried out as part of this agreement.

TVET-JBS subprogram

Within TVET-JBS the WD-REK partners participate in a network of local USAID funded partners. In this network curricula experiences are shared, as the government does not have a national curriculum. The alliance partners also actively cooperate in Rulindo district with the Cooperative Housing Foundation (CHF) and the Rwanda NGO Forum on AIDS and Health Promotion. These two networks focus on sharing experiences and best practices to provide better vocational training to OVCs.

Of the alliances that submitted a proposal for MFS II it was found that besides the WD-REK Alliance only the United Entrepreneurship Coalition (UEC) is also involved in vocational training. However there is little overlap in target group, as UEC mainly focuses on higher vocational training while the WD-REK Alliance is focusing on marginalized youth, with a special focus on rural youth with a need for lower vocational training and informal training. However to ensure ongoing complementarity and to enrich each other's programs, the alliances will meet with each other at least once a year and share each other's programs and experiences (see Annex 13.b.8).

¹ This letter is available upon request

AD subprogram

The partners meet quarterly with other NGO's to exchange knowledge, experience and coordinate activities with each other. One of these networks is specifically focused on enterprise development, while the other is an agribusiness/economic development network. As a result, partners have been able to effectively link over 100 cooperatives with various service providers. An important network through which the alliance will coordinate its work in this area is the IPER program (Initiative pour la Promotion de l'Entreprenariat Rural au Rwanda). Two co-financing organizations (IMPACT Alliance and ICCO Alliance) are also part of this network. They are focused on conflict transformation and economic development and work together in the IPER program (which is linked to AgriProFocus (APF)).

As a member of APF the WD-REK Alliance will collaborate with other members including ICCO Alliance and IMPACT alliance in its AD sub-program in Rwanda. The alliances will complement each other as the WD-REK alliance will facilitate the linkage of producer groups where appropriate with market value chains developed by ICCO and the IMPACT Alliances and other APF members. The alliances will make use of each other's expertise and seek maximum complementarity by each focusing on its own specific expertise, be it in group formation, market value chain development or technical capacity building on agriculture. Ongoing sharing of market chain development information between the different members will take place through APF (see Annexes 13.b.9 and 11).

The WD-REK alliance complements the program of UEC. While the WD-REK alliance mainly focuses on Agribusiness Development in rural areas, UEC will initially mainly focus on enterprise development in the urban context while eventually it might also get involved in rural enterprise development. UEC will focus on the development of SMEs with potential and existing entrepreneurs with a reasonable level of education. The WD-REK alliance on the other hand will work more on the development of entrepreneurship among poor youth and their parents in rural areas with few or no qualifications. As far as UEC will be involved in rural enterprise development, this will be focused on agriculture related traders while the WD-REK partners will in the first place develop the capacity of producers to make use of the market chain. Where possible the two alliances can complement each other in this respect. The WD-REK Alliance and UEC have agreed to meet bi-annually for ongoing harmonization and to further investigate how the programs can make use of each other's strengths (see Annex 13b8).

The WD-REK alliance partners are also involved in various networks in the areas of health, water and sanitation for the harmonisation of activities with other actors. Most relevant for this program are the HIV/AIDS related networks, as this is a mainstreaming issue. The partners AEE-Rwanda and BAMPOREZE are member of the National HIV/AIDS control Commission (CNLS), the Rwanda NGO Forum on HIV/AIDS and Health promotion and Rwanda Interfaith against HIV/AIDS. The purpose of these networks is the avoidance of duplication, sharing of experiences and the enhancement of the effectiveness of HIV/AIDS interventions.

5.2.5b The programme must be relevant within the context of national government policy.

The WD-REK Alliance organizations make a deliberate effort to align their programs to the national government priorities. The partner organizations AEE Rwanda, Bamporeze and EPR have MoUs with several government departments at district level (Education, Agriculture, Health). These MoU's cover their contributions towards strategies such as the Vision 2020, Economic Poverty Reduction and Development Strategy 2008-2012, HSSP II and the NSP 2009-2012).

Education subprogram

The government of Rwanda has embraced the Education For All goals (MDG-2). AEE-Rwanda has frequent and constructive cooperation with the Ministry of Education (within the framework of JARES, Joint Annual Review Education Sector) and other actors to discuss education related issues. Together the involved actors did a mapping of their education initiatives, in order to avoid duplication and to work jointly on the EFA goals. AEE Rwanda promotes 'education for all' through its program that facilitates the access to education for OVCs. EPR has church sponsored schools (104 primary schools, 35 secondary schools and 6 vocational training centers). In coordination with the District Education Departments the partner builds and equips schools and provides refresher courses for teachers of either primary or secondary schools. Recently the partners also started collaboration with the government in its effort to provide 9 years of primary education and shift from French to English education.

TVET-JBS subprogram

The TVET/JBS program is in line with Vision 2020 and the Economic Development and Poverty Reduction Strategy 2008-2012 (EDPRS). Rwanda has a TVET policy and the Rwanda Workforce Development Authority (RWODA) is mandated to promote, facilitate and guide the development and upgrading of skills and competencies of the national workforce, ultimately enhancing competitiveness and employability. AEE Rwanda, in its areas of operation, intervenes in promoting TVET activities and JBS especially for the less fortunate households. The alliance partners collaborate with the Ministry of Education in mutual learning and sharing through JARES, to promote TVET activities.

AD subprogram

The Rwanda EDPRS² encourages development of enterprises through capacity building initiatives, credit schemes and BDS. The AD programs of the WD-REK partners are contributing to these government priorities, namely by facilitating the development of entrepreneurial and business skills of rural enterprises and linking them with markets and necessary financial services. With their program they empower beneficiaries to do agricultural and livestock production beyond subsistence. An example is the program in Bugesera where one cooperative grows chilli's and (with the support of Rwandan government) members of the cooperative export to The Netherlands and Burundi. The WD-REK partner AEE Rwanda has facilitated various links with financial service providers for a number of groups.

The partners work together with the Rwanda Agriculture Development Authority (RADA). This government body advises and trains different cooperatives on the production and marketing of cash crops. RADA facilitates links with SPREAD (Sustainable Partnership to Enhance Rural Enterprise and Agribusiness Development) to help pre-cooperative members to do market analysis, increase productive capacity, and work with different microfinance institutions to give them access to financial services. Partners are also involved in environmental issues through the planting of trees and sustainable agriculture. A network the alliance (through AEE) is involved in, that relates to the AD sub program, is a food security and nutrition network where the partner works through the government and supports the government in improving food security for poor households. Through this network agribusiness takes place with crops such as chili, coffee, cassava and horticultural vegetables.

In their health programs the WD-REK partner organizations contribute with their interventions to the priorities of the Health Ministry. An example is the family planning program of the partners. High population growth is a challenge indicated in Vision 2020 and EDPRS. The partners sensitize community members in the target areas about the importance of and methods for family planning. Besides this the partners work on prevention of diseases. Also in regards to the HIV/AIDS program alignment takes place. The Ministry of Health aims at the improvement of the prevention of HIV/AIDS. Partners work together with district health departments in the facilitation of different training sessions to reduce HIV/AIDS related stigma, promoting use of PMTCT and VCT services and improving access to palliative care services.

The partners EPR and AEE-Rwanda are member of the National Unity and Reconciliation Commission together with many other NGOs, local churches and CBO's involved in unity, healing and reconciliation. Through this network the government intends to improve the interventions which contribute to the process of reconciliation in Rwanda.

5.2.5c The programme should be harmonised with Dutch bilateral aid efforts and/ or with important donors in the countries where the programme is being implemented.

Harmonization with Dutch bilateral aid efforts

The Dutch cooperation with Rwanda described in the Multi Annual Strategic Plan (2008-2011) of the Embassy of the Kingdom of The Netherlands (EKN) focuses on two sectors: 1) justice & good governance and 2) economic and private sector development. EKN is committed to an integrated regional approach for the sake of peace and stability in the Great Lakes Region. This approach focuses on environment, natural resources and regional stability. Furthermore EKN is involved in energy programmes and decentralization efforts, partly through NDIS and SNV.

² Rwanda Economic Development Poverty Reduction Strategy 2008-2012,

Concerning justice & good governance EKN aims to achieve the following results: better access to justice; improved quality and independence of jurisdiction, as well as improved conflict resolution and conflict prevention; reconciliation in Rwanda and the wider region; human rights to be fully respected; improved accountability at all government levels and free and fair elections.

Concerning economic & private sector development the objective of EKN is pro-poor sustained economic growth and a business climate. Support to TVET programs (and job creation) is one of the major priorities on the Dutch agenda as well as improvement of agricultural production, rural finance development and improved infrastructure.

Besides this EKN supports the Rwanda Ministry of Education in its implementation of its Education plans, with DFID as lead donor. EKN works closely together with GTZ in the field of TVET. MoFA is a direct major donor in the water and sanitation sector (via UNICEF).

Cross cutting issues of EKN are : 1) a political dialogue about rule of law, basic human rights, climate change, good governance, corporate governance and accountability and 2) gender, HIV/AIDS, environment and social inclusion and youth (vulnerable groups).

The WD-REK sub-programs of education, TVET-JBS and AD are definitely in line with EKN's Multi Annual Strategic Plan (2008-2011). EKN and the alliance partners in Rwanda share a common urgency to improve the capacity of the rural poor to escape poverty, especially considering the growing number of young jobless rural poor. Similar to the Dutch government, the alliance partners are focused on the development of market oriented TVET. EKN and the alliance have in common the need to address gender and HIV/AIDS. The contribution of partners to unity, healing and reconciliation through their involvement in the National Unity and Reconciliation Commission is also in line with the Dutch efforts to contribute to peace and stability.

In February 2010 WD-REK partners visited EKN. The partners of the alliance were informed about the TVET program and priorities of EKN. During the meeting the complementarity between the two parties was identified. Since the WD-REK partners mainly work in rural areas EKN was very interested in linking up, so that exchange of knowledge and experience can take place in the future. On top of that, complementarities in policy influencing were indicated. In future the WD-REK partners will frequently meet to discuss challenges at policy level with EKN and work together to strengthen and exchange policy influencing efforts, particularly on issues related to children and youths. This exchange is both macro to micro and vice versa.

Harmonization with other international donors

The alliance partners are all funded and or supported by several international donors (including some major International donors such as USAID (Education/ TVET/Enterprise development), EC (HIV/AIDS), Global Fund (Health/ Education), Kindernothilfe (Child Development), Kerk in Actie (Education), Riverview Children's Foundation (Education/Enterprise development), and Care International (Education)). SNV provides sub grants on Education.

The alliance partners organize their funding sources in such a way that the different donors complement each other either in geographical or thematic focus and avoid any type of duplication. The partners have MoUs with these different donors and have frequent meetings (some monthly or quarterly). They receive the circulars of the donors, which keep the partners updated about the focus and priorities of the partners. With Kindernothilfe (Germany) the WD-REK Alliance has an active cooperation; e.g. on annual basis partner evaluations take place.

The partners also work together with UN agencies such as UNICEF (child protection, health, education and TVET) and WFP (food security) and meet frequently (quarterly with UNICEF) for planning purposes, systems evaluation and fund mobilization.

4.15. HARMONIZATION AND COMPLEMENTARITY SIERRA LEONE

5.2.5a Geographic and thematic harmonisation must exist between the applicant (and, if applicable, the co-applicants) and other Dutch or non-Dutch civil society organisations.

The WD-REK Alliance cooperates with two partner organisations: Evangelical Fellowship of Sierra Leone (EFSL) and Cotton Tree Foundation (CTF). EFSL is a well established organization founded in 1959 as an association of Evangelical Churches in Sierra Leone. EFSL has a membership of 48 members of Church denominations, Para-Church Organizations and individuals. EFSL currently coordinates country wide programs in education, technical and vocational training, food security, HIV/AIDS and advocacy. WD-REK Alliance cooperates with the central EFSL administration and not directly with its members. CTF was founded in 2000, and has implemented a number of development programs in agriculture, education and TVET. Both EFSL and CTF are registered members of SLANGO, the Sierra Leone Association of Non-Governmental Organizations. SLANGO is a consortium of NGOs, of which the primary role is to ensure co-ordination among its members. SLANGO also serves as a unified voice of the NGO community in Sierra Leone. It forms the link between NGOs, government institutions, CSOs and donor agencies. EFSL actively participates as a member in the W-Africa Network for Peace building (WANEP) for collaboration on joint communiqués, early warning trainings and policy influencing campaigns.

EFSL and CTF join forces by sharing expertise and consult each other on project developments. They share strategy and policy documents to learn from each other's experiences. EFSL provided training on HIV/AIDS for the teachers of the CTF education program. CTF and EFSL have jointly started a health program in Grafton Camp, Freetown in which they share responsibilities for the construction and the operations of a health center. For food distribution in schools, CTF collaborates with World Food Programme (WFP).

Education subprogram

Members of EFSL implement education programs, providing education to marginalized communities. EFSL as a national body has decided to intervene in education, to be complementary on sector and national level to the education program of its members, of CTF and the Sierra Leone Teachers Union (SLTU). Through collaboration with the Freetown Teachers' College, teachers are trained in the distant-learning program of EFSL. The focus of the EFSL education program is to develop programs and curricula for capacity building of actors related to education. Secondly, through policy influencing and networking on regional and national level, quality issues in the education sector are addressed. In their education program, CTF mainly works in Grafton, a former internally displaced persons (IDP) camp. Through past engagement at Grafton, CTF has the trust of the IDP community at large¹. CTF cooperates mainly with school committees, parent committees, churches, entrepreneurs and the (local) leadership.

At the international level, cooperation is established between CTF and EFSL with Driestar Educatief, a Dutch University College for teacher training and consultancy,. A strategic alliance has been signed between Woord en Daad and Driestar Educatief for 2010-2015, with a focus on joint knowledge development and capacity building of teachers and school leaders in The Netherlands and Sierra Leone, Ethiopia and Burkina Faso (and other African countries) (see Stage 1 – Annex 63 in book F). The Dutch organization PLAN Nederland (part of the Child Rights Alliance) is active in access to (pre-) primary education in Sierra Leone. This alliance is also (like the WD-REK Alliance), signatory to the Education Declaration of a group of Dutch alliances, active in the education sector in developing countries (see the MoU in Annex 13.b.2).

TVET-JBS subprogram

Coordination meetings are held between the partners and the NGO desk of the Ministry of Development² on a regular basis, focusing on sharing of expertise and best practices. Members of the community, the TVET technical advisory committee and EFSL members advise EFSL on a regular basis regarding their TVET-JBS centre. EFSL participates in the monthly meetings of the National Council for Technical Vocational and other Academic Awards (NCTVA)³ for the curriculum development process. NCTVA was established in 2001 with the aim to validate and certify awards in technical and vocational education and teacher training. CTF participates as a

¹ Context analysis Grafton, MDF, 2009

² http://www.icnl.org/knowledge/ijnl/vol12iss2/special_6.htm

³ <http://www.nctvasl.org/council.htm>

stakeholder with NCTVA in their meetings. CTF and EFSL collaborate with NCTVA and other NGOs with the aim of mutual learning, by keeping each other informed through reports, joint problem/context analysis and priority settings and shared or joint interventions. CTF and EFSL made an agreement on project implementation areas to avoid duplication of efforts. For TVET, CTF operates in the Grafton and rural areas (North) and EFSL in Western urban (Freetown) and possibly South-East region in the near future.

Agribusiness Development / Enterprise Development (AD/ED) subprograms

Harmonization takes place between the WD-REK Alliance and Cordaid to synchronize collaboration regarding organizational development, strategic planning and support to the AD and ED subprograms through CTF in the rural areas. In this harmonization WD-REK focuses on stimulating the rice sector in rural economic development (mainly male farmers), while Cordaid stimulates the groundnut sector, focusing on women groups. At least once a year a meeting takes place between Cordaid and WD-REK regarding the interventions, sometimes together with CTF. ICCO plans to gradually turn their conflict transformation program into a youth entrepreneurship/ economic development program. Through Terrafina this might generate an opportunity to develop innovative financial products for youth enterprises like micro-leasing. HIVOS has plans to develop their green entrepreneurship program in Sierra Leone. In the ongoing programs there is no overlap in themes or regions with ICCO and HIVOS. CTF has regular meetings with community leaders in their agricultural intervention zones and with extension officers of Ministry of Agriculture, Forestry and Food Security (MAFFS). CTF also involves the business community in the agricultural interventions. This program will be further developed in the coming years.

5.2.5b The programme must be relevant within the context of national government policy.

Education subprogram

The government is committed to revitalize the education system in the country and focuses on providing quality, relevant and equitable learning opportunities for all. Education is seen as the key to human development.⁴ The Ministry of Education, Science and Technology (MEST) focuses on expanding access to basic education, in particular for disadvantaged groups. School fees have therefore been abolished for all children in primary schools and for girls in junior secondary schools in the Northern and Eastern Regions. This is in line with the national PRSP⁵. The two partners of the WD-REK Alliance in Sierra Leone contribute to the achievement of the goals mentioned in the government policy. Sierra Leone has a lower average expenditure on education as part of the GDP than other Sub-Saharan countries (3.9% instead of 4.5%⁶). Our partners want to contribute to enable Sierra Leone to reach the average level. The education program of CTF focuses on access for all children in Grafton and on improvement of the quality of education. CTF is working on getting more schools certified and paid for by the government. It is well-placed to undertake the lobby of attracting the government as well as other actors to Grafton⁷. A complementing factor is the effort of EFSL to collect data about the many community schools in its large network. This is very useful in supporting the government in its effort of data collection⁸.

TVET-JBS subprogram

The national education policy places TVET at the center of the education program for development in Sierra Leone⁹. The PRSP 2008 calls for poverty reduction through strengthening of marketable skills to enhance economic development in Sierra Leone. TVET is focused on areas of urgent need especially the agricultural, industrial and commercial sectors, to fill the gap in technical and manpower needs in the country¹⁰. EFSL has good contacts with the Technical Vocational Heads Council (TVHC) and the NGO Desk of the Ministry of Education. TVHC meetings are held on a monthly basis for capacity development planning, information and experience sharing. Contacts are also made for analysis and solution of joint problems such as demarcation of operational zones etc. The focus of this cooperation is about setting joint areas and activities of priority with all partners in line with government development aspirations, and avoiding overlap in the operational zones of

⁴ Commonwealth of learning, 2005

⁵ World bank 2007

⁶ UNESCO 2007

⁷ Context analysis Grafton, MDF, 2009

⁸ ActionAid (2007) Confronting the contradictions, by Akanksha A. Marphatia, Rachel Moussié, Anne-Marie Ainger and David Archer. http://www.actionaid.org/assets/pdf/AAConf_Contradictions_Final2.pdf

⁹ World Bank, 2007

¹⁰ GOSL, Education act 2004

each other. Contracts are made about joint programming activities and dividing responsibilities among the different NGOs. Both EFSL and CTF TVET-JBS programs contribute to achieve the objectives of government policy. EFSL has signed contracts with a number of governmental bodies, for instance the Resource and Curriculum Development (RCD) Unit of the Ministry of Education. The focus is to develop an appropriate TVET curriculum in relation to market demands. Cooperation exists with the TVET department of MEST and the area Inspectorate Division for quality assurance, to ensure improvement in the quality of TVET. Cooperation focuses on areas of training for jobs that are in demand in the economy (commerce, industry) and higher enrolment of especially girls and women.

AD and ED subprograms

In the 2008-2012 period, the Government will focus on improving the energy supply in the country, development of the transportation network and the promotion of productivity in agriculture and increased competitiveness. In the agriculture sector the Ministry of Agriculture, Forestry and Food Security (MAFFS) will strongly promote agriculture intensification and diversification. New high yielding crop varieties will be introduced alongside mechanization and strengthening of input supply systems. WD-REK and its partners focus on the integration of smallholders into the commercialisation of agriculture in Sierra Leone. Government services will be complemented in the areas of credit provision for improved varieties, promotion of private service providers in technology, mechanization, etc. Furthermore, farmers will be assisted to form trade/production oriented associations and cooperatives in order to become a trading partner for both bigger national and regional buyers. WD-REK partners complement the efforts of the Government by combining agriculture development with promotion of rural enterprises to provide the needed services. The Government is not able to offer extension services for all crops and in all villages, sufficient storage capacity, mechanization and ploughing services.¹¹ Hence WD-REK and its partners will complement the efforts of the Government by promoting private service providers for these products.

5.2.5c The programme should be harmonised with Dutch bilateral aid efforts and/ or with important donors in the countries where the programme is being implemented.

The Netherlands does not maintain a bilateral aid relationship with Sierra Leone. However, through the Dutch priority areas for international peace-building and justice, the Netherlands is one of the most important donors of the Special Court for Sierra Leone (SCSL). There is a Country Strategy Paper¹² drafted by the European Commission (EC) in collaboration with the government of Sierra Leone, with inputs from in-country EU member states (also from The Netherlands under the MIDA program (Migration for Development in Africa)). Both the EC and DFID share the policy objectives of reducing poverty and inequality in line with the government's policies and targets, focusing on delivery of the MDGs. The overarching strategic objective both for the EC and the DFID is to support the government of Sierra Leone with the implementation of the three focus areas of the PRSP (promoting good governance, peace and security; promoting pro-poor sustainable growth food security and job creation; promoting human development).

Education subprogram

The education sector focal areas, highlighted in the PRSP are:

- Promoting and expanding access to basic education with a focus on the girl child, qualitative improvement and teacher education
- Promoting tertiary training, especially technical and vocational skills in specialised disciplines, to meet the human resource needs for poverty reduction programmes
- Improving the learning environment
- Improving planning and management of the sector through capacity building
- Promoting HIV/AIDS prevention education at all levels in the education system

The WD-REK education subprogram contributes to the above priorities and the objectives of the partners in Sierra Leone. In recent years, EC representatives have visited the education programme of CTF resulting in a positive appreciation of the work being done. The CTF education program is contributing to the EC policy priorities on education.

¹¹ An evaluation of the Agricultural Enterprise Development Projects Makomp of Cotton Tree Foundation Sierra Leone, Festus Lansana and Samuel S. Jibao, 2008

¹² http://ec.europa.eu/development/icenter/repository/scanned_sl_csp10_en.pdf

TVET-JBS subprogram

The TVET-JBS policies as implemented by EFSL and CTF contribute to achieve the objectives of the PRSP and link also with the strategic objectives of DFID and the EC for Sierra Leone. Donor involvement in Sierra Leone is currently on the increase. The African Development Bank (ADB), working in collaboration with the SABABU Education projects of the World Bank, has been supportive of some TVET institutions in the Southern Region of the country. The German GTZ also supports some of the government assisted TVET institutions.

AD and ED subprograms

As mentioned before, there is limited bilateral involvement in Sierra Leone by the Dutch Ministry of Foreign Affairs. Harmonization and coordination is on a case by case basis in those regions/programs where other agencies are active. WD-REK has done a scan in 2007 to analyze who is doing what in Sierra Leone in the area of Private Sector Development. Based upon input from DFID, UN, UNIDO (UN Industrial Development Organization) and GTZ, a number of service providers have been contacted¹³ and opportunities have been analyzed for ED. The analysis made clear that limited possibilities exist to implement a loan facility for SMEs given the current orientation of Financial Institutions on credit to microenterprises. Interventions by agencies like GTZ and UNIDO can be strengthened by setting up investment facilities for SMEs. In that way additional risks can be taken, while at the same time getting more involved in the governance and management of SMEs. In the cashew sector harmonization is taking place with GTZ. This is not a regular meeting but business oriented in which GTZ, CTF, WD-REK and private cashew trading businesses exchange information and contacts regarding the development of the cashew sector. CTF, WD and GTZ have had a joint meeting in June 2009 to discuss the opportunities in the cashew sector.

¹³ Visit Report Woord en Daad / SPARK in November 2007.

4.16. HARMONIZATION AND COMPLEMENTARITY SOUTH AFRICA

In South Africa, the WD-REK Alliance implements the following subprograms: Education, Technical and Vocational Education and Training / Job and Business Services (TVET-JBS), Enterprise Development (ED) and Strengthening of Partner Network (SPN).

5.2.5a Geographic and thematic complementarity issues have been dealt with between the applicant (and co-applicant) and other Dutch and non-Dutch civil society organizations.

Mfesane is an umbrella organization of NGOs in South Africa. Through Mfesane the WD-REK Alliance supports Education and TVET-JBS-programs of a number of Mfesane's members: Sobambisana (early childhood development, special education and care and extra-curricular programs), High Five (extra-curricular programs including life skills and computer, science and math enrichment programs) and Noluthando Training Industries (NTI) (TVET-JBS).

Education subprogram

A number of Dutch alliances have decided to coordinate their education and TVET-JBS programmes. These Dutch alliances are all working on children's issues and have agreed on thematic alignment and cooperation (see Annex 13.b.2). Of these alliances Together4Change and WD-REK Alliance have an education program in South Africa and will coordinate these programs, e.g. in order to come to joint policy influencing, joint innovations and alignment with other actors (like the Embassy of the Kingdom of The Netherlands (EKN)).

Within the Education Program of the partner Mfesane there is cooperation with various actors in the private sector. There is cooperation with a corporate social investor, namely Syringa Trust Standard Bank for funding of the program and training on working with OVCs. Mfesane (High Five) has a Memorandum of Understanding for training (capacity building of staff) and monitoring with Training Service Providers at St John and GOLD and (Sobambisana), the National Association for Child Care Workers, Damelin College, Northlink College and Western Cape Forum for Intellectual Disability.

Mfesane (Sobambisana) is a member of the Khayelitsha Development Forum (KDF) and other Early Childhood Development (ECD) Alliances. Experiences and information are shared with the objective to strengthen ECD services in the community.

Mfesane receives funding from international and national donors (e.g. Anglo American company). In addition to the funding of activities, capacity building and organizational development is supported by these donors. Because of its quality the after school life skills program has received funding from The President's Awards Program for 3 years. This program is an international programme focussing on the leadership development of young people. Its aim is to positively influence children with high-risk behaviour and low self-esteem.

In the program Edu4Nature, High Five assists with nature hikes, weekend camps and life skills sessions support. Within the Maths Program there is networking with the Centre for Maths, Science and Technology funded by Mittal Steel and the Weston High School, in order to coordinate activities and to share information, lessons learnt, challenges and opportunities.

Church leaders add value to the program by being involved in the life skills sessions with the learners and the quarterly meetings with the parents to talk about the core values and biblical principles. Some churches provide voluntary support to the program in the form of resources, materials, support and advice.

TVET-JBS subprogram

Mfesane member NTI has regular contacts with the following parties which are active on both local and national level: Real Enterprise Development Agency, Streetwires, NICRO Department of Social Services, SETAs, PEP, City of Cape Town's Urban Renewal, CIDB (Construction Industry Development Board), Department of Labor. This is done to create ownership in the local community for the programs NTI is executing. During the meetings, exchange of information takes place and NTI reports on its programs. NTI is also a member of KDF, which seeks to empower local people through job creation and employment opportunities within Khayelitsha. KDF advocates for local people to be employed in the development projects implemented in the area. KDF seeks to align and harmonize the programs of its members. NTI works together with local churches in order to gain support and local embedment.

Enterprise Development subprogram

The local partner is Agribusiness Development Consult (ADC). This partner cooperates with different institutions:

- KaapAgri, an agricultural oriented business in trading and financing. In the Western Cape Region they provide agricultural loans. ADC provides business development services to the clients of KaapAgri leading to improved utilization of the loans and better repayment;
- University of Stellenbosch, together with a fish breeding cooperation "HandsOn". While ADC provides the general business management / business planning support, the University brings in specific expertise on breeding;
- Entrepreneurial Business School (EBS) of Cape Town. The alumni of EBS can send in their business plan to ADC for feedback and advice regarding financing.

The main activity of ADC is the provision of Business Development Services. The WD-REK supported loans are administrated by Oikocredit (see Annex 13.b.10) and local institutions. ADC is also a specialized provider of consultancy to enterprises on Black Economic Empowerment (BEE) and hence complements the BEE efforts of the government. Currently ADC has started to consult the TVET program of Mfesane, on how to link the vocational training program to the business sector, in order to make sure that the training meets the demand of the market. A final remark regarding the ED program: consultation with the ICCO Alliance has taken place to make sure that there is no overlap between the economic development activities of WD-REK and ICCO.

5.2.5b The program must be relevant within the context of national government policy.

Education subprogram

South Africa has a National Integrated Plan (NIP) for ECD 2005 -2010¹. The objective of this plan is to bring synergy and coordination to government programmes undertaken by the various departments in the area of ECD. The plan is primarily aimed at giving children the best start in life by building a solid foundation of physical, emotional, psychosocial and cognitive development. The National Plan uses five approaches: developing young children in the education field by delivering services to children; training caregivers (teachers), educating parents; promoting community development; strengthening institutional resources; capacity building, public awareness and enhancing demand for ECD services. The plan recognises the important role played by non-governmental and community based organisations. Mfesane (Sobambisana) is one of these NGOs providing ECD. The services provided contribute to the aim of the NIP for ECD. The ECD program of Mfesane (Sobambisana) is partly funded by the government and makes use of training provided for caregivers and infrastructure. The government wants to work through alliances of ECD providers in order to increase standards, efficiency and sustainability of programmes. Mfesane (Sobambisana) will be part of one of those alliances.

There is cooperation with the Department of Education. Part of the program of Mfesane (High Five) is funded by the government. The program fits within the Safe Schools Project, which is a national initiative by the Education Department to promote safety at schools in high-risk crime areas. High Five has access to government schools to provide extra-curricular training (like computer skills). Staff in the program receives training provided by the government and information is exchanged. There is also cooperation with the Department of Social Development, which assists with courses for teachers, funding, exchange of information, infrastructure (e.g. use of classrooms) and resources like educational materials.

TVET-JBS subprogram

Mfesane (NTI) 's TVET program contributes to several relevant government policies, more specifically: 1) Outcome Based Education (OBE), 2) Employment Equity and 3) Skills Development Act. The essence of OBE is that a learner will be able to implement the knowledge acquired during the period of study. Linked with this is the government initiative to cater for people who did not have the chance to receive formal education, called Recognition of Prior Learning (RPL). With RPL someone with experience can be assessed on the particular skill he or she has and get credits for that within the NQF (National Qualification Framework). Afterwards, people are able to enrol at a training centre like NTI for a formal course. Employment Equity applies to all employers and workers and is meant to protect workers from discrimination. Given the background of apartheid in South-Africa, the Employment Equity principle seeks to give disadvantaged groups first preference in employment. However, often the target group does not meet required criteria. So as an extra alternative, Mfesane is offering these trainees the opportunity to acquire the skills which put them in a better position to benefit from this policy. Through the Skills Development Act the

¹ National Integrated Plan for Early Childhood Development in South Africa, UNICEF and the National Government of South Africa, Pretoria, 2005

government seeks to improve the skills of the workforce. This provides opportunities for Learnerships in different industries where trainees of Mfesane acquire on-the job training.

ED subprogram

The South African government promotes equality in socio-economic development. Through the Black Economic Empowerment Policy (BEE) opportunities are created for the previously disadvantaged black communities. What is missing in the BEE approach is the linkage between established enterprises and communities/producer groups. ADC brings together enterprises and communities and advises them how to do business together making use of the opportunities within the BEE framework.

ADC focuses on two sorts of BEE projects:

- BEE projects that are being fully paid for by businesses that want to comply with the BEE rules and regulations and that want to establish new black owned enterprises;
- BEE projects that focus on the establishment of black ownership but with the specific focus on job creation and the eradication of poverty. Projects in this category are normally initiated by black entrepreneurs that do not have access to funding; by nonprofit organizations that have a similar mission as ADC; by government departments that are willing to contribute land but do not give other support; and finally by government partnered loan schemes that due to the low interest rate cannot supply all the required Business Development Services (BDS) This second category normally requires donor intervention and this is where WD-REK Alliance support comes in.

5.2.5c The programme should be harmonised with Dutch bilateral aid efforts and/or with important donors in the countries where the programme is being implemented.

Complementarity with EKN

South Africa being a middle-income country, The Netherlands have decided to concentrate their development cooperation on innovative and catalytic activities, for which no resources are available within the government budget. By financing such pilots, The Netherlands support the development of models which can be replicated at a larger scale by the government itself. EKN focuses its support also on those areas where achievement of MDG targets needs to be accelerated (HIV/AIDS, potable water, sanitation) and on strengthening the skills potential as a basis for employability and sustainable economic growth. Secondly, EKN functions as a broker in bringing together strategic partners in the region. Summing up, development cooperation is not a goal in itself for EKN, but just one element in the broad political, social and cultural relationship between South Africa and The Netherlands. The clusters prioritised by EKN are: regional stability, economy and ecology, social cohesion (including good governance and culture), education and skills development, HIV/AIDS. Overlapping themes with W&D ReK in this application are education (skills development) and economy & ecology with a link to private sector development.

TVET-JBS subprogram

The specific objectives of EKN are: narrowing the gap between required and available skills; increased quality and relevance of education (to be phased out); increased Implementation capacity at decentralised level; improved access to tertiary learning and research, more equity in student exchange between South Africa and the Netherlands created. EKN envisions a.o. the following interventions:

- Implementation of SKILL and Niche programs (Niche being implemented by NUFFIC);
- Set up Alumni Association to build network of South Africans that have received training in the Netherlands and/or with Dutch companies in South Africa;
- Support the research into deficiencies of the current system in teacher education, literacy & numeracy.

Though so far there has been no contact with EKN on skills development, there is some overlap in the focus of the Embassy and the WD-REK program, especially given the fact that part of our TVET-JBS program is implemented in Khayelitsha, the same target area where the Job Realisation program of EKN is implemented. There is a mutual willingness to explore possibilities for structural exchange of information on each other's skills development activities. Since EKN is expecting a reoriented Human Resources Strategy of the South African government, future activities in the area of professional skills development have not yet been decided upon.

ED subprogram

Regarding economic cooperation and sustainable production, EKN has formulated the following objectives: 1. Sustainable economic growth in South Africa; 2. Regional economic integration; 3. Improved South African skills and knowledge base; 4. Less pressure on natural resources.

EKN wants to strengthen business relations with South Africa in three priority sectors (water/environment, sustainable agriculture and transport/logistics) As a crosscutting strategy in the above mentioned economic sectors the Embassy is focussing more and more on higher education/technical education, labour market access and professional skills development.

There is no substantial overlap between the above mentioned activities of EKN and our ED program. We have consulted the agricultural attaché of the Embassy on the subject of training agricultural management / farmers. Together with Oikocredit we visited Buhle Farmers Academy in Delmas (supported through a Nuffic fund for tertiary education), but the contact did not yet come to a result. Further discussions will take place within WD-REK Alliance and with the EKN if and how emerging farmers can be supported.

The above analysis of (possible) complementarities is limited, due to the fact that the EKN plans run from 2008 till 2011. As of yet the priorities of a new government for Dutch development cooperation are unknown, so changes might occur after 2011. WD-REK Alliance is always willing to discuss new opportunities for complementarity with EKN, should priorities change.

4.17. HARMONIZATION AND COMPLEMENTARITY SRI LANKA

5.2.5a Geographic and thematic harmonisation must exist between the applicant (and, if applicable, the co-applicants) and other Dutch or non-Dutch civil society organisations.

In Sri Lanka the WD-REK Alliance will support and strengthen its partners and other relevant actors in effective and sustainable implementation of the following subprograms: 1) Education, 2) Technical Vocational Education and Training and Job and Business Services (TVET-JBS), 3) Agribusiness Development (AD) and 4) Strengthening Partner Network (SPN). The TVET-JBS and subprograms is aligned with the partner organisation Ladder of Hope (LOH) in Batticaloa. Through LOH and other new partners the several subprograms will be harmonized with other regional and (inter)national organizations active in Sri Lanka.

Besides the WD-REK Alliance, Cordaid and ZOA Refugee Care are working in Sri Lanka. We did have contact with ZOA about community development in resettlement areas, to share expertise and experience. We expect to intensify our relationship in the coming period regarding development programs in resettlement areas. In search for new partners for the WD-REK Alliance we will make use of the contacts of ZOA and their extensive partner work, especially in the North-Eastern part of Sri Lanka.

For the future WD-REK Alliance sees possibilities for policy influencing the sake of our target group, especially when it comes to the situation in the resettlement areas in the Eastern Province. We explore possibilities to jointly influence policies for improved education services, equal access to education for girls/women and equal rights for ethnic groups, e.g. by participating in the national NGO platform on peace and reconciliation, the National Peace Council of Sri Lanka (NPC), primarily targeting groups in society that are directly affected by the civil war. The activities of the NPC include policy influencing, research, training, mobilization and dialogue.¹ We are also looking for other NGOs in the Eastern Province and NGOs in the North who work in resettlement areas and who are willing to join our advocacy initiatives.

Education subprogram

A number of Dutch alliances (ICCO Alliance, IMPACT, Together4Change; Childrights Alliance, Kind in Ontwikkeling, Conn@ctNow, Connect4Change, WD-REK Alliance) have decided to coordinate their education subprograms. These Dutch alliances are all working on children's issues and have agreed on thematic alignment and cooperation (see Annex 13.b.2). This thematic alignment and cooperation is useful for WD-REK Alliance, despite the fact that the WD-REK Alliance is the only alliance which has an education subprogram in Sri Lanka. The specific niche of the WD-REK Alliance education subprogram in Sri Lanka is that it will contribute to accelerated reintegration of IDP children in the education cycle, plus giving psychosocial care and support to children in school to prevent drop-out. The aim of the education subprogram is to contribute to access to education in the resettlement areas, in order to ensure that children and young people in this area receive as soon as possible education of good quality. In our education subprogram special attention will be given to the development of life skills.²

With Cordaid we have specific contact concerning the resettlement areas in which we work, in order to avoid duplication and work in a complementary way, where possible.

TVET-JBS subprogram

Cordaid is working in the Northern Province and focuses on conflict transformation. Cordaid is supporting partners who work towards fair justice, good governance and promoting active citizenship of war victims via psycho-social relief, and economic-financial support (among others by MFI development and leadership training). While Cordaid is working in the North, we are working both in Batticaloa and in resettlement areas. We have had contact with Cordaid to discuss possible complementarities. We agreed³, that we will share our experiences and expertise when it comes to the development of programmes within resettlement areas (see Annex 13.b.7) .

¹ www.peace-srilanka.org

² INN Network Lanka (not included in our MFS proposal) cooperates with various actors in Colombo and Hatton where the Education subprogram is executed. INN Network Lanka cooperates with local churches, other NGOs, Social Services, local village headmen and the police.

³ Letter of Intent is available.

The current TVET subprogram is partly funded by Woord en Daad and partly by the German donor NGO Kindernothilfe (KNH). Woord en Daad and KNH have regular contact and do collaborate – directly and on the level of EU CORD – about policies, strategies and other issues, like policy influencing initiatives. We will enlarge the subprogram together in Batticaloa in the field of rural skills.

The current TVET institute of the partner organization has direct connections with a lot of companies for job placement and apprenticeships. The JBS officer is maintaining these relationships. The JBS also cooperates with Jobsnet, a national job-placement institute. The TVET institute is a recognized service centre of Singer (supplier of electrical household appliances). This recognition brings a lot of orders to the institute.

The TVET subprogram is partner in two exchange projects. Since several years there is an exchange project with the Vocational Training Centre of Calvijn College in The Netherlands for upgrading the quality of TVET (See Annex 13.b.16 for MoU). Yearly an exchange visit for teachers takes place. The focus is on the quality of teaching practices, learning materials for students and the formalising of apprenticeships. Since 2009 there is also an exchange project with Skilled Hands Technological College of AMGP, one of our partner organizations from the Philippines, for exchange of good practices. The aim is to organise a bi-annual exchange visit for teachers and management of the Vocational Training Centres (VTCs).

There are some possibilities for linkages in the local context for the TVET subprogram for the future. In the area is an MFI that is connected with Youth With A Mission (YWAM), which is working in rural areas and providing micro loans. Students can be connected to YWAM to apply for a microloan. Another possible link is with NAITA (the National Apprenticeship and Industrial Training Authority), because this institute can help with upgrading the quality of apprenticeships in the VTC. The subprogram will also be linked with TVEC, the governmental Department which is responsible for TVET, regarding registration, curriculum development and certification of students.

For the project in resettlement areas a close cooperation is needed with other involved NGOs and governmental organizations and initiatives. At this moment, it is not completely clear which other NGOs will start and have started projects in these areas, because of the turmoil and effect of the war after the massive difficulties. The period from July 2010 to June 2011 will be used for a broad assessment of the needs and possibilities among the target group and to make appointments with other (N)GOs that work in the Eastern Province.

AD subprogram

From the AgriProFocus (APF) network no other members are actively involved in AD in Sri Lanka. Anyway, available thematic expertise of others will be used in the implementation of the AD program in Sri-Lanka (see also 5.2.5c).

5.2.5b: The programme must be relevant within the context of national government policy.

Education subprogram

The policy of the government⁴ has been directed to the improvement of quality and providing education for all. With the education subprogram the WD-REK Alliance aims firstly to realize the presence of sufficient schools in the target areas. Additionally, the aim is to support and improve the effectiveness of present government services, by initiatives such as the development of parent teacher associations, provision of afterschool care etc.

TVET-JBS subprogram

The most recent PRSP is from 2002. The mission of the governmental department responsible for TVET (TVEC) says: “As the apex body in the TVET sector, we are committed to establish and maintain an efficient and effective technical education and vocational training system which is relevant to socio- economic goals and changing market needs”⁵. This meets with the aim of the project of our partner organization because of several reasons:

- LOH will contribute to the implementation of the policy by providing flexible and market driven TVET. The link with the changing market needs is maintained by the JBS part of the programme.
- LOH has a relevant program, because of the flexible and holistic approach, as we provide vocational skills, life skills, business skills, rural skills, depending on the needs of the target group.

⁴ http://www.ibe.unesco.org/fileadmin/user_upload/archive/Countries/WDE/2006/ASIA_and_the_PACIFIC/Sri_Lanka/Sri_Lanka.htm

⁵ http://www.tvec.gov.lk/English/about_us.htm

- The government developed a system of National Vocational Qualifications (NVQ)⁶. One of the goals for the coming policy period is to reach these qualifications in the TVET institute of our partner – and so for the students who finalise their training – to be more attractive for the private sector.

Besides that, TVEC develops and maintains a labour market information system for TVET. The TVET program of the partner organization LOH uses the information of this system to stay continually market-driven. Through the integrated approach of the TVET-JBS subprogram WD-REK Alliance aims for overall development in the region.

AD subprogram

Given the fact the AD program is a new program from WD-REK in Sri-Lanka, implementing partners need to execute programs in line with or complementary to government programs. The AD subprogram strongly focuses on agribusiness development to increase steady supply towards mainly national markets, and hence guarantee sales at farmer gate. As an effect of this, jobs will be created in processing and logistics. This is in line with the New East master plan which ends 2010⁷. Attention for extension services to improve productivity and crop rotation will be part of the activities in collaboration with existing providers of these services.

Working towards this objective implies strengthening of special development credit schemes, in collaboration with (microfinance) banks, to encourage effective participation in disbursement of development credit.

5.2.5c The programme should be harmonised with Dutch bilateral aid efforts and/ or with important donors in the countries where the programme is being implemented.

Harmonization with the Dutch bilateral aid efforts

Regarding the Dutch bilateral relation with Sri Lanka, WD-REK Alliance is aware that the bilateral development relation is phased out in 2010. However, after 2010 the Embassy of the Kingdom of The Netherlands (EKN) will continue its efforts for improving the human rights situation in Sri Lanka. So there is reason for cooperating on rights of Internally Displaced Persons (IDPs) in case the situation demands it. The same goes for humanitarian assistance, which will also remain a focus area of EKN.

In the Spring of 2009, when the conflict between the Sri Lankan government escalated, Woord en Daad and four other Dutch organisations (Cordaid, ICCO Kerk in Actie, ZOA Refugee Care and HIVOS) started an informal collaboration to advocate for upholding IDP rights and improved coordination of humanitarian assistance in Sri Lanka. They developed joint advocacy statements and had frequent contacts with the Ministry of Foreign Affairs, the Dutch House of Representatives and EKN in Colombo. In the course of 2009 the IDP situation in Sri Lanka improved step by step and right now the process of return is steadily going on, though not without difficulties.

In 2008 (during the war) we have spoken with EKN about our partners and programs, the position of Tamils and the situation in the resettlement areas. EKN was interested in our social development programs in resettlement areas and wanted to be informed about our work.

Harmonization with other international donors

Apart from the aforementioned policy influencing vis-à-vis the Dutch government and EKN, Woord en Daad has also regular contacts with the German NGO Kindernothilfe, which advocates for Sri Lankan IDP rights at EU level.

UNDP, UNHCR and ILO are active in Sri Lanka too. Their repatriation, reintegration, rehabilitation and reconstruction (4Rs) program in the North East of Sri Lanka is a joint inter-agency initiative in the three identified districts of Vavuniya (Northern Province), Batticaloa (Eastern Province) and Mannar (Northern Province). Direct beneficiaries of the program are the internally displaced persons (IDPs) of the selected villages of these districts. The WD-REK Alliance has already explored the possibilities to contribute to this initiative, in particular in the resettlement areas of the Eastern Province. The aim of our subprograms is to run in line, where relevant, with this bigger 4R program and where necessary fill in niches, in particular with regard to our a specific focus on TVET and the linking TVET graduates with Enterprise Development and AD possibilities.

Education and TVET-JBS subprograms

Important donors within the education sector in Sri Lanka are UNICEF and the UN. UNICEF supports a program for life-cycle development, which looks at the different needs of children as they grow into adults. The program starts

⁶ <http://www.tvec.gov.lk/pdf/2010-2014.pdf>, p.8.

⁷ <http://www.neweast.lk/3year/introduction.html>

from early childhood (under 5 years) and progresses through the learning years (5-14 years) to adolescence (14-18 years) as each age group has specific needs that need to be met. This is supported by the cross-cutting Water and Sanitation and the Child Protection Program which covers abuse, exploitation, child recruitment, mine risk education and psychological care and support. The full country program is supported by Communication, Program Coordination, and Planning, Monitoring and Evaluation sections. IN Network Lanka is aware of the programs of UNICEF, but does not have contact with UNICEF at the moment. For the present (new) program in the East of Sri Lanka, UNICEF will be approached to see how knowledge and experience of UNICEF can be used (e.g. regarding the Child Protection Program) and duplication can be avoided.

AD subprogram

From the APF network no other members are actively involved in AD in Sri Lanka. Anyway, available thematic expertise of others will be used in the implementation of the AD program in Sri-Lanka. Together with implementers from e.g. GTZ, USAID programs in the agricultural sector, mostly at farm level, WD-REK with partners will benefit the target group by motivating to develop financial and non financial products, fitting the real need of SME clients and if necessary for farming entrepreneurs as well.

4.18. HARMONIZATION AND COMPLEMENTARITY SUDAN

5.2.5a Geographic and thematic harmonisation must exist between the applicant (and, if applicable, the co-applicants) and other Dutch or non-Dutch civil society organisations.

In Sudan the WD-REK Alliance will support and strengthen its partners and other relevant actors in effective and sustainable implementation of the following subprograms: 1) Education, 2) TVET-JBS and 3) Strengthening of partner network (SPN). The WD-REK Alliance program is implemented in rural areas in North and South Sudan. The multi-faceted problems in the context of both North and South Sudan require an integrated approach, which is adopted by the partner organisations Sudan Aid (North Sudan) and Across (South Sudan). Different donors¹ support the implementation of an integrated approach. The WD-REK Alliance is focused on education and economic development, while other donors focus on other aspects - peace building, health, food security and agriculture, water and sanitation. Our partner organisations have well-embedded positions in the communities and proper cooperation with a wide range of actors at different levels.

Darfur

WD-REK has supported the CBOs (Parent Teacher Associations) in South Darfur through ZOA Refugee Care during the period MFS-I. This cooperation has been useful because of its experience in relief and recovery/rehabilitation programs. However, since WD-REK Alliance strongly believes in working directly with local partners, in MFS-II WD-REK will work through the local partner SudanAid, to further strengthen local CBOs engaged in education in the selected target areas.

SudanAid is an active member of the Education Cluster chaired by UNICEF in both South Darfur and Khartoum. During monthly meetings, the educational activities of all organisations in a certain area are discussed, coordinated and harmonized. A concrete result is the Education Master Plan for South Darfur which is implemented by different NGOs. Besides, the NGOs have signed technical agreements with the State Ministry of Education (SMoE) and plan to carry out joint educational assessments².

WD-REK Alliance educational activities in South Darfur are actively fine-tuned with the SMoE in South Darfur. The State Ministry is involved in site selection of schools for rehabilitation, implementation of teacher and PTA training and monitoring of school results.

Through Sudan Aid, the WD-REK Alliance links very well with the program of the Dutch Consortium for Rehabilitation (Save the Children, CARE and ZOA Refugee Care). Both the WD-REK Alliance and the DCR focus on increasing the quality of education through support to civil society. Considering this, the Alliances will ensure close harmonization of interventions with the WD-REK Alliance in order to avoid duplication of our efforts. Our complementarity is mainly thematic; the WD-REK Alliance works on education while DCR implements an integrated rehabilitation program in a much wider geographical area in Darfur. Both DCR and WD-REK Alliance work with SudanAid as local partner; DCR will provide capacity building in the specific area of implementing relief and rehabilitation programs while WD-REK will focus on organizational development of SudanAid.

The added value of the cooperation with DCR is in aligning our interventions in South Darfur. DCR is physically present in South Darfur while WD-REK works through the local partner SudanAid. Another added value is learning-through the cooperation DCR can learn from the WD-REK's experience in working directly with local partners. The added value for WD-REK is DCR's specific expertise in education projects in post-conflict areas. The two organizations have signed a Letter of Intent on collaboration in three countries (Sudan, Uganda and Burundi), in which they commit to sharing relevant information and collaborating to assure that our programs "do not overlap but that they efficiently make use of each other's strengths and added value". The LoI presented in Annex 13.b.6 describes also concrete steps that will be taken in order to achieve this.

South Sudan

Across, the partner organisation in South Sudan, will implement the program supported by WD-REK in Boma, Jonglei State. In Boma, cooperation is close with the few other NGOs on the ground there, such as Merlin, addressing health care, SPI (Sudan Partners International), supporting one school in the area, and VSF (Vétérinaires Sans Frontières) supporting animal health. As Boma is a small community, cooperation is organised easily through

¹ A number of donors are supporting the partner organizations among which are the United Nations Children's Fund, World Food Program (UNICEF), Evangelische Entwicklungsdienst Deutschland (EED), Stromme Foundation and TEAR Australia.

² Minutes of South Darfur Education Cluster Meeting, 25 February, Nyala

mutual practical support in matters of security and logistics and through a shared responsibility felt for the community and its well-being.

There is close cooperation with UN bodies. Across has been given the mandate to distribute school materials for UNICEF in Boma area. Moreover, Across is responsible for food distribution in schools on behalf of WFP and follows the relevant guidelines of the Ministry of Education in South Sudan.

The Ministry of Education calls meetings of partners at County, State and National level. State level meetings are well organised in some states, however Jonglei State is less well planned, unfortunately. The meetings are held 2-4 times per year, depending on funding by INGOs.

Yearly, the Ministry of Education, Science and Technology (MoEST) organises the Education and Rehabilitation Forum, gathering all organisations involved in education in South Sudan. Furthermore, on national level thematic working groups are organised which provide an opportunity to report, share best practices and plan cooperation on specific issues. The thematic groups connect the agencies involved in each thematic area with the appropriate department within MoEST. The Accelerated Learning Program which is now being implemented by Across, has been developed through the national Forum for Alternative Education Systems (AES), assembling various NGOs and INGOs. Through the thematic forums, Across has been able to participate and even sometimes lead the lobby for payment of teachers' salaries and the inclusion of children with a disability in the education policy of MoEST in South Sudan. Across also directly contributes to government's national education policy by developing the Curriculum for Teacher Training.

As an active and leading agency in the field of teacher training and community based education in South Sudan, Across is fully entitled to speak on the basis of experience and knowledge and is well respected in various forums on teacher education, primary education and AES. Across is the lead agency in the Association of Christian Educators in Sudan (ACES) network. Moreover, ACES is involved in lobby with MoEST to ensure that church schools are included in the teacher payroll.

Although Across itself has the main responsibility to ensure that donor contributions result in an integrated and holistic program, WD-REK Alliance monitors the integration process. Besides, the contribution of the other donors to the program - Stromme Foundation, Tearfund UK, Evangelische Entwicklungsdienst Deutschland (EED) and UNICEF – consists of thematic input to Across and, through Across, to the WD-REK Alliance. In this way, best practices, tools and methodologies, are communicated by other donors, implemented by Across and regularly shared with the WD-REK Alliance at large.

A number of NGOs are active in skills training, e.g. UNDP supports several TVET institutions in South Sudan. However, these institutes mainly focus on higher level students, whereas the Alliance is more geared towards economic development in rural areas. Possibilities for cooperation will be explored though.

In the area of Education and TVET, a number of Dutch alliances (ICCO Alliance, IMPACT, Together4Change; Child Rights Alliance, Kind in Ontwikkeling, Conn@ctNow, Connect4Change and WD-REK Alliance have decided to coordinate their programs. These alliances all work on children and youth issues and have agreed on thematic alignment and cooperation (see Annex 13.b.2). The MoU signed foresees a.o. working towards joint innovations, joint policy influencing activities and more coordinated collaboration with other actors, like international donors.

There are several other Dutch Alliances working in South Sudan and meeting at least once a year for coordination and exchange of information. WD-REK Alliance sees opportunities for cooperation specifically with the DCR, ICCO Alliance and Oxfam Novib as all of them work on education, employment and income though in different States and counties of South Sudan.

The Dutch Consortium for Rehabilitation is working in Central Equatoria, Western Bahr el Ghazal and Upper Nile. Although there is no overlap in geographical areas, the States of Jonglei and Upper Nile, border and have many characteristics in common. Thematically, we have identified areas in which both alliances are active, in particular with regard to basic education, Accelerated Learning Programs, Village Savings and Loans Associations and the links between these domains. We have agreed to periodically exchange information and experiences in some areas (plans, implementation, results), in the Netherlands as well as in Southern Sudan, and to organize joint meetings for mutual learning and improving our practice.

Since 2007, cooperation has started with the ICCO Alliance. In South Sudan, it has resulted in a joint trajectory on mainstreaming children with a disability in regular education. Both Alliances have agreed to define specific trajectories for cooperation during the period 2011-2015: exchange of best practices and exploration of options for additional forms of cooperation, e.g. joint research projects, joint evaluations of (vocational) education projects or programs and joint field visits.

The IMPACT Alliance (Oxfam Novib) works in other states in both North as well as South Sudan. However, the target area in North Sudan differs too much from the context in South Darfur. Possibilities for cooperation are being explored in the area of adult literacy programs and Teacher Training in South Sudan.

5.2.5b The programme must be relevant within the context of national government policy.

The Poverty Reduction Strategy Paper for Sudan has not been finalized as yet. The World Bank and UN organisations give support to the process and a paper is due by August 2010. The national strategy is expected to aim at reduced poverty by combining various efforts: fulfilment of the necessary preconditions for accelerating economic growth and social development, expansion and strengthening of existing integrated rural development projects and programs and access for all to free primary health care and mortality reduction.

In the field of *education*, the government aims at increasing budget allocation for education and health services in the general budget and reinforced basic education through enlarged access, improved quality of curriculum and teaching, introduction of school feeding and policy to reduce school drop-out³.

Concerning *agriculture*, the government intends to focus on a diversified production of food through improvement of agricultural infrastructure, and on growing productivity.

In addition, the government plans for set-up of / support to broad based handicrafts and small-scale industries⁴. The program elaborated by WD-REK Alliance directly contributes to these efforts through educational and economic development activities.

It is widely acknowledged that the government will not be able to achieve these goals unless external support is provided. UN programs support the 2005 Comprehensive Peace Agreement (CPA) with programs in South Sudan to assist returnees to reintegrate into their communities and build more sustainable livelihoods. The UN programs in Darfur are still focused on reconstruction. UNDP South Sudan mainly focuses on development of local institutions through crisis prevention and recovery, democratic governance & poverty reduction and realisation of the MDGs⁵. The WD-REK Alliance program in Sudan contributes directly to MDGs 1, 2 and 3, and indirectly to 4 and 5.

5.2.5c The programme should be harmonised with Dutch bilateral aid efforts and/ or with important donors in the countries where the programme is being implemented.

The work of the Embassy of the Kingdom of The Netherlands (EKN) takes place in the context of the implementation of the CPA. This process will not be easy, due to frequent confrontations between the Sudan People's Liberation Army/Movement (SPLM) and the National Congress Party (NCP).⁶

As for Darfur a peace treaty has not been concluded as of yet, EKN could not realize its strategic goal foreseen in 2008, namely to support the implementation of such a treaty. However, in order to both incite government to actively take up its agreed role as well as to make return more attractive to IDPs, EKN helps to create the necessary preconditions for return of IDPs to their home areas, next to humanitarian aid in the region. For EKN options for progressive cooperation and complementarity in South- Sudan and Darfur lie in small and medium scale economic development and private sector development in general. This view is inspired by the conclusion that in this way dependence on external food aid, wealth disparities and underdevelopment of marginalised areas can be reduced and self-determination of people and honest economic growth can be enhanced.

EKN's priorities⁷ and WD-REK program overlap as far as the priority of wealth sharing is concerned. Across in South Sudan aims at creating a mindset of development and opening up a sustainable livelihood perspective through community based education, professional training and sustainable economic development for rural

³ <http://info.worldbank.org/etools/docs/library/96280/sudanpropoor.pdf>

⁴ Pro-poor economic policies (Sudan) <http://info.worldbank.org/etools/docs/library/96280/sudanpropoor.pdf>

⁵ <http://www.sd.undp.org/UNDP-southsudan>

⁶ Multi Annual Strategic Plan, 2008-2011

⁷ Multi Annual Strategic Plan, 2008-2011

communities, with children and youth as focal interest groups. In this programme, sustainable benefits for the target groups are found in sound primary and secondary education, a developed and owned vision for local and sustainable development initiatives at community level, professional agricultural knowledge, practical skills and awareness of HIV/AIDS, and the rights and worth of children. Peace building is mainstreamed in the program and will therefore contribute to laying a basis for sustainable development.

EKN's strategic plan has a special focus on Darfur⁸. The WD-REK Alliance concentrates on the same area and emphasizes the importance of establishment of strong social structures for education and economic development. The WD-REK Alliance plans to have regular discussions with EKN on this issue.

In addition, the Dutch government White Paper on fragile states (including Sudan) addresses the issue of civil society and underscores the importance of changes in attitudes and behavior related to the civil society. Peace and capacity building will contribute to local stability, needed to get the civil structures in place. Representatives of REK have visited the Embassy during monitoring visits in Khartoum.

The above analysis of (possible) complementarities is limited, due to the fact that the EKN plans run from 2008 till 2011. As of yet the priorities of a new government for Dutch development cooperation are unknown, so changes might occur after 2011. WD-REK Alliance is always willing to discuss new opportunities for complementarity with EKN, should priorities change.

⁸ Multi Annual Strategic Plan, 2008-2011

4.19. HARMONIZATION AND COMPLEMENTARITY UGANDA

5.2.5a Geographic and thematic harmonisation must exist between the applicant (and, if applicable, the co-applicants) and other Dutch or non-Dutch civil society organisations.

The WD-REK Alliance will implement its programme in, Pader district (Lango), Kumi and Bukedea districts (Teso) and in Moroto and Nakapiripirit districts (Karamoja) and Mpigi district (South). Harmonisation has taken place with the alliances of Cordaid, ICCO and Oxfam Novib having a geographical focus in the greater north and work in districts in Acholi, Teso and Lango sub regions. ICCO and Cordaid also operate in Karamoja region. The WD-REK Alliance implements subprograms in Education, Technical and Vocational Education and Training-Job and Business Services (TVET-JBS) and Agribusiness Development /Enterprise Development (AD/ED) in these areas of conflict, resulting in poverty and marginalisation.

In the Karamoja region, partner Karamoja Dioceses Development Services (KDDS) cooperates with a number of Dutch NGOs: ICCO, ZOA, Tear as well as with Woord en Daad. The Dutch partners have exchanges of visiting reports, evaluation reports, sometimes joint field visits and meetings in order to harmonise their support to KDDS. Agreements are made between KDDS and each Dutch partner to focus on different geographical zones and to support the KDDS strategic objectives. In the Mpigi district, Lango and Teso sub regions, the partners are SAO (in Kumi district) and AEE Uganda.

KDDS works together with CARITAS in executing gender research and has contacts with OXFAM NOVIB and UNICEF in the area of child protection/welfare. The regional Micro Finance Department works with village banks, village savings and loans, while the Karamoja Agro-pastoralist Development Plan (KADP) is a partner in the field of livestock promotion. These local CSOs exchange information and share good practices with KDDS, which supports all actors in policy formulation. KDDS participates monthly in the district education working groups and district disaster management committee meetings with ADRA, UNICEF, UNOCHA, IRC and Save the Children. With UNOCHA interagency meetings are held for coordination of program activities and discussion of joint interventions. The purpose of these meetings is information and best practices sharing, and learning with other NGOs on education programs. KDDS is an implementing partner with FAO, UNICEF and WFP in child protection and nutrition support programs. Information exchange has taken place between KDDS and the Moroto Private Sector Development (PSD) centre regarding business development support for the value chain/SME development program in Karamoja. It is expected that this collaboration will lead to support of the new KDDS TVET-JBS and ED subprograms.

A joint round table meeting was held in 2008 by KDDS and international private donors ICCO, Diakonia, Tear Fund UK and WD-REK. During this meeting, cooperation implementation was discussed and agreements made on implementation strategies, evaluation, formats used, lessons learned, etc. WD-REK Alliance held expert consultations with a.o. ZOA, Cordaid, ICCO to develop TVET programs and ED initiatives. A new model for this area on AD/ED is being developed, combining the integration of small farmers and SME's into agriculture value chains through relationships with suppliers, processors and traders.

A challenge which the beneficiaries of the TVET subprogram face, is the lack of recognition of their training by employers. WD-REK Alliance partners will therefore lobby with district and regional offices of the Ministry of Education and Sports (MoES) as well as with other stakeholders involved in TVET and employment, to advocate for recognition of their certificates. The skills training is however adapted to and recognised in the local markets. SNV has mapped the TVET sector in Uganda and knows gaps, needs and connects stakeholders in order to make the TVET trainings more effective. WD-REK will enter into an MoU to use this knowledge of SNV and develop relevant TVET curricula with the relevant stakeholders. Partners SAO and AEE Uganda implement a TVET training program in rural areas and have MoUs with stakeholders, including MFI's.

Several Dutch alliances (ICCO Alliance, IMPACT, Together4Change; Childrights Alliance, Child and Development, Conn@ctNow, Connect4Change, WD-REK Alliance) have decided to coordinate their education programmes. These Dutch alliances are all working on children's issues and have agreed on thematic alignment and cooperation (see Annex 13.b.2 for a signed declaration). All the aforementioned alliances, except the Child Rights Alliance, do coordinate programmes on education in Uganda.

Based on a detailed mapping of the geographic and thematic dimensions of their education work, several Dutch organisations have joined an initiative for cooperation, called Dutch Education Platform in Uganda. WD-REK Alliance will participate in this platform as well. The objective is to promote (1) community involvement in quality enhancement and (2) expand opportunities for marginalized youth. The overall aim of the Dutch Education Platform is to promote quality education based on the principles of equity and good governance in Uganda. More specific objectives are to facilitate linking and learning between Dutch CSO, their partners in Uganda, and the Embassy of the Kingdom of the Netherlands (EKN), as well as facilitate a substantial and critical dialogue between the Dutch Government and other donor countries on the one hand and the Ugandan Government on the other on issues of education in Uganda for complementary action

In the area of education, the Connect4Change alliance is active in Pader, Kumi and Bukedea districts. Connect4Change complements the WD-REK Alliance as they focus on improvement of the quality of teaching and learning process through integration of ICT in teacher training, primary education, secondary education and TVET. The WD-REK Alliance will focus on improving access to education particularly pre-primary education and primary education for marginalized children. In the area of TVET the WD-REK Alliance complements the Connect 4Change programs as the former is focused on providing informal TVET for marginalized groups (see Annex 13.b.3 for Letter of Intent with Connect4Change).

The IMPACT, Conn@ctNow and Dutch Consortium for Rehabilitation alliances are also active in Pader district. Their focus is on primary education and adult literacy, although in different geographical areas in the district compared to the WD-REK Alliance. The WD-REK Alliance and the DCR Consortium have harmonized their education programs in Karamoja and in Pader district by focusing on different communities. Also from a thematic perspective the focus will differ, as the DCR will address more the access and quality of education while the WD-REK Alliance addresses the access to pre-primary education in the district (see annex 13.b.6 for signed declaration with DCR). It was agreed to organize joint field visits to exchange best practices and explore possibilities for additional forms of cooperation, a.o. in the area of joint research projects and joint efforts in evaluation of (vocational) education programs. The lessons learnt will form input into (joint) policy formulation as part of the Planning, Monitoring, Evaluation and Learning (PMEL) strategy.

For the **AD/ED subprograms**, coordination takes place within the AgriProFocus (APF) framework (WD-REK is a member of APF) in Uganda (see Annex 13.b.11). On specific themes like value chain finance (e.g. oilseed sector) exchange is taking place through APF of practices and opportunities. The complementarity efforts done in 2008/9 by the Dutch Ministry of Foreign Affairs and APF are the basis for value chain selection by WD-REK for the AD/ED programs. SNV is very active in the oilseeds sector focusing on sunflower, sesame and groundnuts having strong network contacts with Mukwano, UOSPA¹. Both Hivos and Oikocredit have numerous interventions with a.o Centenary Bank, Brac, Equity Bank and Uganda Finance Trust. Cordaid is active in Soroti with market access in milk and honey for non formal producer organisations and in Moroto with a program related to emergency relief in relation to local market development. FIT Uganda² implements a program facilitating a number of producer organizations. Oxfam Novib is active in Pader with a program to improve access to inputs/markets for small scale farmers and in Soroti in the area of microcredit. (see annex 13.b.9 MoU with IMPACT alliance) Care Uganda and Strømme Foundation operate a program to promote savings and loan associations in Karamoja. An important economic-agriculture program in Northern Uganda is Livelihoods and Enterprises for Agricultural Development (LEAD)³, supported by USAID, focuses on changing from subsistence farming to more commercial oriented farming. This 5 year project (2008-2013) will allocate about 60% of the resources for Northern Uganda. The approach is very similar to what is planned by WD-REK in the AD/ED programs combining the integration of small farmers and SME's into agriculture value chains through relationships with suppliers, processors and traders. The WD-REK Alliance will seek to link producer groups as much as possible with existing micro finance providers and market chains facilitated by other organizations. It is expected that these exchanges and collaboration will lead to establishing agreements in support of the AD program.

¹ Uganda Oilseed Producers and Processors Association - portals.wi.wur.nl/.../Oilseed%20case%20study%20for%20MSP%20Uganda%20A...

² <http://www.fituganda.com/index.php>

³ LEAD: Livelihoods and Enterprises for Agricultural Development www.leadug.com/

5.2.5b The programme must be relevant within the context of national government policy.

The government introduced a National Development Plan 2010⁴, covering 2010-2015. The focus of the NDP is to broaden the strategic focus from poverty reduction to structural transformation⁵ with an emphasis on economic transformation. Specific objectives include increasing household incomes, enhancing the availability and quality of gainful employment and enhancing human capital development. The different programs implemented by the partners of WD-REK Alliance, fall within this framework of the NDP. The alliance education program is in line with the PEAP and more specifically the Uganda National Education Policy and other sectoral documents (e.g. girls education policies). The local governments coordinate different programmes at district and sub-country levels, like the programme for Modernisation of Agriculture⁶, Universal Post Primary and Tertiary Education and Functional Adult Literacy Program (FAL), but also plays a very large role in education (new law on provision of TVET- one VTC per county).

The government recognises the need for an increase in TVET training capacity as is evident from the new TVET act, launched in 2008. Vocational education supply should match with the economy's need for skills. This objective will be pursued by elements like operationalising the Uganda Vocational Qualifications Framework (UVQF) to increase accessibility and relevance to trainees and employers and by offering modularized TVET courses among others. The program of Employment Oriented Vocational Training (PEVOT) works with the BTNET (Business Technical and Vocational Education and Training) steering committee, where it is involved in the process of reforming the BTNET. Overall, vocational training in Northern Uganda is grossly underdeveloped yet the need is enormous given the high school drop-out rate. Apart from absence of vocational training facilities, also coordination and complementarity has not been optimal among organisations working in northern Uganda on emergency-rehabilitation programs with a TVET (or/and income-generation) component. Many of these international CSOs are leaving northern Uganda, or reducing their funding. Many school dropouts and youth continue to be redundant. The Karamoja region is currently served by only one privately owned vocational training centre in Moroto. The WD-REK Alliance program will provide TVET-JBS services in specific parts within the different districts, and harmonise the activities with the government reforms in TVET. The TVET focus by the WD-REK Alliance partners will be on skills training relevant for (self-) employment in rural areas and for (economic) agricultural development. This contributes to the implementation of the NDP and government policies. The WD-REK partners KDDS, SAO and AEE are structurally involved in the government district budget conferences for harmonisation of the different programs. The partners bring in significant knowledge about the community structures and livelihoods and is thereby valued by the government as trustworthy partners.

The **AD/ED subprograms** fit into the government of Uganda policies to stimulate agriculture as an income source / job creation in Northern Uganda. The mission of the Plan for the Modernization of Agriculture (PMA)⁷ is *“eradicating poverty by transforming subsistence agriculture to commercial agriculture”*. The approach is based on two tracks: transformation of the subsistence farmer and strengthening of the agricultural sector in general, thereby reducing government involvement in commercial aspects of agriculture. The AD/ED programs will strengthen this ambition by stimulating farmers /-groups to operate as a business, market oriented, but also by stimulating SME's to enter into product/services provision in the agriculture sector. Business oriented farmers will be linked to the investments as value chain actors. The AD/ED program will draw upon the services of NAADS (National Agricultural Advisory Services), NUSAF (Northern Uganda Social Action Fund) and KIDDP (Karamoja Integrated Disarmament and Development Programme) to assist farmers to increase productivity, apply techniques and improve post harvest management. The Rural Electrification Strategy of the government also creates opportunities for economic activities in Karamoja. Early 2010 the district of Abim was connected to the power grid. The AD/ED programs will take the planned grid roll out in Karamoja into account and use the investment facility to create partnerships with the private sector to increase the processing and manufacturing capacity. The AD/ED programs aligns the SMA investments in those sectors which the

⁴ http://planipolis.iiep.unesco.org/upload/Uganda/Uganda_NDP_April_2010.pdf

⁵ <http://www.imf.org/external/pubs/ft/scr/2010/cr10142.pdf>

⁶ <http://www.pma.go.ug/>

⁷ www.pma.go.ug/

government of Uganda is promoting. The Uganda Investment Authority views edible oils, dairy, livestock as potential sectors in Northern Uganda.

5.2.5c The programme should be harmonised with Dutch bilateral aid efforts and/or with important donors in the countries where the programme is being implemented.

Uganda is one of the partner countries of the Dutch government with an annual budgetary support of around 50-60 million euro. The EKN provides support to two sectors: education and justice (law and order) and three cross cutting issues: security in Northern Uganda (also poverty alleviation in the North), political governance and taxation and accountability. The aim of the EKN is to develop the middleclass in the Ugandan society by improvements in service delivery in a stable environment. Northern Uganda is a specific focal area for the embassy in support of political stability and development of civil society (a.o.). Concerning the education sector the EKN aims for improved education quality in order to have more children pass the exam at the end of primary school. A focus of the EKN is to increase the attendance of school teachers and reduce the drop out rates in order to increase the quality of the education. Through the complementarity agreement mentioned earlier and the participation in the Dutch Education Platform by the WD-REK Alliance, more exchange with the EKN will take place to increase the quality of the education programs and expand (economic) opportunities for marginalised youth and communities. The WD-REK Alliance will participate in the thematic complementarity pilot which started in 2008 by Oxfam Novib, Cordaid and the ICCO alliance, covering the themes: education, Karamoja and violence against women. In the justice (law and order) sector the EKN wants to strive a.o. for people having a say in the political system. The EKN gives special attention to the role of the police, especially to strengthen its presence in the North. Justice for vulnerable groups such as the poor, marginalised, women and children is another issue which should also lead to reducing human rights violations. The programs of our partners contribute to the efforts of the EKN, as peace and reconciliation in Northern Uganda are cross-cutting issues in their programs. However, direct participation with the EKN on the issue of justice and good governance is not foreseen, because they fall outside the direct scope of our programs in Uganda.

In the area of AD/ED discussions are taking place between private investors, WD-REK and local partners organizations in Karamoja about an integrated AD/ED approach. This approach will be based on direct collaboration between Dutch businesses (social investors) as well local business owners in Karamoja. The goal is strengthen existing SME's and stimulate start-ups. The sector focus for this social investment oriented approach is based on expertise and networks of Dutch actors active in Uganda. The experience/networks of EKN and Dutch NGOs in the oilseed sector will be a valuable resource. Various meetings have taken place already between private investors, a number of Dutch NGOs active in Karamoja and WD-REK Alliance. The above analysis of (possible) complementarities is limited, due to the fact that the EKN plans run from 2008 till 2011. As of yet the priorities of a new government for Dutch development cooperation are unknown, so changes might occur after 2011. WD-REK Alliance are always willing to discuss new opportunities for complementarity should priorities change.

The WD-REK Alliance programs contribute to the EC-funded Northern Uganda Rehabilitation Programme (NUREP)⁸. The NUREP focuses on Acholi, Lango, Teso and Karamoja regions, and aims at strengthening the self reliance and protection of the local populations. This is done through rehabilitating social infrastructure, providing livelihoods opportunities and improving the capacity of Local Governments. NUREP is a Government of Uganda programme and funded by the European Development Fund. World Vision implements a World Bank funded program in northern Uganda,

The local partners of the WD-REK Alliance are also funded and/or supported by other international donors (UN-bodies, TEAR Fund UK, etc). The local partners organize their funding sources in such a way that the different donors complement each other either in geographical or thematic focus and avoid duplication. The partners have MoUs with these different donors and have frequent meetings (sometimes quarterly or biannually) to exchange lessons learned and policies about the focus and priorities of all partners. The WD-REK Alliance partners are involved in various national and district level networks within which donors also participate for coordination and information exchange purposes. An example is the monthly participation of KDDS in the district education working groups and district disaster management committee meetings with government authorities, ADRA, UNICEF, UNOCHA, IRC and Save the Children.

⁸ http://www.nurep.org/index.php?option=com_content&view=frontpage&Itemid=1

4.20. HARMONIZATION AND COMPLEMENTARITY ZAMBIA

In Zambia partners of WD-REK Alliance implement the following programs: 1) Education, 2) Technical and Vocational Education and Training – Job and Business Services (TVET-JBS), 3) Agribusiness Development (AD), 4) Enterprise Development (AD) and 5) Strengthening of Partner Networks (SPN).

5.2.5a Geographic and thematic complementarity issues have been dealt with between the applicant (and co-applicant) and other Dutch and non-Dutch civil society organizations.

Education subprogram

Regarding cooperation with other organisations, the partners are a member of the Civil Society for Poverty Reduction (CSPR) and the Children in Need Network. The objective of the membership of CSPR is information-sharing and combining efforts on national policy influencing. Capacity building and information sharing is the objective of the membership of the Children in Need Network. GCPDO has an MoU with this network. EFZ is also involved in the Forum of African Women Educationalists Zambia (FAWEZA). The primary objective of this forum is to improve girl child education. Two partners (EFZ, RCZ) cooperate with ZANEC (Zambia National Education Coalition), one of the strategic partners of the Embassy of the Kingdom of the Netherlands (EKN). One of the partners works with Zambia Open Community Schools (ZOCS) for strengthening reading skills in community schools.

A number of Dutch alliances have decided to coordinate their education programmes. These Dutch alliances are all working on children's issues and have agreed on thematic alignment and cooperation (see Annexes 13.b.2 and 3). Of these alliances, Connect4Change, Child Rights Alliance and WD-REK Alliance will coordinate programmes both on **education** and **TVET-JBS** in Zambia, in order to come to e.g. joint policy influencing, joint innovations and alignment with other actors (like EKN).

TVET-JBS subprogram (partly with reference to education as well)

Woord en Daad has the lead in the implementation of that part of the Schokland Agreement Learn4Work which applies to Zambia. Edukans is overall coordinator of Learn4Work, which aims to improve access to and quality of TVET in Ethiopia, Kenya, Ghana and Zambia through interventions of partnerships of NGOs and vocational training centres. The Learn4Work consortium also provides a platform for linking and learning. In Zambia a partnership has been established between WD-REK Alliance, Windesheim University, GCPDO and Chipata Crafts Centre (CCC). The partnership aims to set up two new training centres in rural areas and to develop training courses, to strengthen the CCC in its management capacity, to improve the TVET-curriculum and to provide job coaching.

As part of the implementation of Learn4Work, our partner GCPDO has started a Rural Resource Centre (RRC) in Chipata (Eastern Province). Because the RRC is still in its start-up phase, collaboration with government agencies still takes place on a basic level. CCC and RRC staff will collaborate directly and rather intensively in developing their BEST (Business and Entrepreneurial Skills Training) programmes. The RRCs will also make use of CCC trainers for some of their courses. Students can acquire basic skills at the RRCs and those who want and/or need further training can proceed at CCC. Staff of CCC and the RRCs will try to make this transition as smooth as possible. At local level, a number of relevant organizations have been identified and first contacts have been made. We mention here: Zambia National Association of Training Providers (ZNATP), Zambia Chambers of Small and Medium Business Associations (ZCSMBA), Zambia Association of Chambers of Commerce and Industry (ZACCI), Zambia Association of Manufacturers (ZAM), Zambia Federation of Employers (ZFE), Zambia National Farmers Union (ZNFU), and Engineering Institution of Zambia (EIZ). With these associations, information will be shared about new developments in industry, opportunities for jobs in different sectors, favourable operating conditions etc.

AD/ED subprograms

Woord en Daad is a member of AgriProFocus (APF) and actively participates in the APF country program for Zambia. In a multi-stakeholder workshop organized in October 2009 harmonization took place between Dutch APF members and local counterparts (see Annex 13.b.11). Woord en Daad, SNV and ZATAC (Zambian Agribusiness Technical Assistance Centre) offered to work on a multi-actor approach to strengthen the rice sector. In May 2010 SNV and ZATAC organized a meeting for farmers, processors, buyers, NGO's and policy makers in order to discuss how to increase the competitiveness of the Zambian rice sector. A concrete output of this will be the set-up of a rice association in order to promote the interest of the rice sector. Woord en Daad, SNV and APF contribute collectively to this initiative (see Annex 13.b.12 for a signed MOU).

Also led by APF, a number of organizations will stimulate the development of rural finance in Zambia. Cordaid has taken the lead in this, in close collaboration with Woord en Daad. In the course of 2010 a workshop will be organized to bring producer organizations together to develop a strategy for the improvement of access to finance in rural areas.

The local partners in the area of ED, ZATAC, and in the area of AD, AfricaWorks, collaborate closely with SNV. AfricaWorks has a MoU signed with SNV to strengthen its capacity and that of farmer organizations in Western Province. In the Northern Province ZATAC and SNV have a case-by-case collaboration to finance (ZATAC) and support (SNV) key SME's in e.g. rice¹ and bananas. SNV works with the farmers and farmer organizations and can provide technical/managerial assistance to SME's while ZATAC can provide the required facilities to finance investments and working capital (BDS voucher scheme). The collaboration between ZATAC and SNV in Northern Province is a direct result of a joint EKN / Finnish Embassy / Woord en Daad mission trip to Northern Province in July 2008.

ZATAC closely collaborates with a number of actors in the different programs they manage (also non WD-REK Alliance programs). ZATAC implements the programs of the Yapy Trust, a four year program focusing on youth entrepreneurship and incubation of enterprises set-up by young professionals.² Clients assisted through Yapy might qualify for financing/support through the WD-REK Alliance supported SME facility. Furthermore ZATAC is implementing programs on behalf of USAID (MATEP) and USADF. (ZATAC can offer loans to SME's in which syndicated financing takes place combining USAID or USADF funds and WD-REK Alliance funds .³

AfricaWorks is a very young organization active in the Western Province of Zambia. Besides formal institutional collaboration with organizations like SNV, there is direct cooperation with Faith-Based Organizations in the rural areas around Mongu (Western Province) in setting up farmer cooperatives. AfricaWorks is also part of the local APF network (exchange best practices in rural finance, farmer organization) and has good working relationships with ZATAC (linkages between producers and SME's).

5.2.5b The programme must be relevant within the context of national government policy.

Education subprogram

The interventions of the partners RCZ, EFZ and GCPDO are complementary to the national policy on education "Educating Our Future". Basic principles of this policy are efficiency, equity, accountability and cost effectiveness. Another guiding principle is that the provision of education is served best by strong and vital partnerships between the Ministry of Education and all other providers of education. The non-governmental sector has an important role to play in "Educating Our Future". The priorities in our education subprogram contribute to the implementation of the government policy, e.g. in providing capacity building of teachers and education committees and in providing infrastructure and equipment.

The focus of the partners on community schools is complementary to the education program of the government. These are schools that receive so far little government support. Our partners make use of the arrangement of the government that when the community provides teacher-houses with external financial support, the governments provides one or two qualified teachers to the community. Furthermore, there is cooperation with the government in the planning and supervision of the construction of schools, the distribution of educational materials and teacher training.

The Ministry of Education is a key stakeholder in the education programs of the partners. The MoE is responsible for training, providing standards of procedure, ongoing training and guidance, and finally annual assessment. GCPDO and RCZ have an MoU with the Ministry of Education and work together with the Ministry of Community Development and The Ministry of Youth, Sports and Child Development. EFZ has an MoU with the District Education office, in which shared roles and responsibilities in education are explained. One partner (GCPDO) is trying to reach an agreement with the MoE that - in the case of a sponsored child graduating from a teacher training - the first appointment should be in a school in the community where the child comes from. Furthermore,

¹ Source: <http://www.snvworld.org/en/Documents/ZM%20Living%20the%20Dream%20-%20The%20Chambeshi%20Rice%20Farmers%20Association%20Story.pdf>

² Source: http://www.thegirleffect.org/downloads/Girl_Effect_3_of_5_Invest_Today.pdf & Position Paper ZATAC

³ Source : <http://www.oecd.org/dataoecd/7/11/40534117.pdf>

RCZ is a member of the Project Coordinating Committee of the Ministry of Education and both RCZ and EFZ regularly participate in consultative NGO forums organised by the Ministry, e.g. for making joint context analyses.

TVET-JBS subprogram

Rural skills development by the partner organisations is complementary to government efforts and in full agreement with government policies to reduce poverty in the targeted areas. Relevant governmental policies for WD-REK partners are: Vision 2030, the Agriculture component of the Fifth National Development Plan (FNDP) and Youth and Child Development Policy. Vision 2030 aims to provide innovative and productive lifelong education and training for all Zambian people. The main objective of the Agriculture component of FNDP is to provide skilled human resources for the agricultural sector, for instance by provision of short and long-term training at technical and professional levels. The Youth and Child Development Policy seeks to equip children and youth with relevant skills. Part of this policy is vocational training and multi-skills and re-skilling programmes, furthermore community based mobile skills training programmes are encouraged. Many NGO's are interested in supporting youth employment initiatives of the Ministry of Youth and Child Development. The other responsible Ministry, the Ministry of Science and Technical and Vocational Training (MSTVT), aims to ensure that 1) training balances supply and demand, 2) is a vehicle for improved productivity and 3) is an important element in the minimization of inequalities among people.

Our TVET-JBS program objective is to provide TVET trainings that improve skills for both the formal and informal sectors of the economy. This will be realized by creating a high-quality, sustainable, demand-driven and equitable training system. Because the TVET program aims to provide access to members of local communities and targets both school leavers, unemployed and underemployed people, and women. So, it contributes directly to the implementation of the governmental policies described above.

AD/ED subprograms

The Government of the Republic of Zambia (GRZ) has adopted the declaration of Maputo on agriculture sector investments. The goal is to spend at least 10% of the national budget on agriculture while the 2009 budget allocation was only 7%. The WD-REK supported AD programs in the Western and Eastern Province contributes to the objective of increased agricultural investments and to the objective of increased smallholder involvement in commercial agriculture. The ED subprogram in Western, Eastern and Northern Province contributes to the strengthening of the agro-processing sector. Increased primary production in agriculture needs to go together with a growing SME sector in the processing, marketing and sales of agriculture produce.

GRZ also collaborates with international donors to develop the second phase of the Financial Sector Development Plan (FSDP). In short: the focus of the FSDP is to stimulate an inclusive financial system. FSDP II proposes three components: (i) Market Infrastructure, (2) Increasing Competition, and (3) Access to Finance. WD-REK mainly contributes to improved access to finance. In the AD program access to finance is given to smallholders through packages which combine access to technology, organized marketing and capital to produce. In collaboration with ZATAC access to finance is granted for start-ups and small enterprises which do not classify yet for finance with commercial banks. The focus on start-ups and agro processing SME's also contributes to the goal of economic diversification as mentioned in the FNDP.

Zambia Development Agency (ZDA) promotes a number of programs to which AD/ED subprograms are complementary. Current ZDA programs like the BDS Voucher Scheme and the Business Incubator Program are complemented by the ED subprogram which focuses on access to finance (BDS without access to finance is not sufficient to grow an enterprise). Together with ZATAC the AD/ED program is implemented in a number of the pilot districts of the BDS Voucher Scheme (Petauke, Kasama, Mongu among others). In that way, entrepreneurs can improve their skills and strengthen their business through the BDS Voucher Scheme of ZDA and AD/ED program offers entrepreneurs financial facilities to grow their business.

In general the AD/ED program contributes to the Citizens Economic Empowerment Program of GRZ as the services and facilities are specifically focused on offering opportunities to Zambian entrepreneurs.

5.2.5c The programme should be harmonised with Dutch bilateral aid efforts and/or with important donors in the countries where the programme is being implemented.

Complementarity with EKN

The focal sectors of the EKN in Zambia are: Education, Private Sector Development, HIV/AIDS, health and good governance (Multi Annual Strategic Plan 2008-2011). In this paragraph we concentrate on complementarities in the education sector and private sector development.

Education subprogram

Achieving the MDG 2 of universal primary education is a priority of the Netherlands policy. EKN will not only strive to further improve access, in particular for girls, but also focus on enhancing the learning outcomes. Increased attention will be paid to vocational training. In order to contribute to reaching the National Implementation Framework 2008-2010's overarching goal of quality education for all, EKN will focus on the following result areas:

(a) government effectiveness: strengthening procurement systems as for textbook provision, assistance to the MoE for strengthening its internal organisation and financial management, decentralisation through SNV, increased involvement of non-public providers in skills development and closer cooperation with civil society to make service delivery more demand-driven.

(b) equity concerns regarding gender and geographical disparities, with a focus on gender mainstreaming, strengthening capacity for evidence- and criteria-based allocation models and HIV/AIDS work place and prevention policies.

(c) lead role in the education sector, together with Irish Aid, provides opportunities for direct access to key decision-makers. Using these opportunities EKN wants to increase the share of the education budget into (sector) budget support, to bring the skills training subsector higher on the education agenda, as well as in the private sector and budget support dialogue. Concerning the Schokland Agreement Learn4Work, co-funded by the Ministry, EKN will ensure that it will be brought more in line with the on-going harmonisation and alignment drive.

The WD-REK Alliance has actively explored (during working visits in September 2007 and July 2008, and in later email exchange) possibilities for complementarity with EKN, SNV and PLAN Nederland regarding primary education in Zambia. WD-REK will also explore in the nearby future whether we can cooperate with the domestic accountability programme, which aims at stronger community involvement in education planning and monitoring, through strengthening school management, parent-teacher associations and District Educational Boards.

Regarding TVET, EKN is one of the main donors of the national TVET programme and supports: 1) MSTVT in the development of a national skills training strategy, 2) strengthening of the authority in charge of regulation and quality control of all training institutions in Zambia (TEVETA), 3) establishment of a specific sub-granting facility (TVET fund) to subsidize training institutions on the basis of competitive proposals. Looking at our relations with EKN on TVET, while regular information sharing takes place between Edukans and EKN, there is potential for stronger involvement of EKN in the practical implementation of Learn4Work. The Dutch Ministry of Foreign Affairs is represented in the Advisory Committee which oversees the implementation of Learn4Work. An expert meeting on TVET in Zambia, organised by WD-REK Alliance, is foreseen for the first half of 2011.

Private Sector Development

Enhancing broad-based wealth and job creation is a shared objective of the GRZ FNDP and the Netherlands. In Zambia, a (lower) middle class is emerging, which is interesting for effective demand, giving increased purchasing power. The challenge is to boost equal opportunities for the poor, inclusion of rural areas in the GRZ growth agenda and to create jobs outside urban areas. The rules for business entry and expansion need to be relaxed, leading to more jobs and better competitiveness. Also, improved access to services and markets in Zambia is needed, especially directed at sub-national levels and at women entrepreneurs.

EKN is lead donor in private sector development, together with the World Bank. EKN promotes more local ownership, an increase in domestic support to PSD, and complementing harmonized donor support that strengthens local institutions. Furthermore EKN has a strong focus on the private sector reforms. The development of services and markets will be specifically targeted at country-wide level and at the involvement of women in markets. With respect to promoting trade, EKN will particularly help Zambia to strengthen border management with the DRC, which has become a substantial market for Zambia following the DRC elections in 2006 and the improved dialogue between Zambia and Katanga authorities. EKN will contribute to strengthen rural growth centres through delegated cooperation with SIDA on rural electrification.

In the field of Private Sector Development (PSD), Woord en Daad is implementing the complementarity arrangement with EKN regarding a BDS Voucher Scheme (9 October 2008), co-signed by SNV, Cordaid, Oxfam-Novib and Hivos (see Annex 13.b.12). All parties to the MoU have committed themselves to align their efforts to strengthen the existing BDS Voucher Scheme in Zambia. In particular, they jointly aim to improve accessibility of this scheme for rural communities, women and people affected by HIV and AIDS. Presently, the BDS Voucher Scheme is being reoriented. This could have consequences for donor support to the scheme.

Regular information exchange (visit reports April 2007, January 2008, July 2008, October 2009) has taken place about the ED program with the Private Sector Development Representatives of EKN. Before entering into collaboration with ZATAC in April 2007, the Enterprise Development partner in Zambia, EKN gave feedback on their support to PSD in Zambia. EKN advised to enter into collaboration with an institution focusing on PSD rather than collaborating with a PSD time bound program. Furthermore the communication led to the participation in a joint PSD visit (EKN, Finnish Embassy, Woord en Daad) to explore opportunities and challenges for SME's in the area of enabling environment, access to finance, BDS voucher scheme, etc. This visit led to a joint publication in Dutch media about SME's in rural areas of Zambia.⁴ Woord en Daad also participated in various meetings with EKN regarding complementarity of MFS supported NGO's in the Netherlands as well as in Zambia (e.g. MFS day 2009).

The above analysis of (possible) complementarities is limited, due to the fact that the EKN plans run from 2008 till 2011. As of yet the priorities of a new government for Dutch development cooperation are unknown, so changes might occur after 2011. WD-REK Alliance is always willing to discuss new opportunities for complementarity with EKN, should priorities change.

⁴ Item was published in AfrikaNieuws, Nederlands Dagblad and other media. Source: http://www.afrikanieuws.nl/site/Hoe_vrede_in_Congo_het_MKB_in_Zambia_helpt/list_messages/20687

12.5. BUDGET FOR EACH PROGRAMME

Intervention strategy	Total	MFS contribution	Other
DPA / SED	€ 119.420.062	€ 21.440.525	€ 97.979.537
CSS	€ 34.758.762	€ 26.601.696	€ 8.157.066
PI	€ 6.724.444	€ 5.450.631	€ 1.273.814
Overhead WD - REK	€ 12.421.732	€ 4.129.648	€ 8.292.084
	€ 173.325.000	€ 57.622.500	€ 115.702.500

Distribution of total costs and subsidy part over intervention strategies. Overhead costs are presented separately.

In all subsequent tables overhead is included.

Subprogram	Total	MFS contribution	Other
EDU	€ 92.483.586	€ 17.500.000	€ 74.983.586
TVET-JBS	€ 38.202.248	€ 22.000.000	€ 16.202.248
ED	€ 18.925.278	€ 5.000.000	€ 13.925.278
AD	€ 12.201.924	€ 6.000.000	€ 6.201.924
SPN	€ 11.511.964	€ 7.122.500	€ 4.389.464
	€ 173.325.000	€ 57.622.500	€ 115.702.500

	WD	REK	Total
2011	€ 26.127.063	€ 6.166.273	€ 32.293.335
2012	€ 27.141.261	€ 6.378.806	€ 33.520.067
2013	€ 28.131.280	€ 6.585.520	€ 34.716.800
2014	€ 29.033.654	€ 6.771.878	€ 35.805.532
2015	€ 30.013.030	€ 6.976.235	€ 36.989.264
Total	€ 140.446.288	€ 32.878.712	€ 173.325.000

Budget line	Subprogram	Strategy	Name budgetline	Total costs
1.1	Edu	DPA / SED	Pre-primary education	€ 6.185.174
1.2	Edu	DPA / SED	Primary education	€ 36.089.523
1.3	Edu	DPA / SED	Secondary education	€ 13.520.995
1.4	Edu	DPA / SED	Higher education	€ 3.958.790
1.5	Edu	DPA / SED	Non-formal education	€ 2.038.191
1.6	Edu	DPA / SED	Functional Literacy	€ 1.962.133
1.7	Edu	DPA / SED	Infrastructure / investments	€ 6.442.185
1.8	Edu	CSS	Training	€ 6.548.609
1.9	Edu	CSS	Other capacity building + Networking	€ 4.941.310
1.10	Edu	CSS	Curriculum development	€ 1.331.995
1.11	Edu	PI	Advocacy	€ 2.836.632
			Overhead WD - REK	€ 6.628.048
	Total Edu			€ 92.483.586
2.1	TVET-JBS	DPA / SED	TVET	€ 18.857.829
2.2	TVET-JBS	DPA / SED	JBS	€ 4.639.445
2.3	TVET-JBS	DPA / SED	Infrastructure	€ 5.033.833
2.4	TVET-JBS	CSS	Training	€ 2.700.088
2.5	TVET-JBS	CSS	Other capacity building + Networking	€ 2.869.820
2.6	TVET-JBS	PI	Advocacy	€ 1.363.382
			Overhead WD - REK	€ 2.737.851
	Total TVET-JBS			€ 38.202.248
3.1	ED	DPA / SED	Exploitation costs for BDO	€ 700.947
3.2	ED	DPA / SED	Credit / capital, fresh	€ 13.121.832
3.3	ED	DPA / SED	Guarantees (risk part)	€ 127.061
3.4	ED	DPA / SED	BDS costs	€ 928.344
3.5	ED	CSS	Costs Chain Organisation	€ 1.331.382
3.6	ED	CSS	Training, capacity building	€ 1.077.542
3.7	ED	PI	Advocacy	€ 281.848
			Overhead WD - REK	€ 1.356.323
	Total ED			€ 18.925.278
4.1	AD	DPA / SED	Exploitation costs for BDO	€ 555.050
4.2	AD	DPA / SED	Credit / capital, fresh	€ 3.841.127
4.3	AD	DPA / SED	Guarantees (risk part)	€ 206.247
4.4	AD	DPA / SED	BDS costs	€ 1.211.357
4.5	AD	CSS	Costs Chain Organisation	€ 3.594.014
4.6	AD	CSS	Training, capacity building	€ 1.280.108
4.7	AD	PI	Advocacy	€ 639.542
			Overhead WD - REK	€ 874.479
	Total AD			€ 12.201.924
5.1	SPN	CSS	Strengthening partner networks	€ 9.083.893
5.2	SPN	PI	General Policy Influencing	€ 1.603.040
			Overhead WD - REK	€ 825.031
	Total SPN			€ 11.511.964
			Overall total	€ 173.325.000

Country	2011	2012	2013	2014	2015	Total
Bangladesh	€ 970.584	€ 1.050.104	€ 1.129.533	€ 1.205.027	€ 1.283.520	€ 5.638.768
Benin	€ 598.236	€ 683.865	€ 769.612	€ 852.924	€ 938.087	€ 3.842.723
Burkina Faso	€ 2.860.389	€ 3.044.590	€ 3.228.283	€ 3.402.628	€ 3.585.803	€ 16.121.692
Burundi	€ 584.708	€ 603.549	€ 622.195	€ 638.481	€ 656.569	€ 3.105.501
Chad	€ 738.040	€ 854.952	€ 972.067	€ 1.088.404	€ 1.207.026	€ 4.860.489
Colombia	€ 2.413.775	€ 2.378.536	€ 2.341.954	€ 2.296.403	€ 2.258.282	€ 11.688.950
Ethiopia	€ 2.486.246	€ 2.642.263	€ 2.798.565	€ 2.948.067	€ 3.104.452	€ 13.979.592
Guatemala	€ 2.255.141	€ 2.380.040	€ 2.504.440	€ 2.620.462	€ 2.743.442	€ 12.503.526
India	€ 5.524.942	€ 5.358.450	€ 5.190.675	€ 5.003.983	€ 4.832.942	€ 25.910.991
Kenya	€ 1.045.858	€ 1.079.559	€ 1.112.912	€ 1.142.041	€ 1.174.396	€ 5.554.767
Nicaragua	€ 829.468	€ 889.649	€ 949.715	€ 1.007.165	€ 1.067.177	€ 4.743.175
Philippines	€ 1.346.488	€ 1.351.466	€ 1.357.251	€ 1.359.602	€ 1.364.572	€ 6.779.378
Rwanda	€ 674.096	€ 695.818	€ 717.315	€ 736.090	€ 756.944	€ 3.580.263
Sierra Leone	€ 853.473	€ 977.767	€ 1.102.245	€ 1.225.477	€ 1.351.351	€ 5.510.313
South Africa	€ 570.684	€ 536.610	€ 502.094	€ 465.290	€ 430.240	€ 2.504.918
Sri Lanka	€ 678.865	€ 773.239	€ 867.734	€ 959.466	€ 1.053.299	€ 4.332.602
Sudan	€ 579.123	€ 597.784	€ 616.252	€ 632.382	€ 650.298	€ 3.075.840
Thailand	€ 190.391	€ 179.430	€ 168.323	€ 156.453	€ 145.168	€ 839.765
Uganda	€ 1.268.837	€ 1.368.034	€ 1.467.980	€ 1.564.019	€ 1.663.030	€ 7.331.901
Zambia	€ 1.846.136	€ 2.023.728	€ 2.175.780	€ 2.323.452	€ 2.476.240	€ 10.845.336
Haiti	€ 3.977.856	€ 4.050.636	€ 4.121.875	€ 4.177.718	€ 4.246.426	€ 20.574.510
Total	€ 32.293.335	€33.520.067	€ 34.716.800	€ 35.805.532	€ 36.989.264	€ 173.325.000

1

All amounts are equal to those mentioned in phase 1, except the distribution of own income over programs and countries. This is a result of some errors in calculations done for phase 1 as well as adaptation to progressive context analyses. Total amounts, amounts per year and distribution of requested subsidy remain the same.

These specific differences of total amounts per country and per program are shown in the two tables below.

¹ For Thailand no subsidy is requested

	Phase 1	Final amount
Bangladesh	€ 5.780.000	€ 5.638.768
Benin	€ 3.307.000	€ 3.842.723
Burkina Faso	€ 15.795.000	€ 16.121.692
Burundi	€ 3.250.000	€ 3.105.501
Chad	€ 5.181.000	€ 4.860.489
Colombia	€ 11.500.000	€ 11.688.950
Ethiopia	€ 13.452.500	€ 13.979.592
Guatemala	€ 12.450.000	€ 12.503.526
India	€ 26.875.000	€ 25.910.991
Kenya	€ 6.162.500	€ 5.554.767
Nicaragua	€ 4.687.500	€ 4.743.175
Philippines	€ 6.755.000	€ 6.779.378
Rwanda	€ 3.750.000	€ 3.580.263
Sierra Leone	€ 5.835.000	€ 5.510.313
South Africa	€ 2.500.000	€ 2.504.918
Sri Lanka	€ 4.250.000	€ 4.332.602
Sudan	€ 3.221.500	€ 3.075.840
Thailand	€ 850.000	€ 839.765
Uganda	€ 6.350.500	€ 7.331.901
Zambia	€ 9.897.500	€ 10.845.336
Haiti	€ 21.475.000	€ 20.574.510
Total	€ 173.325.000	€ 173.325.000

	Phase 1		Final amount	
	Total	MFS	Total	MFS contribution
EDU	€ 85.325.000	€ 17.500.000	€ 92.483.586	€ 17.500.000
TVET-JBS	€ 45.000.000	€ 22.000.000	€ 38.202.248	€ 22.000.000
ED	€ 19.500.000	€ 5.000.000	€ 18.925.278	€ 5.000.000
AD	€ 13.500.000	€ 6.000.000	€ 12.201.924	€ 6.000.000
SPN	€ 10.000.000	€ 7.122.500	€ 11.511.964	€ 7.122.500
Total	€ 173.325.000	€ 57.622.500	€ 173.325.000	€ 57.622.500

Appendix 1. Grants from the Ministry of Foreign Affairs - Woord en Daad**Activities / Number:****PSO (capacity development)****Period: 2007 - 2010**Capacity trajectories
for partners (per year)

2008	339.524 (realized)	20
2009	350.000 (budgetted)	20
2010	350.000 (budgetted)	20

NCDO (via fundraising committees and other private donors like schools etc.)**Period: 2007 - 2010**Project subsidies
mainly hardware/education

2008	222.618 (realized)	11 projects
2009	100.000 (budgetted)	7 projects
2010	100.000 (budgetted)	

Prisma (via ICCO-alliance)**Period: 2007 - 2010**

Project/Program subsidies

2008	2.059.645 (realized)	2 programs:
2009	2.200.000 (budgetted)	HIV/Aids
2010	2.177.000 (budgetted)	and Health

MFS-I**Period: 2007 - 2010**

Program financing

2008	5.037.000 (realized)	Job&Income
2009	5.037.000 (budgetted)	(incl. TVET/JBC/ED) and
2010	5.037.000 (budgetted)	Education

TMF via Red een Kind**Period: 2008 - 2010**

Project subsidies

2008	519.700 (realized)	16 projects
2009	450.000 (budgetted)	14 projects
2010	578.000 (budgetted)	14 projects

Schokland Akkoorden
Period: 2008 - 2011

Thematic cooperation

2008 (realized)
2009 (budgetted)
2010 (budgetted)

3 agreements
1. Fragile states, 2. Education
3. Learn for work trajects

Appendix 2. Grants from the Ministry of Foreign Affairs - Red een Kind**Activities / Number:****PSO (capacity development)****Period: 2007 - 2010**Capacity trajectories
for partners (per year)

none

NCDO (via fundraising committees and other private donors like schools etc.)**Period: 2007 - 2010**

none

MFS 1 - Prisma (via ICCO-alliance)**Period: 2007 - 2010**

Program financing

2007	1.716.418
2008	1.525.766 realized
2009	2.259.417 estimated
2010	1.903.018 (budgetted)

2 programs:
HIV/Aids
Education**MFS-I direct****Period: 2007 - 2010**

none

TMF direct**Period: 2008 - 2010**

Program financing

2006	1.200.000 realized
2007	729.411 realized
2008	1.573.576 realized
2009	1.801.000 estimated
2010	2.010.343 (budgetted)

TVET/ Job mediation

Schokland Akkoorden**Period: 2008 - 2011**

no funds

REK participated in learn for work trajects

Annex a.3

Appendix belonging to MFSII request of the Alliance Woord en Daad & Red een Kind
– on criterion General Information in tab 2.

Contact details of co-applicant Red een Kind

Stichting Red een Kind

Office:

George Stephensonstraat 11
8011 NL Zwolle

Post address:

Postbus 40169
8004 DD Zwolle

Telephone: 038 4604648

Fax : 038 4604508

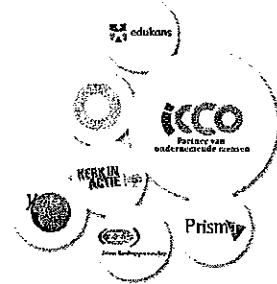
Director: L.D. Visser

Contact person: J. Lamberink

Email:

leo.visser@redeenkind.nl / jan.lamberink@redeenkind.nl

www.redeenkind.nl



Memorandum of Understanding

between

ICCO Alliance

and

Woord en Daad & Red een Kind Alliance

regarding coordination and collaboration for the programmatic areas common to their respective MFS II grant proposals with specific focus on economic/agribusiness development and education

The ICCO Alliance, represented by the lead agent ICCO, Joseph Haydnlaan 2a, 3533 AE Utrecht, represented by its CEO, Mr. Jack van Ham, hereinafter referred to as 'ICCO Alliance'

and

the Woord en Daad & Red een Kind Alliance, represented by the lead agent Woord en Daad, Spijksedijk 16E, 4207 GN Gorinchem, represented by its CEO, Mr. Jan Lock, hereinafter referred to as 'Woord en Daad & Red een Kind',

are both preparing a comprehensive grant proposal for the Dutch Co-financing System (MFS II).

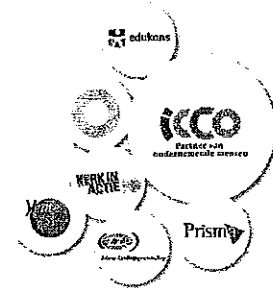
The grant proposals of both alliances have a number of thematic areas and a number of countries in common.

Common thematic areas are: education (including vocational education) and enterprise/agribusiness development.

Common countries are: Benin, Burkina Faso, Burundi, Ethiopia, Guatemala, India, Kenya, Nicaragua, Philippines, Rwanda, South Africa, Sudan, Uganda

ICCO Alliance and Woord en Daad & Red en Kind have agreed:

- To ensure that their programs in the common countries stay well-aligned, avoiding overlap and seeking maximum complementarity and mutual strengthening whenever this is possible and has added value;
- To share relevant information and exchange best practices;
- To build further on their positive experiences in existing joint lobby efforts (India, Sudan) and explore extending cooperation in this area to other countries;
- To extend the number of joint research projects and joint evaluations;



As relevance of and possibilities for cooperation depend very much on the program set up in the various countries, extensive coordination has taken place for each of the common countries. This has resulted in alignment of programs and in specific agreements per country and thematic area. For the latter we refer to the country-specific annexes 'Harmonization and Complementarity' of chapter 8 of the grant proposals . With this MoU both alliances want to underline their commitment to these country-specific agreements, which are concrete elaborations of the general agreements mentioned above.

For coordination, exchange and collaboration as mentioned in this MoU, ICCO Alliance and Woord en Daad & Red will make optimal use of existing networks (e.g. Agri-ProFocus Partnership, Child and Youth Rights Initiative, working groups of the Knowledge Platform on Basic Education, local platforms for (thematic) coordination) and of already existing coordination structures of ICCO Alliance (of which Woord en Daad en Red een Kind are both members). These options will ensure structural coordination and exchange between the two alliance. In addition, we will organize joint field visits to meet each other's partners, exchange best practices and explore opportunities for further local collaboration.

Signed in 2 copies.

Date: 24 June 2010	Date: 25-6-2010
Place: Utrecht	Place: Gorinchem <i>Gorinchem</i>
<i>I.a. [Signature]</i>	<i>[Signature]</i>
Mr. Jack van Ham	Mr. Jan Lock
CEO, ICCO Alliance	CEO, Woord en Daad

Memorandum of Understanding
A child and youth rights initiative

1. Introduction

Alliances and organisations aiming to improve the lives of children have come together in order to realise harmonisation and complementarity of their efforts and increase their impact. The alliances include: Together4Change, Child Rights Alliance, Woord en Deed & Red van Kind, ICCO alliance, Connexi4Change, Connect4Now, Dutch Consortium for Rehabilitation, Child and Development, IMPACT, Urban Youth Alliance and The United Entrepreneurship Alliance. The MoU can be adapted to include other organisations or alliances.

2. Objectives and scope

The above alliances declare that, during 2011 - 2016, we want to increase our impact on the realisation of children's and youth rights and the related MDGs, through strengthening civil society development and poverty reduction.

By 2015 we will have moved beyond sharing information and ad-hoc cooperation. We will recognise and efficiently make use of each others strengths and added value. To reach this goal we organise - where relevant, throughout 2011 - 2016, both in the Netherlands and in the programme countries, model(s) to:

- Strategise on (new) partnerships in countries including non-MFS II partners and/or;
- Link and learn, share best and worst practices per theme, country and strategy and/or;
- Link between programmes and partners and/or;
- Conduct joint lobby and advocacy and/or;
- Identify trajectories for joint innovation and/or;
- Align and consult with the Royal Netherlands Embassies in the field.

3. Process and steps

The above is not exhaustive and will be redefined and elaborated upon during the course of MFS II. At the beginning of 2011 Together4Change will organise the first session to officially kick off the process of collaboration and to jointly set clear objectives and time lines. In principle cooperation, harmonisation and alignment will take place in already existing relevant networks in the Netherlands and in the programme countries, thus taking the collaboration beyond MFS II. A Terms of Reference for 2011 - 2015 will be drafted for effective cooperation with MFS II alliances when deemed necessary.

4. Priority themes

Already two priority themes for harmonisation and alignment have been identified, as well as a number of cross-cutting issues. In this MoU, appendix I focuses on priority themes Child Rights and Protection and appendix II focuses on Basic Education and Vocational Training. Other themes and cross-cutting issues such as economic strengthening, Civic Driven Change, PMEE and children as civic actors/child participation will be further developed. We intend to pro-actively search for cooperation with other interested and relevant alliances and organisations on these themes. The annexes will be refined in 2011 into more in-depth ToRs in optimal partnership.

Together4Change - Child Rights Alliance - Woord en Deed & Red van Kind

 Connect4Now - Connexi4Change - Dutch Consortium for Rehabilitation - Child and Development

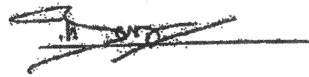
 IMPACT - Urban Youth Alliance - ICCO Alliance - The United Entrepreneurship Alliance

5. Signatories committing to this MoU

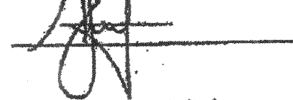
Signed for and on behalf of
Together4Change
Place and date: Nunspeet, 16 June 2010
Name: Els Hokstra
Title: Executive Director IOS



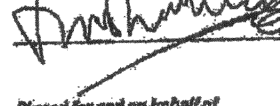
Signed for and on behalf of
Child Rights Alliance
Place and date: Amsterdam,
Name: Tjitske Bergsma
Title: Director Plan Nederland



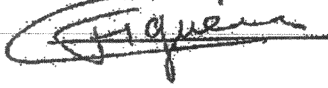
Signed for and on behalf of
Word en Daad & Red een Kind
Place and date: Gorinchem,
Name: J. van Loek
Title: CEO Word en Daad



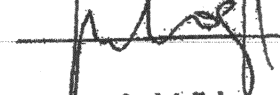
Signed for and on behalf of
ICDO Alliance
Place and date: Utrecht,
Name: Jack van Ham
Title: Director ICDO



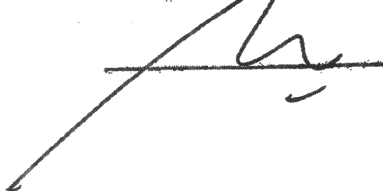
Signed for and on behalf of
Connect4Change
Place and date: Den Haag,
Name: Caroline Figueres
Title: Managing Director ICDO



Signed for and on behalf of
Grain@Now
Place and date: Apeldoorn,
Name: Mark Vogt
Title: Executive Director War Child



Signed for and on behalf of
Dutch Consortium for Rehabilitation
Place and date: Den Haag,
Name: Hilde Winters
Title: Director Save the Children

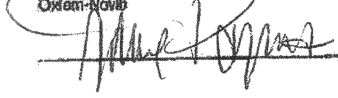


Signed for and on behalf of
Child and Development
Place and date: Den Haag,
Name: Ron van Halzen
Title: Executive Director
Terre des Hommes

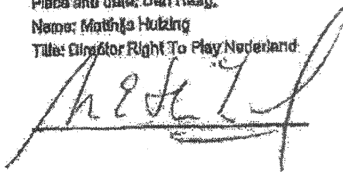


Together4Change - Child Rights Alliance - Word en Daad & Red een Kind
Grain@Now - Connect4Change - Dutch Consortium for Rehabilitation - Child and Development
AFAC - Urban Youth Alliance - ICDO Alliance - The United Entrepreneurship Alliance

Signed for and on behalf of
IMPACT
Place and date: Den Haag,
Name: Adria Pasma
Title: Director Operations and Private Sector
Oswem-Novib






Signed for and on behalf of
Urban Youth Alliance
Place and date: Den Haag,
Name: Mathijs Hutzing
Title: Director Right To Play Nederland



Signed for and on behalf of
The United Entrepreneurship Coalition
Place and date: Amsterdam,
Name: Michel Richlar
Title: Co-Director SPARK



 Together4Change - Child Rights Alliance - Wood en Deed & Realisation Fund
 Connect4Change - Dutch Consortium for Rehabilitation - Child and Development
 IMPACT - Urban Youth Alliance - IACO Alliance - The United Entrepreneurship Alliance

*Appendix 1 - Child Rights and Protection
To the Memorandum of Understanding -- a Child and Youth Rights Initiative: June 2010*

The following alliances subscribe to align and harmonise efforts regarding the theme of Child Rights and Protection: Together4Change, Child Rights Alliance, Child and Development, Word on Deed & Red aan Kind, ConnectNow, Dutch Consortium for Rehabilitation and Urban Youth Alliance.

Child rights and child protection is addressed in every programme, guided by the UNCRC. We need to appreciate that for some alliances this is their main focus, while for others child protection rights is integrated into their programme areas. This will be accommodated for within the more detailed ToR to be drafted in 2011.

The main objective of the ToR is that the above-mentioned parties agree to link policies and policy and work jointly on the following issues where feasible:

- Integrated approach, including prevention, protection, rehabilitation and integration
- Integrated approach, at community, regional, national and international level
- Evidence based lobby, advocacy and policy making in a global world
- Disadvantaged groups (children with disabilities, orphans, conflict with the law, HIV/AIDS, gender based violence)
- Frameworks, methodologies and tools specific for child protection (community based child protection mechanisms, alternative forms of care)
- Action Learning and qualitative reviews

This will be done both in the Netherlands through existing networks and/or working groups such as Violence Against Children wherever possible, practical, and relevant.

Together4Change - Child Rights Alliance - Word on Deed & Red aan Kind
ConnectNow - Together4Change - Dutch Consortium for Rehabilitation - Child and Development
Word on Deed & Red aan Kind - Urban Youth Alliance - ICCO Alliance - The United Entrepreneurship Alliance

Appendix II – Basic and Vocational Education
To the Memorandum of Understanding – a Child and Youth Rights Initiative: June 2010

The following alliances subscribe align and harmonise efforts regarding the theme of basic education and vocational training: Together4Change, Child Rights Alliance, Waard en Gaad & Red en Kind, ICCO Alliance, IMPACT, Child and Development, Connact4Change, Connact4Now, Dutch Consortium for Rehabilitation, Urban Youth Alliance and The United Entrepreneurship Alliance. The alliances have shared their vision on basic education and vocational training, to promote coordination on their geographic, thematic and strategic (e.g. types of partners, focus on specific interventions strategies or levels) choices at country level. In a few specific countries (e.g. Uganda, Kenya) all Dutch MPS organisations active have managed to set up specific coordination modelles on education. The alliances are committed to seek to replicate these kinds of modelles in other countries in the coming five years.

In the Netherlands, the alliances will:

- a. Continue or join to share experiences, promote capacity building and in country cooperation of partners through active participation in the knowledge platform on basic education and its different working groups where relevant for the programmes of the alliances;
 - i. Education and post-conflict (consulation Millennium project 'Fragile States and Education', headed by Save the Children)
 - ii. Education and work
 - iii. Education and quality
 - iv. Education and HIV/AIDS
- b. Explore opportunities for thematic research; at least 2 trajectories to be executed in the course of 2011-13, also in close cooperation with Dutch research networks and universities (for example the IS Academy).
- c. Share lessons and contribute on websites and wikis already available on Basic Education Development, like the education wiki of the ICCO alliance (<http://icco.nl/ictm/network-education/educationalliances/networks.com/>) or the Connact-online developed by ICCO.
- d. Engage in joint lobby and public mobilisation activities to keep investing in basic education and vocational training high on the political and public agenda. The Netherlands chapter of the Global Campaign for Education supported by members of the ICCO alliance (ICCO, Edukans), the IMPACT consortium (Oxfam Novib), the Dutch Consortium for Rehabilitation (Save the Children), and the Dutch teacher unions AOB and ONV.
- e. Concrete the link between Vocational Education and Business Development/ Economic Strengthening.

At country level:

Most activities related to coordinating programmes and exchanging information and experience will take place at country level. When alliances operate on this theme in the same country, trajectories will be formulated, developed and agreed upon, if relevant in the local context. These can consist of the following, but will be elaborated by our partners:

- o Networking and/or;
- o Advocacy and/or;
- o Research and/or;
- o Development of tools and/or;
- o Joint reviews and/or;
- o Linking and Learning.

In the countries where the initiatives above already exist (e.g. in Uganda and Kenya) these will be reinforced.

Together4Change - Child Rights Alliance - Waard en Gaad & Red en Kind
 Connact4Now - Connact4Change - Dutch Consortium for Rehabilitation - Child and Development
 IMPACT - Urban Youth Alliance - ICCO Alliance - The United Entrepreneurship Alliance

Agreement on collaboration MFS II programmes Letter of intent

The **Woord en Daad/Red een Kind** alliance, represented by the lead agent **Woord en Daad**, Spijksedijk 16E, 4207 GN Gorinchem, represented by its CEO, Mr. Jan Lock, hereinafter referred to as 'Woord en Daad/Red een Kind'

and

The Connect4Change consortium, represented by the **International Institute for Communication and Development**, Raamweg 5, The Hague, the Netherlands, represented by its Managing Director, Ms. Caroline Figuères, hereinafter referred to as 'Connect4Change',

Agree to the following terms:

Introduction

Woord en Daad/Red een Kind and Connect4Change are both preparing comprehensive programme proposals to apply for the Dutch Cofinancing System (MFS II), thereby contributing to the overall aim of the Dutch Policy: to contribute to the building and strengthening of civil society in the South as a building block for structural poverty reduction.

The vision of the Woord en Daad and Red een Kind alliance, as well as their Southern alliances is: "The alliances will substantially contribute towards poverty reduction and enhance people's ability to bring about sustainable transformation in their lives."

The Connect4Change mission is to strengthen people and civil society organisations in the sustainable use of and lobby for ICT to achieve their development goals, in particular in economic development, health and education as these are key sectors in the sustainable reduction of poverty.

Both Woord en Daad/Red een Kind and Connect4Change are working with ICT in the education and economic development sector in Zambia, Burkina Faso, Ethiopia and Uganda.

Alignment of programmes

The parties agreed the following:

The "Woord en Daad/Red een Kind alliance" provides institutional support to partners in its programme focusing on broad institutional development where Connect4Change mainly focuses on ICT related activities of the partners to improve education and economic development. From this point of view the programmes could be seen as complementary when dealing with the same partners and/or implementing activities in the same region of the countries.

Local partners of the Woord en Daad/Red een Kind alliance expressed their interest in using ICT to improve effectiveness and efficiency of their programmes. At this stage it is not clear what is exactly needed.

A handwritten signature in black ink, consisting of a single, fluid, vertical stroke that curves slightly at the top and bottom.

The Woord en Daad/Red een Kind alliance and the Connect4Change consortium express the intention to exchange knowledge experiences in the field of (ICT for) Education and Economic Development and efficiently make use of each others' strengths and added value. This will be done both in the Netherlands and in the partner countries in the form of field visits, coaching and training thereby using existing networks where possible.

At the level of the local partners the Connect4Change consortium is willing to give the partners of "Woord en Daad/Red een Kind" the opportunity to profit from planned trainings and knowledge sharing activities about ICT provided in the countries in the context of the Connect4Change programme, when relevant and possible (depending on the needs and pre-existing knowledge of the local partners).

Monitoring and evaluation of harmonisation and complementarity

Both parties will work to guarantee continuous alignment between Woord en Daad/Red een Kind and Connect4Change during the MFS II programme period, therefore:

- A face-to-face meeting between the lead agents of both parties will take place on a yearly basis to review on going activities and discuss possible extension of programmes: the intention is to avoid duplication of activities.
- Evaluation and learning reports will be shared where possible and when relevant
- Connect4Change and Woord en Daad/Red een Kind agree to organize a yearly joint learning event related to the use of ICT and media for development, gathering different stakeholders, where possible and when relevant.

Signed in 2 copies.

Date: 8 June 2010	Date: 14 June 2010
Place: The Hague	Place:
Mrs. Caroline Figuères	Mr. Jan Lock
Managing Director IICD	CEO, Woord en Daad

République du Mali



République du Burkina Faso



République du Niger



**Fondation
Strømme**

**PROJET DE DOCUMENT CADRE DE CREATION DU
SECRETARIAT PERMANENT SOUS REGIONAL DE LA
STRATEGIE DE SCOLARISATION ACCELEREE PASSERELLE**

**Ministères de l'éducation du Mali, du Burkina Faso du Niger en collaboration
avec la Fondation STROMME**

Préambule

La Stratégie de Scolarisation Accélérée / Passerelle, initiative de la Fondation Strømme en Afrique de l'ouest a été initialement lancée en 2004 au Mali puis 2006 au Burkina Faso et 2007 au Niger afin d'offrir une chance aux enfants de 8 à 12 ans non scolarisés ou précocement déscolarisés pour diverses raisons. Elle apparait alors comme une alternative éducative originale qui contribue à l'atteinte des objectifs de l'Education Pour Tous (EPT) et des Objectifs du Millénaire pour le Développement (OMD).

La mise en œuvre de cette stratégie a fait l'objet de protocoles d'accord cadre tripartite entre les trois Ministères en charge de l'éducation de Base, la Fondation Strømme et les ONG partenaires. La visite officielle des Ministres en charge de l'éducation de base du Burkina Faso, du Mali et du Niger en Norvège sur invitation de la Fondation STROMME en février 2009 fut pour ces trois personnalités une opportunité de marquer leur implication dans la promotion de la SSA/Passerelle. L'intérêt pour cette nouvelle stratégie éducationnelle a été traduit en une proposition de mise en place d'une coordination sous régionale de partage des bonnes pratiques et des résultats du concept de la SSA/Passerelle d'où l'idée de la création d'un Secrétariat Permanent Sous- Régional.

Par ailleurs, les résultats issus de l'expérimentation de cette Stratégie dans les pays pionniers (Mali, Burkina Faso et Niger) ont intéressé d'autres Etats. Par conséquent, la nécessité de créer un Secrétariat Permanent Sous- Régional s'impose davantage afin de permettre à la Fondation STROMME et ses partenaires d'avoir un instrument opérationnel pour non seulement harmoniser les pratiques dans les pays de mise en œuvre mais aussi pour assurer une large diffusion de l'initiative tout en préservant la qualité.

NB : Le présent document est conçu pour une phase transitoire de trois ans pour le développement et la mise en place des outils et mécanismes opérationnels du Secrétariat Permanent Sous Régional.

Présentation du secrétariat permanent de la SSA/Passerelle

Le Secrétariat Permanent Sous Régional est une structure spécialisée en matière de SSA/Passerelle regroupant les Etats pionniers, la Fondation Strømme et les ONG partenaires. Il se veut un interlocuteur dynamique dans la mise en œuvre de la SSA/Passerelle entre les Etats, les ONG de mise en œuvre, les partenaires techniques et financiers et la Fondation Strømme.

I. Mission du secrétariat permanent de la SSA/Passerelle

Le Secrétariat Permanent a pour mission d'assurer la promotion et la vulgarisation de la SSA/Passerelle en vue de contribuer à l'atteinte des objectifs de l'EPT et des OMD.

II. Objectifs du secrétariat permanent de la SSA/Passerelle

Le Secrétariat Permanent Régional de la SSA/Passerelle vise à :

- Renforcer et vulgariser la SSA/Passerelle ;
- Assurer l'appui/accompagnement technique des acteurs de mise en œuvre de la SSA/Passerelle ;
- Assurer l'évaluation de la mise en œuvre des pratiques et les résultats de la SSA/ Passerelle;
- Développer des stratégies de mobilisation des ressources financières et humaines ;
- Certifier les organisations et les individus ayant l'expertise de la SSA/Passerelle dans les pays bénéficiaires ;
- Capitaliser et diffuser les bonnes pratiques de la SSA/Passerelle ;
- Assurer le suivi des recommandations des différentes rencontres sur la SSA/Passerelle.

III. Statut et structuration du secrétariat permanent de la SSA/Passerelle

Le Secrétariat Permanent Sous Régional est une structure sous régionale spécialisée pour la mise en œuvre de la SSA/Passerelle, régie par une convention entre les Etats pionniers que sont le Mali, Le Burkina Faso et le Niger, la Fondation Strømme, et les ONG partenaires.

Le personnel du Secrétariat est recruté et géré par la Fondation Strømme.

Le Secrétariat est dirigé par un/une Secrétaire Permanent (e) avec les divisions suivantes:

- ✓ Division pédagogie (formation, recherche, etc)
- ✓ Division Communication et plaidoyer
- ✓ Division administrative et financière

Le Secrétariat Permanent Sous- Régional peut faire recours à l'expertise des structures techniques et des partenaires suivants :

- ✓ les Structures Techniques des Ministères de l'Education notamment celles en charge de la mise en œuvre des innovations éducatives;
- ✓ les universités et/ou les institutions spécialisées ;
- ✓ les personnes ressources.

IV. Organisation et fonctionnement du secrétariat permanent de la SSA /Passerelle

4.1. Organisation : Il est mis en place un conseil d'orientation du secrétariat permanent qui est l'instance d'orientation, de délibération et de décision.

Il est composé :

- des Ministres en charge de l'éducation ;
- de la Fondation STROMME (SG Fondation STROMME, DR Fondation STROMME Afrique de l'Ouest) ;

- du Secrétaire Permanent ;
- d'un Représentant des ONG par pays

4.2. Fonctionnement :

4.2.1. Mobilisation de ressources :

Pour le fonctionnement du Secrétariat Permanent Sous Régional ; les ressources proviendront :

- ✓ de la Fondation STROMME (subventions);
- ✓ des contributions des Etats Membres (rendre disponible le personnel, les accords de siège, inscription de lignes budgétaires SSA-Passerelle dans les plans d'action des Etats ...);
- ✓ des prestations de services ;
- ✓ des requêtes communes de financement.

4.2.2. Gestion administrative :

La gestion administrative s'articule autour des actions ci-après :

- ✓ une rencontre tournante annuelle du Conseil d'Orientation dans un des pays membres ou en Norvège ;
- ✓ une réunion annuelle de bilan programmation (entre Juillet et septembre)
- ✓ l'évaluation de performance du Secrétariat sera faite en chaque fin d'année civile.

Un manuel de procédures précise les modalités de fonctionnement du Secrétariat Permanent.

V. Localisation du secrétariat permanent de la SSA/Passerelle

Durant cette période transitoire de trois ans le Secrétariat Permanent de la SSA/Passerelle est logé dans le Bureau Régional de la Fondation STROMME Afrique de l'Ouest à Bamako au Mali.

Bamako, le 19 Mars 2010

**Le Ministre de l'Education,
l'Alphabétisation et des
Langues Nationales du Mali**

**Le Ministre de l'Enseignement de
de Base et de l'Alphabétisation
du Burkina Faso**

**Le Ministre de la Formation
Professionnelle et de l'Alphabétisation
du Niger**

La Fondation Strømme



Ouagadougou, le 04 DEC. 2006

*Le Ministre de l'Enseignement
de Base et de l'Alphabétisation*

A

N° /MEBA

Objet : protocole d'accord entre
le MEBA et la fondation STROMME

Monsieur le Directeur Régional
Afrique de l'Ouest de la Fondation
STROMME

OUAGADOUGOU

Monsieur le Directeur Régional,

J'ai l'honneur de vous faire parvenir par la présente, l'original du protocole d'accord cadre tripartite pour l'expérimentation de l'initiative de scolarisation accélérée « LA PASSERELLE » au Burkina Faso.

En vous souhaitant bonne réception, veuillez agréer **Monsieur le Directeur**, l'expression de ma considération distinguée.

Marie Odile BONKOUNGOU
Officier de l'Ordre National



**PROTOCOLE D'ACCORD CADRE TRIPARTITE POUR
L'EXPERIMENTATION DE L'INITIATIVE PASSERELLE AU
BURKINA FASO**

ENTRE

**LE MINISTERE DE L'ENSEIGNEMENT DE
BASE ET DE L'ALPHABETISATION
(MEBA)**

LA FONDATION STROMME

ET

LES ORGANISATIONS NON GOUVERNEMENTALES :

Association Evangélique d'Appui au Développement (**AEAD**)

Action Chrétienne Tous pour la Solidarité (**ACTS**)

Association Nationale pour la Traduction de la Bible et
d'Alphabétisation (**ANTBA**)

Fondation pour le Développement Communautaire
Burkina Faso (**FDC/BF**)

Association, Formation, Développement et Ruralité (**AFDR**)

Préambule

Le Burkina Faso fait de l'accès à l'éducation de tous les enfants en âge d'aller à l'école une priorité centrale inscrite aussi bien dans le Plan Décennal de Développement de l'Enseignement de Base (**PDDEB**) que dans la Loi d'Orientation de l'Education No 013-2007/AN du 30 juillet 2007.

Le PDDEB accorde une attention particulière à la nécessité de promouvoir une éducation de qualité tout en élargissant l'offre éducative.

La PASSERELLE, scolarisation accélérée, Initiative de la Fondation Stromme en Afrique de l'Ouest, a été initialement lancée en 2004 au Mali afin d'offrir une chance éducative aux enfants qui n'ont pas pu accéder à l'école formelle ou qui ont été déscolarisés précocement, pour diverses raisons. Elle apparaît alors comme une alternative éducative originale.

Une telle initiative, en dotant les enfants de connaissances sur la vie courante, l'alphabétisation dans leur langue maternelle, les prépare à une meilleure lecture de leur environnement socioculturel et économique.

Mieux, la passerelle offre une chance de scolarisation aux enfants et les arrache aux travaux pénibles pour leur âge et contribue à la construction de leur être. Elle constitue de ce fait une réelle bouée de sauvetage pour la tranche d'âge concernée.

Considérant que le MEBA, la Fondation Stromme et les ONG partenaires désirent s'engager pour de bonnes et sereines considérations selon les termes et conditions du présent PROTOCOLE ci-après nommé « **Protocole d'Accord Tripartite sur l'Initiative Passerelle** » ;

Prenant en compte le fait que le MEBA, la Fondation Stromme et les ONG partenaires considèrent, l'Initiative Passerelle propre à favoriser l'élargissement de l'offre éducative dans la perspective de l'Education pour Tous (EPT) ;

Considérant que le MEBA, la Fondation Stromme et les ONG partenaires s'accordent sur une expérimentation de la Passerelle en vue de sa valorisation et de sa généralisation;

Considérant que, par le présent protocole, le MEBA et la Fondation Stromme s'accordent à confier la responsabilité de la mise en œuvre de l'expérimentation de la Passerelle aux ONG nationales en partenariat avec les services centraux et déconcentrés du MEBA;

Ils conviennent, pour ce faire, le présent protocole dont la teneur suit :

Chapitre I : Objet

Article 1 : Le présent protocole a pour objet l'expérimentation de la Passerelle au Burkina Faso, consistant à créer des centres accueillant des enfants déscolarisés précoces et non scolarisés âgés de 9 à 12 ans et qui sont formés, évalués et reversés dans le système formel au bout de neuf (9) mois d'apprentissage accéléré.

Il définit le cadre général du partenariat tripartite entre d'une part, le **MEBA** et, d'autre part, la **Fondation Stromme** et les ONG : **AEAD, ACTS, ANTBA, FDC/BF** et **AFDR** ainsi que toute autre ONG ou structure impliquée dans la mise en œuvre de la Passerelle au Burkina Faso et qui accepte de respecter les termes du présent protocole.

Chapitre II : Engagement et rôles des parties

Article 2 : Les parties prenantes s'engagent à s'impliquer pleinement dans l'expérimentation de la Passerelle afin d'en capitaliser les résultats pour sa valorisation dans l'offre éducative au Burkina Faso et sa généralisation, Elles s'attelleront en particulier à assurer conjointement l'élaboration du programme d'étude, la conception et la validation des outils pédagogiques ainsi que le suivi du dispositif d'expérimentation.

Article 3 : La Fondation Stromme apporte aux ONG chargées de la mise en œuvre de l'initiative l'appui technique et financier requis. Toutefois, des fonds complémentaires peuvent être mobilisés par les partenaires, l'Etat ou d'autres structures de financement en concertation avec la Fondation Stromme. Elle assure par ailleurs la prise en charge des activités assurées par les services centraux du MEBA.

Article 4 : Les ONG de mise en œuvre assurent l'exécution et la gestion des activités sur le terrain, en collaboration avec les services déconcentrés du MEBA
Elles veillent notamment à :

- l'identification des sites et la création des centres à Passerelle, en collaboration avec les DPEBA ;
- la sensibilisation des communautés ;

- le recrutement, la formation et le suivi des coordonnateurs, superviseurs et animateurs ;
- la mise en place des équipements, fournitures et matériels pédagogiques des centres à Passerelle ;
- Le suivi du respect des engagements des communautés ;
- La prise en charge des activités de suivi assurées par les services déconcentrés du MEBA.

Article 5 : Les services centraux du MEBA en charge des curricula et des innovations éducatives participent à la mise en œuvre de l'initiative sur les aspects suivants :

- la définition du curriculum de la Passerelle ;
- la validation des outils pédagogiques ;
- la détermination des profils de recrutement des superviseurs et animateurs ;
- le suivi et l'évaluation de l'expérimentation de l'Initiative.

Article 6 : Les services déconcentrés du MEBA (les DPEBA) :

- veillent à l'effectivité de l'ouverture des centres à Passerelle et à leur fonctionnement régulier;
- participent au suivi des apprentissages ;
- participent à la formation des agents de la Passerelle (coordinateurs, superviseurs, animateurs) ;
- Conduisent l'organisation des évaluations destinées aux apprenants des centres à passerelle ;
- facilitent l'accueil des apprenants transférés vers les écoles formelles.

Chapitre III : Mise en œuvre et suivi de l'expérimentation

Article 7 : Les structures de mise en œuvre de la Passerelle sont constituées de la **Fondation Stromme**, des ONG nationales de mise en œuvre notamment l'AEAD, ACTS, ANTBA, FDC/BF et AFDR ainsi que des services du MEBA visés aux articles 5 et 6 ci-dessus.

Article 8 : Les organes de suivi de la mise en œuvre de l'expérimentation sont le Comité Technique et le Comité d'Orientation définis aux articles 10 et 11.

Article 9 : Les conditions de transferts des apprenants vers les écoles d'accueil sont définies de commun accord.




Chapitre IV: Organisation et Fonctionnement des organes de suivi de la mise en œuvre

Article 10: Le Comité d'Orientation est constitué de la Fondation Stromme, des ONG nationales de mise en œuvre notamment AEAD, ACTS, ANTBA, FDC/BF et AFDR ainsi que des services centraux et déconcentrés du MEBA impliqués dans la mise en œuvre de l'initiative.

Il est chargé de déterminer l'orientation générale de l'expérimentation en appréciant l'évolution de la Passerelle et en proposant son réajustement, son harmonisation et son intégration aux curricula ou aux autres innovations du MEBA.

Il assure la diffusion des résultats de l'expérimentation.

Il se réunit en session ordinaire une fois par semestre et en session extraordinaire chaque fois que de besoin, sur convocation du Président.

Il valide les plans et rapports annuels élaborés par le comité technique.

Article 11 : Le Comité Technique veille à l'harmonisation et à la synergie des activités des ONG nationales, en particulier AEAD, ACTS, ANTBA, FDC/BF et AFDR qui sont déjà en activité, pour la réussite de la Passerelle au Burkina Faso.

Il assure l'implication des services techniques du MEBA dans l'élaboration des outils didactiques, le suivi et l'encadrement pédagogique des animateurs des centres, l'organisation des évaluations des apprenants ainsi que le transfert des apprenants vers les écoles d'accueil.

Il veille à la bonne collaboration des ONG nationales avec les services techniques du MEBA pour le bon fonctionnement et l'évaluation de l'expérimentation de la Passerelle.

Il organise des rencontres d'échanges voire des ateliers dans ce sens, en cas de besoin.

Il élabore un plan et un rapport d'activités annuels qu'il soumet à l'approbation du comité d'orientation.

Article 12 : Le Comité d'Orientation est présidé par le MEBA

Article 13 : Le Comité Technique est composé de sept (7) membres à savoir le représentant du MEBA, la Fondation Stromme, les cinq ONG partenaires de mise en œuvre de l'initiative, AEAD, ACTS, ANTBA, FDC/BF et AFDR. Toute ONG impliquée



dans la mise en œuvre de la Passerelle, sera d'office membre du comité et jouira des mêmes droits que les autres.

Le Comité Technique est présidé en alternance par les ONG partenaires.

Chapitre IV : Dispositions finales

Article 14 : L'expérimentation est prévue pour une durée de 3 ans.

Article 15 : Les parties signataires du présent accord cadre s'engagent à respecter l'approche telle que définie par la Fondation Stromme.

Article 16 : Toute initiative pour la mise en œuvre, le financement, l'approche passerelle doit faire l'objet de validation et d'approbation par le Comité d'Orientation.


Article 17 : La Fondation Stromme se réserve le droit de coopter de nouveaux partenaires de mise en œuvre de l'initiative. Elle en informe le MEBA par correspondance et les présente au comité d'orientation. Ces ONG deviennent, de manière tacite, membres du partenariat établi par le présent protocole.

Article 18 : Toute modification du présent protocole fait l'objet d'une concertation entre les parties.

Article 19 : En cas de litige, il est fait recours à un règlement à l'amiable. En cas de non-conciliation, les parties font recours aux juridictions compétentes.

Article 20 : Le présent protocole d'accord prend effet pour compter de la date de sa signature. Il sera communiqué et publié partout où besoin sera.

OUAGADOUGOU 22 NOVEMBRE 2008



Pour le **MEBA** :

Madame Marie Odile BONKOUNGOU

Ministre de l'Enseignement de Base et de l'Alphabétisation

Date :

Pour la **Fondation Stromme** :

Zakariya ABDOU



Date :

Pour les **ONG partenaires** :

AEAD

Pasteur Philippe OUEDRAOGO

Directeur Exécutif

Date :

ACTS :

Madame Joanna ILBOUDO

Directrice Exécutive

Date :

FDC/BF :

Madame Maria Kéré

Directrice Exécutive

Date :

AFDR :

Monsieur Amidou Ouattara

Directeur Exécutif

Date :

01 BP 6126 Ouagadougou 01
Tel (226) 50 57 52 91
Directeur Exécutif

ANTBA :

Pasteur Boureima OUEDRAOGO

Directeur Général

Date :





Agreement on collaboration MFS II programmes

Letter of intent

between

The Dutch Consortium for Rehabilitation

and

Woord en Daad & Red Een Kind alliance

The **Woord en Daad/Red een Kind** alliance, represented by the lead agent **Woord en Daad**, Spijksedijk 16E, 4207 GN Gorinchem, represented by its CEO, Mr. Jan Lock, hereinafter referred to as 'Woord en Daad/Red een Kind'

and

The **Dutch Consortium for Rehabilitation**, represented by the lead agent **ZOA**, Sleutelbloemstraat 8, 7322 AG Apeldoorn, represented by its CEO, Mr. Johan Mooij, hereinafter referred to as 'Dutch Consortium for Rehabilitation'.

Agree to the following terms:

Introduction

Woord en Daad/Red een Kind and Dutch Consortium for Rehabilitation are both preparing comprehensive programme proposals to apply for the Dutch Co-financing System (MFS II), thereby contributing to the overall aim of the Dutch Policy: to contribute to the building and strengthening of civil society in the South as a building block for structural poverty reduction.

The vision of the Woord en Daad and Red een Kind alliance, as well as their Southern alliances is: "The alliances will substantially contribute towards poverty reduction and enhance people's ability to bring about sustainable transformation in their lives."

The vision of the Dutch Consortium for Rehabilitation is as follows: "The Dutch Consortium for Rehabilitation envisages peaceful, stable and well-governed societies where all people have sustainable livelihoods and equal access to basic services."

Both Woord en Daad/Red een Kind and Dutch Consortium for Rehabilitation work in Uganda, Burundi and Sudan in the areas of Education and Agribusiness Development/ Enterprise Development (AD/ED).



Alignment of programmes

The Woord en Daad/Red een Kind alliance and the Dutch Consortium for Rehabilitation share relevant information and collaborate to assure that their programs in a geographical and thematical way do not overlap but that they efficiently make use of each others' strengths and added value.


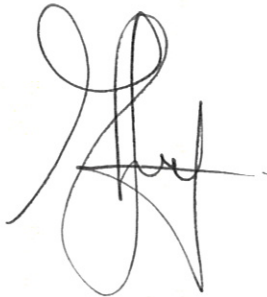
This will be done both in the Netherlands and in the partner countries, where possible, in the form of field visits, meetings thereby using existing networks where possible.

Monitoring and evaluation of harmonisation and complementarity

Both parties will work to guarantee continuous alignment between Woord en Daad/Red een Kind and Dutch Consortium for Rehabilitation during the MFS II programme period, therefore:

- A face-to-face meeting between the lead agents of both parties will take place on a bi-annual basis to review on going activities and discuss possible extension of programmes: the intention is to avoid duplication of activities.
- Evaluation and learning reports will be shared where possible and when relevant.
- Dutch Consortium for Rehabilitation and Woord en Daad/Red een Kind agree to organize a yearly joint learning event related to gathering different stakeholders, where possible and when relevant.

Signed in 2 copies.

Date: 17/06/2010	Date: 21/06/2010
Place: Apeldoorn	Place: Gorinchem
	
Mr. Johan Mooij	Mr. Jan Lock
CEO, ZOA	CEO, Woord en Daad



Agreement on collaboration regarding MFS II-funded programs in Sri Lanka

Letter of intent

between

Samen voor verandering: *Communities of Change* alliance

and

Woord en Daad & Red Een Kind alliance

The **Woord en Daad/Red een Kind alliance**, represented by the lead agent **Woord en Daad**, Spijksedijk 16E, 4207 GN Gorinchem, represented by its CEO, Mr. Jan Lock, hereinafter referred to as 'Woord en Daad/Red een Kind'

and

The **Samen voor verandering: *Communities of Change***, represented by the lead agent **Cordaid**, Lutherse Burgwal 10, 2512 CB Den Haag, represented by its CEO, Mr. Henri van Eeghen, hereinafter referred to as 'Samen voor verandering'.

Agree to the following terms:

Introduction

Woord en Daad/Red een Kind and Samen voor verandering are both preparing comprehensive program proposals to apply for the Dutch Co-financing System (MFS II), thereby contributing to the overall aim of the Dutch Policy: to contribute to the building and strengthening of civil society in the South as a building block for structural poverty reduction.

The vision of the Woord en Daad and Red een Kind alliance, as well as their Southern alliances is: "The alliances will substantially contribute towards poverty reduction and enhance people's ability to bring about sustainable transformation in their lives."

The vision of Samen voor verandering is as follows: "The Alliance sees poverty as the result of injustice and exclusion. Strengthening capacities of community organizations is essential but not sufficient for lasting impact. Changing unequal power relations, among others by entering into coalitions with other stakeholders, is essential as this is an integral part of structural poverty alleviation."



Woord en Daad/ Red een Kind is working in Batticaloa (Eastern Province) in the field of Technical and Vocational Education and Training & Job and Business Services (TVET/JBS).

Samen voor verandering will implement its 'conflict transformation' program in Sri Lanka which will focus on 2 main issues being: 1) rule of law and good governance and 2) promoting active citizenship of war victims (via among others psycho-social and income generating support).

Assuring alignment and complementarity

Although both Woord en Daad/Red een Kind and Samen voor verandering work in Sri Lanka's resettlement areas, there is no geographical and thematic overlap.

However, as both alliances work in resettlement areas and work with target groups that face similar problems, the alliances see potential to benefit from each other's experiences. Therefore, they agreed to meet regularly to assure that:

- their programs stay aligned;
- they make optimal use of each others' knowledge, expertise and experiences in the field of resettlement areas;
- they share relevant evaluation and learning reports;
- they, if necessary, can act jointly toward external parties.

In order to realize the above mentioned objectives, the alliances agreed that:

- a face-to-face meeting between the lead agents of both parties will take place on a bi-annual basis to review ongoing activities, discuss possible extension of programs and exchange other relevant (strategic) information;
- staff of (partners of) both alliances will meet regularly, both in the Netherlands and in Sri Lanka, at joint field visits, office meetings and meetings of existing networks to exchange relevant knowledge and expertise.

Signed in 2 copies,

Date: 23.6.2010	Date: 25-6-2010
Place: <i>[Signature]</i>	Place: <i>[Signature]</i>
<i>[Signature]</i>	<i>[Signature]</i>
Mr. Henri van Eeghen	Mr. Jan Lock
CEO, Cordaid	CEO, Woord en Daad



Agreement on collaboration MFS II programmes

Letter of intent

between

SPARK alliance

and

Woord en Daad & Red Een Kind alliance

The **Woord en Daad/Red een Kind** alliance, represented by the lead agent **Woord en Daad**, Spijksedijk 16E, 4207 GN Gorinchem, represented by its CEO, Mr. Jan Lock, hereinafter referred to as 'Woord en Daad/Red een Kind'

and

The **United Entrepreneurship Coalition**, represented by the lead agent SPARK, De Ruyterkade 107-II 1011 AB Amsterdam, represented by its Co-Director, Mr Michel Richter, hereinafter referred to as 'United Entrepreneurship Coalition'.

Agree to the following terms:

Introduction

Woord en Daad/Red een Kind and the United Entrepreneurship Coalition are both preparing comprehensive programme proposals to apply for the Dutch Co-financing System (MFS II), thereby contributing to the overall aim of the Dutch Policy: to contribute to the building and strengthening of civil society in the South as a building block for structural poverty reduction.

The vision of the Woord en Daad and Red een Kind alliance, as well as their Southern alliances is: "The alliances will substantially contribute towards poverty reduction and enhance people's ability to bring about sustainable transformation in their lives."

The vision of the United Entrepreneurship Coalition is as follows: "The Alliance and its partners believe in achieving poverty reduction by creating employment opportunities for empowered and conscious entrepreneurs in fragile states and least developed countries"

Both Woord en Daad/Red een Kind and the United Entrepreneurship Coalition work in Burundi and Rwanda in the areas of Agribusiness Development (AD) and Vocational Education, Training (TVET).

Alignment of programmes

The Woord en Daad/Red een Kind alliance and the United Entrepreneurship Coalition share relevant information and collaborate to ensure that their programs in a geographical and thematical way do not overlap but that they efficiently make use of each others' strengths and added value.

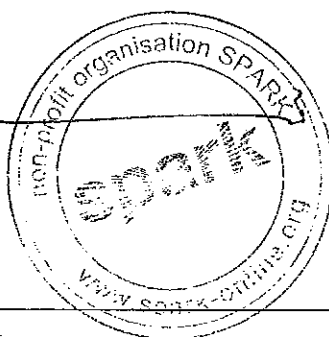

This will be done both in the Netherlands and in the partner countries, where possible, in the form of field visits, meetings thereby using existing networks where possible.

Monitoring and evaluation of harmonisation and complementarity

Both parties will work to guarantee continuous alignment between Woord en Daad/Red een Kind and United Entrepreneurship Coalition during the MFS II programme period, therefore:

- A face-to-face meeting between the lead agents of both parties will take place on a bi-annual basis to review on-going activities and discuss possible extension of programmes: the intention is to avoid duplication of activities.
- Evaluation and learning reports will be shared where possible and when relevant.
- The United Entrepreneurship Coalition and Woord en Daad/Red een Kind agree to organize a yearly joint learning event related to gathering different stakeholders, where possible and when relevant.

Signed in 2 copies.

Date: 25-06-2010	Date: 28-06-2010
Place: Amsterdam	Place: Goinchem
	
M. Richter	Mr. Jan Lock
CEO, ...Co-Director	CEO, Woord en Daad

Alignment of programmes

The Woord en Daad/Red een Kind alliance and the IMPACT alliance share relevant information and collaborate to assure that their programs in a geographical and thematic way do not overlap but that they efficiently make use of each others' strengths and added value.

This will be done both in the Netherlands and in the partner countries, where possible, in the form of field visits, meetings thereby using existing networks where possible.

Monitoring and evaluation of harmonisation and complementarity

Both parties will work to guarantee continuous alignment between Woord en Daad/Red een Kind and IMPACT alliance during the MFS II programme period, therefore:

- A face-to-face meeting between the lead agents of both parties for the respective countries will take place on a bi-annual basis to review on going activities and discuss possible extension of programmes: the intention is to avoid duplication of activities.
- Evaluation and learning reports will be shared where possible and when relevant.
- The IMPACT alliance and Woord en Daad/Red een Kind agree to organize a yearly joint learning event related to gathering different stakeholders, where possible and when relevant.

Signed in 5 copies.

Date: 29/06/2010	Date: 29/06/2010
Place: Den Haag	Place: Goinchem
Mrs. Farah Karimi	Mr. Jan Lock
Executive Director, Oxfam Novib	CEO, Woord en Daad



Agreement on collaboration MFS II programmes

Letter of intent

between

IMPACT alliance

and

Woord en Daad & Red Een Kind alliance

The **Woord en Daad/Red een Kind** alliance, represented by the lead agent **Woord en Daad**, Spijksedijk 16E, 4207 GN Gorinchem, represented by its CEO, Mr. Jan Lock, hereinafter referred to as 'Woord en Daad/Red een Kind'

and

The **IMPACT** alliance, represented by the lead agent **Oxfam Novib**, Mauritskade 9, 2500 GX Den Haag, represented by its Executive Director, Mrs Farah Karimi, hereinafter referred to as 'IMPACT alliance'.

Agree to the following terms:

Introduction

Woord en Daad/Red een Kind and the IMPACT alliance are both preparing comprehensive programme proposals to apply for the Dutch Co-financing System (MFS II), thereby contributing to the overall aim of the Dutch Policy: to contribute to the building and strengthening of civil society in the South as a building block for structural poverty reduction.

The vision of the Woord en Daad and Red een Kind alliance, as well as their Southern alliances is: "The alliances will substantially contribute towards poverty reduction and enhance people's ability to bring about sustainable transformation in their lives."

The vision of the IMPACT alliance is as follows: "Poverty is a symptom of deeply rooted injustices and unequal power relations, exploitation and injustice within social relationships and a lack of democratic relationships at the local, national and internal levels. The IMPACT alliance views poverty and exclusion as a denial of universally recognized basic rights every human being, man or women, born wherever in the world. The alliance subscribes to the rights-based approach."

Both Woord en Daad/Red een Kind and the IMPACT alliance both work in Burundi and Rwanda in the areas of Agribusiness Development, the creation of employment and income opportunities and forwarding gender justice.

AGREEMENT FOR COOPERATION

between

Woord en Daad and Oikocredit

on

enterprise development

December 2007



FRAMEWORK AGREEMENT FOR COOPERATION
Woord en Daad – OIKOCREDIT

The undersigned,

(a) Stichting Woord en Daad, a non profit making charitable organization based in Gorinchem, the Netherlands in this case represented by its managing director Mr. Ir. Jan Lock, hereinafter to be called Woord en Daad

and

(b) OIKOCREDIT, Ecumenical Development Cooperative Society ua, incorporated as a "cooperatieve vereniging met uitgesloten aansprakelijkheid" under Dutch law, holding office at Berkenweg 7, 3818 LA Amersfoort, the Netherlands, in this case represented by Tor G. Gull, managing director and Erik Heinen, director credit operations, hereinafter to be called "OIKOCREDIT", have agreed to co-operate in the field of enterprise development in developing countries.

1. OBJECTIVES OF THE COOPERATION

- a The general purpose of this co-operation agreement is to enhance the effectiveness and efficiency of Woord en Daad and Oikocredit's support to development oriented small and medium enterprises, financial institutions, cooperatives and other organizations including Woord en Daad partner organisations that implicitly or explicitly have the following objectives:
- ✓ To provide financial and economic services including jobs to poor target groups that normally do not have access to such services
 - ✓ To reach and maintain financial autonomy and sustainability as a company or institution
- b The specific objectives are:
- ✓ To develop an effective and efficient modus for linking Woord en Daad's facilities for institutional capacity building with Oikocredit's facilities for the provision of investment capital
 - ✓ To build up a portfolio of joint investments (combinations of loans, guarantees and investments) of a sufficient volume to justify the cooperation effort

2. PRINCIPLES OF THE COOPERATION


- ✓ Complementarity: The principle underlying the co-operation is that both parties complement each other in the provision of services, where Woord en Daad is specialized in business development services and Oikocredit is specialized in financial services;
- ✓ Non-obligatory: the parties may, but are not obliged to submit specific project opportunities to each other;
- ✓ Non-exclusivity: Woord en Daad and Oikocredit preserve the right to establish similar or complementary co-operation frameworks with other parties.
- ✓ Case-by-case: the specific projects serviced through this agreement will be decided upon a case-by-case basis.

3. MODES OF COOPERATION BETWEEN WOORD AND DAAD AND OIKOCREDIT

- a. **Guarantee:** Oikocredit provides a loan for its own risk and account; Woord en Daad provides a full or partial guarantee, with Oikocredit being responsible for the handling of the loan;
- b. **Co-financing:** Oikocredit and Woord en Daad provide a loan on shared account and shared risk, while Oikocredit administers the loan;
- c. **Funds under Management:** Woord en Daad provides a loan to a partner organisation or enterprise for its own risk and account, while Oikocredit administers the loan (analysis, documentation, registration of collateral, monitoring, collection and "intensive care" services).

4. IMPLEMENTATION OF THE COOPERATION

The specific conditions of each mode of co-operation is further determined in sub-agreements (see

 1



appendix 1). These sub-agreements will regulate conditions, rights and responsibilities, procedures, costs, etc. Woord en Daad and Oikocredit will decide on a case-by-case basis the types of support that are applicable to the partner organisation.

5. LIAISON OFFICER

5.1 In order to facilitate open, proper and timely communication between Woord en Daad and Oikocredit, each party will appoint one liaison officer. The liaison officer will be responsible to inform the relevant desks within the organisation on the agreed modes of co-operation, to co-ordinate the activities under this agreement within his/her respective organisation, and to safeguard the underlying objectives and principles.

5.2 On specific projects and initiatives, Woord en Daad desk officers and Oikocredit Project Support Officers and Regional Managers may maintain direct contact, according to their mandates and responsibilities. They are responsible to keep the respective liaison officer appropriately informed and to make sure that their activities fit within the agreed co-operation framework.

6. DURATION OF THE AGREEMENT

This co-operation agreement is concluded for a period of five years, or for such longer time as required to accommodate any transaction made under this agreement. The parties express the intention to develop the co-operation on a continuing base, provided that such is justified by the results of the first period.

7. CONFLICT AND ARBITRAGE

7.1 This agreement will be governed by the mutual wish to make this partnership work to the benefit of both parties and their respective partners overseas.

7.2 In case of conflicts both parties will endeavour to solve the same through the two liaison officers. In case this is not successful the issue will be referred to the Management of Woord en Daad and Oikocredit. In case that is not successful either, parties will decide on the appointment of an arbitrator.

7.3 The Dutch laws are applicable to this framework contract.

Signed in duplicate the date: 10 Jan 2003

On behalf of Oikocredit:

Name: Toe G. Louw
Job title: MD

Name: Erna Heinen
Job title: Director Credit Operations

On behalf of Woord en Daad

Name: Geert Wiggelinkhuizen
Job Title: Directeur Enterprise Dev.

Name: Jan Pouch
Job Title: Director / C.E.O.

Appendix 1: Operational Guidelines for the co-operation Woord en Daad-Oikocredit

Appendix 1.1 Guarantee

This appendix regulates the mode of co-operation mentioned under 3 of the framework agreement: Guarantee: "Oikocredit provides a loan on its own account and risk Woord en Daad provides a partial guarantee, with Oikocredit being fully responsible for the handling of the loan."

1. Coverage of the guarantee letter

On a case-by-case basis, Woord en Daad and Oikocredit will agree on specific risk coverage, taking into consideration the following aspects:

a. Amount under coverage: the amount under coverage may include capital and/or interest payments and/or a provision for post-default operational and legal expenses.

b. Types of risks:

- **project risk:** the risk that a borrowing organisation is incapable to meet its contractual payment obligations
- **country risk:** the risk that a borrowing organisation is capable and willing to pay, but is inhibited to effectuate the payment in dollars for political or macroeconomic reasons or monetary regulations
- **currency risk:** the risk that the payments to Oikocredit in local currency suffer from substantial devaluation in a proportion above what is covered by the rate in local currency as contracted in the loan (see appendix 2).

2. **Form of guarantee:** As a regular principle, Woord en Daad will guarantee on a pari-passu basis, implying that the amount that can not be recovered will be shared proportionately to the risk coverage accepted by Woord en Daad.

3. **Duration of guarantee:** minimum 1 and maximum 10 years.

4. Cost of the guarantee letter

Woord en Daad will charge to Oikocredit an annual fee for the duration of the guarantee. This guarantee fee is in general 2% over the exposure by Woord and Daad under the guarantee or can in specific cases be determined otherwise.

5. Procedure for contracting the guarantee

a. Woord en Daad guarantee letters will be signed by an authorised representative of Woord en Daad.

b. Woord en Daad and Oikocredit commit themselves to maintain reasonable maximum periods for the appraisal, contracting and disbursement of loans and guarantees. These periods will be in accordance with the existing processing procedures in Oikocredit and Woord en Daad.

c. Within three months from the date of issue of the Woord en Daad guarantee letter, Oikocredit will provide Woord en Daad with a copy of the signed loan agreement with the borrowing organisation and will inform Woord en Daad of the date of disbursement of the loan. If the contracting or disbursement of the loan is not materialised within three months, Oikocredit will keep Woord en Daad informed quarterly of the status of the formalisation procedure, until the contracting and disbursement is completed. If the loan is not contracted and disbursed within one year after the date of issue of the guarantee letter, the guarantee letter will automatically expire, unless otherwise agreed in writing.

6. Account management, monitoring & reporting during the contract

a. Oikocredit is the exclusive account manager for the loan; Woord en Daad will withhold from action that

may interfere with Oikocredit's management of the loan and its repayment. Woord en Daad will contact Oikocredit first before any interference will be undertaken.

b. Woord en Daad considers the borrowing organisation to be a Woord en Daad partner organisation or an enterprise that receives support from a Woord en Daad partner organization and may contact and visit that organisation. Communications and visits by Woord en Daad staff will be co-ordinated with Oikocredit's Liaison Officer and relevant Regional Manager. Woord en Daad will share with Oikocredit the issues and results of its visits to the partner organisation, insofar it is relevant for Oikocredit's relationship with the partner organisation.

c. Oikocredit will monitor the loan according to normal Oikocredit procedures. While the project partner is on time with its obligations under the loan agreement, quarterly a brief status report (ca.2 pages) will be provided to Woord en Daad, describing the situation of the project in terms of payment status, financial-economic performance and client outreach.

d. Oikocredit will inform Woord en Daad promptly on the need to restructure loan repayments or to revise the loan agreement if this is necessary in order to assist the project partner in resolving repayment difficulties.

e. For projects in arrears, Oikocredit will provide Woord en Daad with a routine copy of the relevant information.

f. Oikocredit will notify Woord en Daad when the loan is in default for more than 90 days and Oikocredit can foresee the possibility or necessity to call part of the guarantees.

7. Procedure for calling and paying the guarantee

a. Oikocredit may demand payment from Woord en Daad only after Oikocredit sends two letters of demand to the borrowing organisation (the so-called third and fourth- month letters), in accordance with Oikocredit's normal procedures

b. The fact that Oikocredit has demanded payment from Woord en Daad does not waive Oikocredit from the responsibility to take such other steps pursuant to the Oikocredit Standard Operating Procedures as Oikocredit deems appropriate.

c. Woord en Daad will pay without objection within 45 days after receiving a written demand from Oikocredit that includes the following documents:

- Copy of the demands for payment that Oikocredit has sent to the borrowing organisation, and — where applicable — copies of demands for collection of other guarantees.
- A statement signed by the Oikocredit controller showing the specified amounts of principal overdue and — if applicable — operational and legal post-default costs up to the date of the statement, together with relevant invoices of third parties concerning operational and legal costs.

Oikocredit has sole discretion to decide whether to enforce the loan contract in the law courts, and Oikocredit's decision not to go to the law courts will not affect Woord and Daad's obligations under the guarantee.

8. Post-default handling

a. Separately from the demand for payment, Oikocredit will provide Woord en Daad with a concise document, containing a narrative of the situation that led to non-payment, an appraisal of the situation and perspectives of the borrowing organisation, an appraisal of its payment capacity in the future (including obligations with other creditors), and a brief action plan for collection of the remaining amount.

b. Unless otherwise agreed, Woord en Daad will delegate to Oikocredit the collection of the amounts paid by Woord en Daad to Oikocredit under the guarantee.

c. Treatment of pari passu guarantee:

In case Woord en Daad has provided Oikocredit with a pari-passu guarantee, and Oikocredit continues with the collection, all the payments to be received from the project partner will — after deduction of the collection costs — be shared between Oikocredit and Woord en Daad in proportion with the agreed risk shares. In case Oikocredit decides not to pursue any collection efforts, Woord en Daad will be free to collect the amount paid under the guarantee from the project partner concerned. d. Upon Woord en Daad's request, Oikocredit will provide any other additional and relevant information concerning the project in arrears.

Appendix 1.2 Co-financing and Funds under Management

This appendix regulates the mode of co-operation mentioned under 3 of the framework agreement: "Oikocredit and Woord en Daad provide a loan on shared risk and account while Oikocredit administers the loan".

1. Parties

- a. On a case-by-case basis, Oikocredit may invite Woord en Daad to participate in a loan in process of approval by Oikocredit, or Woord en Daad may ask Oikocredit to administer a loan in process of approval by Woord en Daad.
- b. These loans will be handled as bipartite arrangements, between the borrowing organisation and Oikocredit as the lending organisation, the latter acting on behalf of Woord en Daad.

2. Conditions of the loans

- a. Amounts: in principle the minimum amount of the loan is € 50.000.
- b. Interest rate: unless otherwise agreed, Woord en Daad will follow the interest rate set by Oikocredit for its own share in the loan. In case of Woord en Daad loans, Woord en Daad will determine the interest rate upon recommendation by Oikocredit.
- c. Risk sharing: risks are shared in proportion to each party's share in the loan, unless otherwise agreed.

3. Administration and management of the loan

- a. When Oikocredit administers a loan on behalf of Woord en Daad, Oikocredit will undertake the following ordinary activities:
 - i) appraisal of the loan application by the Oikocredit Regional Manager and the Oikocredit Credit Committee
 - ii) after approval by Woord en Daad and Oikocredit preparation of all documents that need to be in place before the loan can be disbursed, including the pertinent negotiations and instructions to local lawyers.
 - iii) registration of the securities
 - iv) disbursement in accordance with all the agreed conditions
 - v) monitoring of the project, including a routine visit at least once a year
 - vi) collection of the loan (including "administrative collection")
 - vii) prudent investment of liquid assets of the funds under management
 - viii) regular quarterly reporting to Woord en Daad in accordance with the Woord en Daad requirements
 - ix) special reporting (semi-annual) in case of problem loans

b. For loans in problems, Oikocredit will undertake as extraordinary activities such other steps as Oikocredit deems appropriate, including:

- intensive care
- recovery steps including legal collection and foreclosure

For the above ordinary and extra-ordinary activities, Oikocredit will follow its regular procedures.

4. Cost of administration

- a. For each loan in administration, parties will agree on Oikocredit's charges to Woord en Daad, taking into consideration:
 - the costs of the appraisal and pre-disbursement stage
 - a management fee as a percentage of the Woord en Daad funds under management, for the ordinary activities as mentioned in section 3 of the appraisal and pre-disbursement stage. The management fee charged by Oikocredit will be 3% over the loan outstanding unless otherwise agreed.

b. In case of problem loans, Oikocredit will present an action plan (extra-ordinary activities) with a specific budget, to be approved by Woord en Daad. In case the loan is given for joint account the budget for extraordinary activities will be shared proportionately. In a loan administration contract, it can be agreed that Oikocredit has the right to take immediate corrective action and incur costs for the account of Woord en Daad - up to a certain ceiling, and shall then convene a special meeting with Woord en Daad to agree on further steps with their budgetary consequences.

5. Procedure for contracting the loan

- a. Woord en Daad mandates Oikocredit to issue a loan for Woord en Daad's risk and account, by a letter signed by an authorised representative of Woord en Daad.
- b. Woord en Daad and Oikocredit commit themselves to maintain reasonable maximum periods for the appraisal, contracting and disbursement of loans and guarantees. These periods will be in accordance with the existing processing procedures in Oikocredit and Woord en Daad.
- c. Within three months from the date of issue of the Woord en Daad letter, Oikocredit will provide Woord en Daad with a copy of the signed loan agreement with the borrowing organisation and will inform Woord en Daad of the expected date of disbursement of the loan. Woord en Daad will then deposit with Oikocredit the amount needed for the disbursement.
- d. If the contracting or disbursement of the loan is not materialised within three months, Oikocredit will keep Woord en Daad informed quarterly of the status of the formalisation procedure, until the contracting and disbursement is completed. If the loan is not contracted and disbursed within one year after the date of issue of the guarantee letter, Woord en Daad will confirm or cancel its lending decision.

6. Account management, monitoring & reporting during the contract

- a. Oikocredit is the exclusive account manager for the loan; Woord en Daad will withhold from action that may undercut Oikocredit's loan account management. Woord en Daad will contact Oikocredit first before any interference will be undertaken.
- b. Woord en Daad considers the borrower as a Woord en Daad partner organisation or an enterprise that receives support from a Woord en Daad partner organization and may contact and visit the partner organisation, as long as no interference is taking place with Oikocredit's lending relationship with the organisation. Communications and visits by Woord en Daad staff will be co-ordinated with Oikocredit's Liaison Officer and Regional Manager. Woord en Daad will share with Oikocredit the issues and results of its visits to the partner organisation, wherever relevant for Oikocredit's relationship with the partner organisation.
For ongoing projects under this agreement, Oikocredit will yearly provide a brief status report (ca. 2 pages), that presents the situation of the project in terms of financial-economic performance and client outreach.
- d. For the total Woord en Daad loans and funds under management, Oikocredit will provide Woord en Daad with a periodic status report, including a simple financial statement of the fund under management (outstanding portfolio, liquid assets from interest payments and capital amortisation, fund capital, interest income on loans and deposits, management fees charged, other costs, disbursements and reimbursements of capital etc.). The periodicity of these reports will be semi-annual, as soon as Woord en Daad confirms that it is contractually permitted to refrain from quarterly reporting.
- e. Upon request by Woord en Daad, and at least every six months, Oikocredit will transfer the unused liquid assets of the funds under management to Woord en Daad.
- f. Oikocredit will inform Woord en Daad promptly on the need to restructure loan repayments or to revise the loan agreement if this is necessary in order to assist the project partner in resolving repayment difficulties.
- g. Oikocredit will promptly make a proposal — to be ratified by Woord en Daad - about the way the respective loan is to be handled (intensive care, legal collection and foreclosure) until the situation is normalised.
- h. Reporting.
Parties will agree on a simple format for annual reports in line with the current Oikocredit practice. For projects in arrears, Oikocredit will provide Woord en Daad with a routine copy of the relevant information.
- i. Upon Woord en Daad's request, Oikocredit will provide any other additional and relevant information concerning the project in arrears.

7. Responsibility of Oikocredit

- a. Woord en Daad loans administered by Oikocredit are issued for Woord en Daad's risk and account.

Oikocredit is therefore not liable for eventual portfolio losses related to these loans, except when gross negligence in Oikocredit's role as the administrator of the loan has caused the collection problem. In the latter case, Woord en Daad may hold Oikocredit liable to pay a penalty to Woord en Daad up to 20% of the project loss. Such a claim should be presented within one year of the gross negligence coming to the attention of Woord en Daad.

b. The same responsibility clause as mentioned under 7.a is applicable to the Woord en Daad portion of a loan issued for shared risk and account in the case of co-financing.

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Appendix 2: Guarantee cover for currency loss

This provision shall apply to Woord en Daad guarantees for Oikocredit loans in local currency

A Woord en Daad guarantee for loans that are denominated in currencies other than Euro or USD (hereinafter referred to as "local currency loans") includes the currency loss that may occur over the term of the loan due to deterioration over the loan period in the exchange rate of the local currency against the Euro.

A currency loss is determined as follows:

1. Establishment of a Euro reference repayment schedule

At the moment of disbursement of a local currency loan to the borrower, a local currency repayment schedule (the "contracted schedule") is established based on the terms agreed in the contract. At the same time, Oikocredit establishes parallel to the contracted schedule, a "reference Euro repayment schedule" (hereinafter referred to as the "reference repayment schedule"). This reference repayment schedule is based on the reference value of the loan in Euro, the payments dates in the contract and the reference interest rate. The reference value of the loan in Euro is the Euro value of the amount of the loan at the moment of disbursement. The reference interest will be determined using the Oikocredit interest rate calculation model. The reference interest rate will be calculated by Oikocredit (based on project risk, country risk, operational costs and discounts as stipulated in its interest rate calculation model) as if the loan would have been granted in Euro instead of in local currency.

2. Payments on the local currency loan

The loan instalments and interest received on the local currency loan over the loan period are exchanged into Euro against the prevailing exchange rate upon the moment of receipt of the repaid amounts. Their exchange value in Euro is subsequently deducted from the payments due according to the reference repayment schedule in the reference administration.

3. Calculation of the currency loss

If after full repayment of the loan the exchange value of the payments received for instalments and interest is less than the total interest and instalments to be received according to the reference repayment schedule, the loss is shared between Woord en Daad and Oikocredit according to the agreed % guaranteed by Woord en Daad (pro rata sharing in the loss, in many cases this means 50% sharing).

4. Access to the reference administration

Woord en Daad will at all times have the right to access information from the reference administration and the right to review the calculation of the currency loss.

5. Validity

The guarantee cover for currency loss will apply to all local currency loans guaranteed by Woord en Daad.

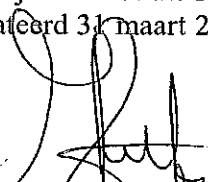


TOETREDINGSVERKLARING / ACCEPTATIE AGRI-PROFOCUS

Hierdoor verklaart:

Stichting Woord en Daad, gevestigd te Gorinchem

dat zij toetreedt als Participant tot de Samenwerkingsovereenkomst inzake Agri-ProFocus
gedateerd 31 maart 2005.


[naam], [functie] *Jan Loch, directeur beheerder*

Datum: *12-11-2009*

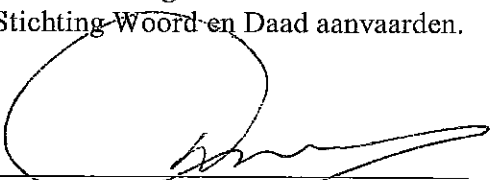
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vertegenwoordigingsbevoegde persoon]

[_____]

[naam], [functie]

[Datum:]

Hierdoor verklaren de partijen, in deze vertegenwoordigd door de voorzitter van de Stichting
Agri-ProFocus, dat zij de toetreding van Stichting Woord en Daad tot de
Samenwerkingsovereenkomst van 31 maart 2005 accepteren en bovenstaande verklaring van
Stichting Woord en Daad aanvaarden.


G. Doornbos, voorzitter Stichting Agri-ProFocus

Datum:

COMPLEMENTARY ARRANGEMENT

The Embassy of the Kingdom of the Netherlands
(hereinafter called "EKN")

and

SNV / Cordaid / HIVOS / Oxfam-Novib & Woord & Daad
(hereinafter called "MFS partners").

Considering

That EKN is co-lead Cooperating Partner for Private Sector Development in the context of the Joint Assistance Strategy for Zambia (JASZ), with the responsibility to foster donor harmonisation and alignment with country initiatives and systems;

That the MFS partners provide technical and financial assistance to a variety of Zambian-owned initiatives in the Micro, Small and Medium Business Enterprises (MSME), and in the MSME sector at large across the country, including private sector-oriented organisations at the national, provincial and district level;

That the EKN and the MFS partners recognise the relevance to complement each others support programmes to enhance aid effectiveness;

That EKN and the MFS partners have a common interest to share information, to coordinate and link their efforts for the benefit of the MSME sector in Zambia;

That Zambia has been selected as a country where EKN and the MFS partners will operationalise a complementary arrangement in Private Sector Development (PSD) that is aligned with the country systems;

That the Zambia Development Agency (ZDA) is accountable and responsible for the implementation of the BDS-voucher programme for MSMEs, with the participation at the local level of the district associations of the national MSME associations, including associations in the agriculture sector;

That EKN and the MFS partners share a common interest to complement their respective assistance in strengthening the BDS-voucher programme;

That EKN and the MFS partners are open to explore new areas for mutual alignment and complementing each others interventions;

Agree on the following:

- i. In support to the BDS Voucher programme, they will strive for improved harmonisation and complementarity of their individual support partnerships with their respective MSME actors;

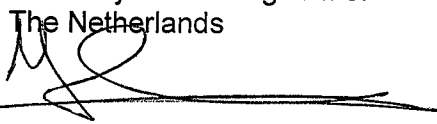
- ii. Will contribute in particular to those measures that enhance the legitimacy, effectiveness and transparency of the BDS-voucher programme;
- iii. Will strive to have rural communities, including women and people affected by HIV/AIDS in particular, benefit from the Scheme;
- iv. Will therefore communicate and/or meet on a regular basis to exchange experiences, establish progress on the basis of an agreed action plan, and explore new areas of cooperation and complementarity;

To formalise their collaboration, EKN and the MFS partners have established this complementary arrangement, starting from 9 October, 2008.

IN WITNESS WHEREOF THE UNDERSIGNED have signed the present complementarity arrangement in English in six copies.

Signed in Lusaka on 9 October 2008.

Embassy of the Kingdom of
The Netherlands


.....
Mr Harry Molenaar
Ambassador


SNV Zambia Development


.....
Mrs Jennifer D. Willis
Country Director

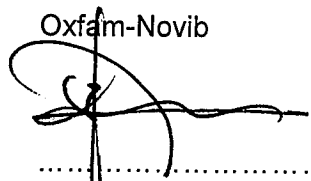
Cordaid


.....
Ms Marjolein Dubbers
Sector Manager

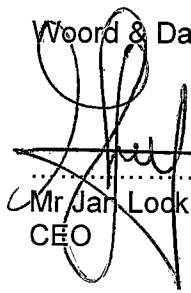
HIVOS


.....
Corina Straatsma
Director ~~Field office~~ Regional office

Oxfam-Novib


.....
Mr Theo Bouma
Director Programmes

Woord & Daad


.....
Mr Jan Lock
CEO



Memorandum of Understanding of BOOM Working group members Cordaid, Simavi, Wemos and Woord en Daad Collaborative project on safe motherhood

Introduction

The Bangladesh Platform for Development Cooperation and Human Rights (the Dutch abbreviation BOOM is used) is a consortium of Dutch development organisations, working in Bangladesh, who have joined with the aim to increase complementarities and effectiveness through coordination, alignment and exchange of information and activities on the themes of human rights, education, health and water. The BOOM platform has established working groups for each of these themes. The joint activities of BOOM focus on strengthening the micro – macro link, lobby and advocacy, joint facilitation of capacity building and reflection, cooperation with the Dutch Embassy and the Dutch Ministry of Foreign Affairs.

This paper is a memorandum of understanding of the following members of the BOOM Health Working group, Cordaid, Simavi, Wemos and Woord en Daad, explaining our commitment to the collaborative project on safe motherhood of the Bangladeshi partners.

Context analysis

Bangladesh takes the 110th position on the Human Poverty Index and 147th place on the Human Development Index. In the area of health, Bangladesh has made steady progress on improving health indicators since the early 1990's. The life expectancy of the population of Bangladesh has increased to 63 years. The under five mortality and infant mortality rates were halved since the early 90's. The under-five mortality rates improved from 133 to 65 per 100 live births and infant mortality from 87 to 45 per 100 live births. The maternal mortality ratios have improved from 570 to 320 per 100.000 live births but only 18% of births take place under the supervision of qualified staff. The current health policy, the Health Nutrition and Population Sector Programme, aims to improve health outcomes and attainment of the millennium development goals. Despite the recorded health improvements the Bangladesh health system continues to face challenges.

Access to health services remains a challenge in rural areas and for marginalized groups. In addition, there is an unmet need in access to sexual and reproductive health information and services for adolescents. Bangladesh faces serious Human Resource constraints. The output of health workers lags behind population growth and the ratio of doctors to nurses is 5 to 2. In addition, the distribution of qualified health workers is urban biased. Currently, 3622 Union Health and Family Welfare Centres are available and 6708 community clinics are managed by the government and 7156 have been handed over to NGO's. Reports indicate that more than 10.000 community clinics remain dysfunctional. Although Bangladesh has many good policies, difficulties remain at the level of implementation.

Civil society monitoring and advocacy of health system performance is needed because formal accountability mechanisms are ineffective. The responsiveness and fit of health services with citizen's

need can be improved through the empowerment of citizens and by fostering a dialogue between citizens and health providers. Such approach will stimulate dialogue between health providers and clients and will have a positive impact on the quality and availability of services.

Although various monitoring initiatives and coalitions exist, there is little coordination on health monitoring of policy implementation and targeted joint advocacy initiatives between civil society organisations active in the health sector in Bangladesh. Instead NGOs tend to work in parallel to government and other NGO and private sector initiatives.

Collaborative project on safe motherhood

In 2005 a discussion on complementarities between Dutch NGO's working in Bangladesh- coming together in the BOOM platform and the Embassy of the Kingdom of the Netherlands (EKN) was initiated. Beginning 2006 a study on the possibilities for enhanced cooperation between EKN and the BOOM was undertaken by Annemarie Gerbrandy. The importance of strengthening the voice of the NGO sector in the government programmes on health and education was mentioned as a possible area for strategy development. Making effective linkages between micro- and macro level developments and using the insights and lessons learned of NGO's at the micro level for advocacy and lobby at the macro level. In 2006 BOOM health group commissioned an inventory study into the possibilities for health monitoring by the Bangladeshi health partners of the 3 organizations (Wemos, Simavi and Cordaid). The report stresses the importance of rights based approaches of the NGO's for policy advocacy at various levels.

Different studies and discussion between BOOM members and its partner organisations in Bangladesh resulted in joint proposal to the EC in 2009. Although it was denied it formed the basis for the further collaboration of four BOOM member organisations: Cordaid, Simavi, Wemos and Woord & Daad on this project together with partners in Bangladesh.

This Memorandum of Understanding refers to the project proposal and budget (see annex) of the Health Monitoring and Advocacy on Safe Motherhood Project developed and implemented by Rangpur Dinajpur Rural Service (RDRS, legal holder), Christian Service Society (CSS), Dhaka Ahsiana Mission (DAM), Development Organization of the Rural Poor (DORP), and Village Education Research Center (VERC). The research organization International Centre for Diarrhoeal Disease Research, Bangladesh (ICDDR,B) will be a part of this project to provide technical support in health monitoring for improved governance for safe motherhood.

Overall objective of the Health monitoring and advocacy on Safe Motherhood Project:

The governance of the health system for enhancing safe motherhood at Union level is improved.

Specific objective

1. Well functioning UP health standing committee (UPSC) for enhancing safe motherhood
2. Improved performance of public providers for safe motherhood at Union level.
3. Private providers have been sensitized to enhancing safe motherhood
4. Capacity of CBOs has been strengthened to empower women for enhanced safe motherhood.
- 5.a. The Ministry of Health and Family Planning (at district, Upazila, district and national levels) takes steps to improve health service provision for safe motherhood
- 5b. Other NGOs, Unions and Upazilas are planning to replicate the project.

BOOM Collaboration

Through this MoU BOOM partners will collaborate on setting up relevant sharing and learning mechanisms regarding health monitoring in Bangladesh

Specific

- BOOM partners will assist each other in sharing and/or presenting findings at relevant national, regional or international events.

- Boom partners provide financial support for partners: For the First year (July 2010- June 2010) as indicated below and commitments are made by the partners for additional two years.
- to provide technical support where appropriate, eg facilitating start-up workshop, providing feed-back on baseline and monitoring tools
- to inform EKN and other Boom partners on project findings and recommendations

Outputs

1.	<p>Project start will be July 2010 for one year. The signatories to this MoU have agreed to pool funds to finance the common monitoring project. Each will contribute the following: Cordaid 20.000 Simavi 20.000 Wemos 15.000 Woord en Daad 20.000</p> <p>Payments will be done directly to RDRS as lead organisation. First transfer is 75% of the budget in the local currency (Thaka). Second and final instalments will be done based on financial report of the project.</p> <p>Cordaid will cover the cost of ICDDRDB for the first year of the project and will transfers will be made directly.</p> <p>The 4 organisations will meet at least quarterly to take stock of progress made on health monitoring. However, extra meetings will be held according to need and emerging issues. In the last quarter of 2010 the BOOM members shall evaluate progress made in 2010 and draw up an action plan for 2011. The financial commitment will be in force from 1st July 2010 and remain valid till 30 June 2011, with opportunity for renewal according to a proposed further two-year extension, subject to Dutch BOOM partner's approval.</p>	All (See project documents)	Start July 2010
1.	Organize seminar for CS input to the MTR with a focus on HRH and safe motherhood	Cordaid & Wemos	October 2010
4.	Workshop to draw up activity schedule 2011	All	December 2010

Profiles and Roles:

Cordaid

Coordinate a comprehensive context analysis of human resources for health in Bangladesh. Identify and network with relevant stakeholders on human resources for health, promote and support the development of a common advocacy agenda.

With special attention to safe motherhood: support local demand side, good governance and advocacy activities and encourage collaboration between private and public sector on local health system strengthening.

Cordaid provides financial and technical support to RDRS health programme and DAMs overall programme and supports both organisations in their capacity building.

Cordaid is the focal point of the working group. It will facilitate the communication with RDRS and the four organisations.

Simavi

Support several civil society organizations in Bangladesh focusing on health prevention and promotion. Our partners often link health programmes with safe drinking water, sanitation and hygiene.

Focus is on rural areas and important strategies are organizational capacity building of partners, awareness raising (IEC/BCC interventions), bottom-up advocacy as well as strengthening referral from

community to health service delivery points. In remote areas Simavi's partners might provide basic health services (mainly satellite and mobile clinics). Over the years Simavi and its partners put more emphasis in its programmes on integration of Sexual Reproductive Health and Rights, especially safe motherhood.

Simavi provides financial and technical support to VERC and supports in their capacity building.

Wemos

Provide financial and technical support DORP's health budget advocacy work (6 Upazillas and national level) and DORP's overall capacity building programme.

Provide opportunities for training and/or technical support (e.g. tool development, advocacy planning, and advocacy skills) for BOOM partners, as part of the budget advocacy collaboration

Contribute to joint advocacy effort targeting international donor community in Bangladesh and MoH, e.g. using the Annual Programme Review

Contribute to strengthening the evidence base for CSO advocacy

Woord & Daad

Provide financial and technical support regarding the health and HIV/ Aids program of partner organization CSS (Dhaka/Khulna).

With special attention in the health program to primary health care in the rural areas (with strong focus on prevention), safe motherhood, eye care, treatment of acid victims). The HIV and AIDS program has a strong focus on prevention, and a special sub program for Commercial Sex Workers (providing them alternative life options).

In its advocacy activities Woord en Daad through CSS encourages collaboration between private and public sector on local health system strengthening through community health platforms, etc.

Reporting and Monitoring

RDRS shall provide narrative and financial progress and final reports on all activities to BOOM in full transparency. Dates and frequency will be specified in the contract with ICCDDR'B.

Consultations between BOOM parties, on general matters regarding the implementation of this Memorandum of Understanding, as well as on more specific programme / project related matters, will take place at least quarterly.

BOOM will monitor the progress of the programme activities as appropriate, and share its views and recommendations with ICCDDR'B to steer the preferred improvement measures.

12 months after signing this MoU, the progress of this cooperation will be evaluated by all BOOM members.

Duration and Termination

This Agreement will become effective when signed by all parties. The Agreement will terminate after three year of date of signature, unless renewed by mutual agreement of the parties.

Any modification to this MoU will be made through mutual consultation and agreement between all parties.

In the event this agreement is violated, it may be terminated by each party. Termination would affect only pursuit of new projects under the MoU.

Understanding

By affixing our signatures below, we, the undersigned, agree fully to abide by the arrangements made and conditions set in the MoU.

Cordaid

Date:

Simavi

Date:

Wemos

Date:

Woord en Daad

Date:

Note: due to delays this MoU could unfortunately not be signed before the 1st of July, 2010, but basically all parties involved agreed upon this text and will sign on short term, therefore this Appendix is included beforehand

Memorandum of Understanding

Between:

International Child Support Africa – Regional Office, a Society registered under NGO Registration Act in Kenya having its Registered Office at Gate #40, David Osieli Road, Westlands - P.O. Box 13892 – 00800 - Nairobi, KENYA , (hereinafter “ICS”) represented by its Regional Director, Mr. Stefan van de Swaluw;

Terre des Hommes Netherlands - Regional Office East Africa a Society registered under NGO Registration Act in Kenya having its Registered Office in Nairobi - P. O. Box 76340-00508 Nairobi, Kenya (hereinafter “TDH”) represented by its Regional Director, Mrs. Petra Costerman Boodt;

Help a Child Africa (HACA) – Regional office for Red een Kind, a Society registered under NGO Registration Act in Kenya having its Registered Office at LR No 2259/219 Arcuate Link, off Karen road, Karen, Nairobi, (hereinafter “HACA”) represented by its Regional Director, Miss. Helene M. Van der Roest;

SOS Children’s Villages Kenya, a Society registered under NGO Registration Act in Kenya having its Registered Office at Marcus Garvey Road, off Argwings Kodhek Road, Hurlingham, Nairobi, (hereinafter “SOS Kenya”) represented by its National Director, Mrs. Ruth Okawa;

Background

In 2009, a series of meetings were organized between Dutch (-funded) NGOs in Kenya, with the aim to promote sharing and learning between the organizations. During a meeting hosted by the Netherlands Embassy in November 2009, it was agreed that, in addition to an annual meeting hosted by the Netherlands Embassy, the Dutch (-funded) NGOs in Kenya would attempt to institutionalize their intended *‘linking and learning’*.

A task force was established, which suggested to create six thematic workgroups in order to increase the subject-relevance of the information exchange, and launch a *‘social networking’* website on which relevant reports and documents could be uploaded, on-line discussion facilitated, etc.

The ‘Children and Education’ Workgroup is open to all Dutch (-funded) NGOs in Kenya with children as their primary target group. The workgroup intends to meet a minimum of six times a year) to share knowledge, experience, networks and best practices and support each other in national level advocacy on related issues.

In its third meeting (of April 30, 2010) the then present organizations decided to formalize their intention to coordinate their work and promote collaboration through a Memorandum of Understanding.

Objectives

The parties to this MoU are committed to increase their efficiency and effectiveness in delivering programmes in Kenya, aimed at improving the wellbeing of children through civic driven community empowerment.

All parties to this MoU are (at least partly) funded by Netherlands-based donors and share core values in rights-based programming for children. It is being agreed:

- to coordinate activities and promote collaboration (including with partner organizations);
- to share knowledge, experience, networks and best practices; and
- to support each other in national level advocacy.

Since all parties to this MoU work in Nyanza Province, initial efforts to establish the objectives stated above, will concentrate on Nyanza as well as national level. It is the intention to explore opportunities for collaboration in other geographical areas.

The parties to this agreement agree to meet six times a year; chair and hosting of these meetings rotate between members. For reasons of transparency and accountability, parties agree to develop an annual strategic plan as well as a plan of action and will likewise report on an annual basis. The plans and report will be published on the Workgroup Website, whilst a summary will be included in the organizations individual annual plans and progress reports.

Membership

Participation under this MoU is open to all Dutch (-funded) NGO's in Kenya working towards improving the wellbeing of children and who are committed to the objectives as stated in the MoU. Organizations interested in joining the initial group of four organizations are requested to send an email/letter stating their interest to the representatives of the present parties.

This MOU will be effective as of 1st of May 2010, the duration of its validity is indefinite, provided for an annual evaluation of its continued effectiveness and relevance by all members. Any amendment to this document must be agreed upon and approved in writing by all members and appended to this MoU.


SIGNATURE

In witness, there of the undersigned, being duly authorized, have signed and stamped this MOU in four (4) originals on behalf of the members stated, on the date and the year below written.

Name of Organization:  International Child Support

Names of the signatory person: Stefan van der Swaluw

Function title: Regional Director Africa



Signature:

Name of Organization:  terre des hommes netherlands

Names of the signatory person: Petra Costerman Boodt

Function title: Regional Director East Africa



Signature:

Name of Organization:  Help a child

Names of the signatory person: Helene M. Van der Roest

Function title: Regional Director



Signature:

Name of Organization:  SOS CHILDREN'S VILLAGES KENYA

Names of the signatory person: Ms. Ruth Okowa

Function title: National Director



Signature:

STATEMENT OF COOPERATION BETWEEN HELP A CHILD AFRICA AND RURAL EXTENSION WITH AFRICA'S POOREST- REAP KENYA

Background

1.1. Introduction

This is a partnership subscribing to the stated vision, mission and core values and will be operational in the following countries Kenya – AIC Childcare department covering most of the centres with making focus in the Nyanza region, Congo – CECA 20 church operating in North eastern Congo, Burundi- PEFA church and in Rwanda with Africa evangelistic enterprise.

The involved partners include Help a Child Africa – Nairobi and Rural Extension with the Africa's poorest (REAP) Kenya and any other such invited partner with a common interest.

Each one of the partner organizations being an independent and autonomous entity in its own context, all agree that the challenge ahead requires them to seek ways and means of working together through a partnership so as to minimize the risks of their programs and optimize their performance potential.

By working together partners will have one and more vibrant voice for the rights and wellbeing of the children and communities at risk in the afore mentioned regions

1.2. Partnership Vision

The Help A Child Africa and REAP Kenya partnership seeks to join the two organizations together and any other common minded organizations in a supportive effort to defeat poverty and enhance holistic sustainable development in the afore mentioned areas and regions where children rights and responsibilities are promoted to reap life changing benefits and sharing best practices.

1.3. Core Values:

1. **Child focused:** Partners have to meet child development needs. In designing all the projects attention must be given to activities that enhance physical development (hygiene and health), cognitive development (education, entertainment), emotional development

R. Bigei

[Signature]

(protection from neglect, abuse), and moral development (positive role models, good behavior).

2. **Respect for diversity:** Diversity of characters, individual beliefs, gender, social background, group belongings has to avoid any marginalization.
3. **Impartiality:** Services delivery to the most vulnerable children is unbiased. Selection of beneficiaries should be done on the basis of need alone, regardless of social/tribal/ethnic groups, their gender, their religion, and their region. Project must be designed in such a careful way with a view to avoid discriminations and/or generalizations. Selection criteria are clearly stated, understood and well communicated.
4. **Integrity:** Integrity is living according an ethical code of conduct that exemplifies wholeness in the personal and professional dimensions of life. It involves who we are, what we do and the way we live through keeping promises, showing consistency of character, enhancing commitment and developing an attitude of humble service.
5. **Transparency:** Transparency accompanies integrity and is quite the opposite of hypocrisy. There is no need to avoid existing struggles to overcome hardship, difficulties, failures, and obstacles. It requires genuineness, openness and honesty that inspire a sense of trust and hope.
6. **Accountability:** Accountability refers to the responsibility one has toward his/her organization. It implies a participatory approach with feedback and reporting, by combining the sharing of best practices and experiences, liaising with stakeholders through network and dissemination of valuable information.

Analysis of Benefits of Cooperation

Immediate outcomes of the cooperation

1. Enculturation of basic Natural Medicines in rural communities through the local church to enhance and support development of sustainable economic development.
2. Rural families taking control of their own health and reduce expenditure on healthcare and
3. spread practical and reliable teaching on Natural Medicines widely through local churches
4. Mainstreaming HIV interventions into TVET and CSP centres
5. Strengthen the capacity of main HIV program site to provide service PLWHAs and OVC within the target community.

R. Sigei

Long term benefits of the cooperation

1. Resource Mobilization:

Organizations have seen the need to work together in order to mobilize much-needed resources in terms of money, materials, and technical expertise to meet the ever-increasing needs of their beneficiaries and partners. The organizations recognize the need to raise these resources both locally and internationally.

2. Sharing experiences and best practices

It is also clear that working together will improve learning from each other through sharing lessons learned and best practices. Each organization has a wealth of experience accrued over the years from implementation of a number of programs and this reservoir of information can be documented and shared among the consortium members periodically to increase effectiveness of their programs. Sharing and learning from one another will go a long way in nurturing accountability and transparency among members, but most importantly towards beneficiaries.

3. Wider Reach of beneficiaries

Working together will equally increase areas of coverage and impact among a wider range of beneficiaries. Essentially, it will reduce duplication of efforts and instead nurture the culture of complimenting one another - which will improve and enhance cost-effectiveness, harmonization of interventions and reporting systems and hence better use of resources.

4. Enhanced Advocacy efforts

In order to intensify and scale-up lobby and advocacy efforts, it is necessary to work together to build a common agenda around issues that constraint the poor from achieving their desired development goals. A consortium of organizations provides a forum for better analysis of these issues and a voice and mandate (given by the poor) to articulate them and negotiate with global, national and local powers.

5. Capacity building of partner organizations

The partners appreciate that different organizations are at different levels in terms of systems, structures and technical capacity to offer in various initiatives. Through the partnership, we shall enhance our capacities through Organizational Capacity assessments, peer reviews, and sharing of experiences.

R. Digei




Letter of intent

As partners we are also aware that there are bottle-necks in the initial stages of forming such a partnership whose risks should be mitigated. Such foreseen risks include: diverse mission, vision and values of different organizations, breach of MOU, different organizations' capacities, commitment, leadership, as well as equality and equity in distribution of resources. These challenges must be discussed with openness before forming the consortium.

Overall, it is agreed that organizations will work programmatically towards a common agreed agenda within the structure of the partnership. A steering committee which will constitute of representatives from Help A child Africa and REAP Kenya and others which may join later.

SIGNING SHEET

1. Signature:  _____
Names of the signatory person: _____ **Anne K. Sigei** _____
Title in his/her Organization: _____ **Adminidtration and Finance** _____
Name of the Partner Organization: _____ **REAP** _____
Email addresses: 1. Personal: _____ 2. Official: _____
Phone Numbers: 1. Mobile: _____ **reap@maf.or.ke** _____ 2. Office: _____

2. Signature:  _____ **2nd April 2016** _____
Names of the signatory person: _____ **Helene Van Der Roest** _____
Title in his/her Organization: _____ **Regional Director** _____
Name of the Partner Organization: _____ **Help A Child Africa** _____
Email addresses: 1. Personal: **helenevdroest@hotmail.com**. 2. Official: **hvdroest@hacafrika.org**
Phone Numbers: 1. Mobile: _____ **+254 735 737025** _____ 2. Office: **+254 20 2836721/2**



Memorandum of Understanding "internationalization and behaviour change"



between
Calvijn College
and
Woord en Daad



January 1, 2010 – December 31, 2015

Hereafter to be called: the parties

Considering that

- Since 2004 Calvijn College and Woord en Daad cooperate in awareness raising and exchange projects for high school students in The Netherlands. This concerns students from *VWO*, *HAVO*, *VMBO gemengd/ theoretisch* and *VMBO kader- en basisberoepsgericht*, which are equivalents for respectively university preparatory high school education, higher general secondary education and vocational training preparatory high school education, the latter both theoretical and practical oriented.
- The primary focus of the awareness raising projects is on positive behaviour changes among students on multicultural issues and issues related to income: poor and rich.
- In 2004 a MOU was agreed upon for these projects. The cooperation is meanwhile regularly evaluated. In an overall evaluation (annex 1) it became clear that cooperation works for both parties reaffirming and the decision was made to continue the cooperation.
- The behaviour change of the involved students – on basis of the evaluation detectable – leads to positive behaviour change among teachers and has influence on the culture of the involved schools.
- There is great commitment towards the countries with which exchange takes place and discussion about people from other cultures is conducted in a different spirit.
- Besides education on development issues among students of the preparatory vocational training high school education and their teachers, exchange in certain vocational subject is organised and both have – based on the evaluation – detectable effects on the involved schools both in the South as in The Netherlands.
- The projects lead to knowledge exchange between students, teachers and institutes (schools) and this – on basis of the evaluation – leads to relevant improvements in the own working and learning environment.
- The involved parties work from a Christian perspective and recognize themselves in each other on basis of shared values and a shared group of people supporting in various ways the work of both parties.

Missions

Woord en Daad's mission is:

Woord en Daad wants to fight poverty in Africa, Asia and Central-America from a Christian perspective. Through local organizations we want to provide a decent existence for the poor. To do this, we make an appeal to everyone's responsibility. Woord en Daad would like to be a strong and reliable link between supporters in the North and the people in our working areas in the South.

Calvijn College's mission is::

The main aim of internationalisation within the Calvijn College is that students are prepared to function from a Christian perspective in a multicultural society. Ideally every student comes annually in contact with intercultural experiences. International exchange is a strong stimulus in the connection between people and cultures.

On basis of this common mission both parties want to achieve positive behaviour change among students and teaching staff and aim to exchange knowledge so that on both sides teaching staff and students will function as *agents of change*¹ in their own environment.

Decisions

The cooperation to be continued and to be capture in a Memorandum of Understanding that formalizes the continuation and intensification of the cooperation between Woord en Daad and Calvijn College.

1. Time slots

The parties engage in this cooperation for the time period of January 1 2010 until December 31 2015.

2. Content of the cooperation

The parties work for the duration of this agreement together on the following points:

Woord en Daad and Calvijn College will contribute to the realisation of the objectives regarding awareness raising, exchange of knowledge and internationalisation of their policy plans.

- For Woord en Daad:
 - To contribute to the realisation of the objectives regarding awareness raising among students in The Netherlands, as defined in Woord en Daad's policy plan.

¹ With agents of change it is meant that e.g. teaching staff and students – through the knowledge and experience they have acquired – trigger changes in their environments which have impact on their environments and will work as an oil spill. Woord en Daad and Calvijn College aim to work people oriented. The aim is that as people with changed, different mindset they will stand in the world and there trigger transformations as agents of change.

- To connect professional institutes, active in the area of TVET (Technical Vocational Education and Training) in The Netherlands with professional institutes in the South through exchange of knowledge and skills on the level of teaching staff and students.
- The use of professional specific knowledge of Calvin College in the technical supporting of the TVET programme and projects
- For Calvin College
 - To contribute to the realisation of the objectives on internationalization among (vocational preparation) high school students in The Netherlands as expressed (see annex 2).
 - Entering relations with schools from the South and using these relations to stimulate the involved schools in the North to act an agent of change, in their working environment as well as in their sector.
- Both parties declare that exchange of professional knowledge and skills and awareness raising and behaviour change are central points in the cooperation.

3. The intended effect of the cooperation

Parties and their networks in the South have attention for the changing environment and intend to react on this as agents of change. The effect of the cooperation includes the following areas:

- Recognizable trickling down of the effects for vocational training in the South: improvement of the quality of the TVET/ JBS (Job and Business Services) partners in the South: improvement of the didactical working methods, the educational climate, vision and broadening of views of teaching staff in (preparatory) vocational training, becoming acquainted with business skills in education, improved knowledge about and design of internships for (preparatory) vocational training students, etc.
- The linkages between the vocational training institutes in the South with foreign educational institutes contribute to an improved image of the institutes towards their own Southern governments, through which better and positive possibilities for lobby and advocacy arise.
- A process of internationalization through which, both in The Netherlands as in the South, it becomes visible that cooperating schools open up for developments taking place in the world in general and especially in the field of TVET/ JBS. This is reflected in participation in professional subject oriented networking.
- Students from both sides do not only experience the effects of globalisation (in the school) (internet, mobile phones) but also apply it in their own work.

- The cooperation for the Dutch part contributes to a more effective participation of students and teaching staff in the multicultural society.
- Professional knowledge and abilities and limitation are mutually shared and/ or become available.

4. Evaluation

The parties have the intention to continue the cooperation after the mentioned time period. Annually the joint activities within this MOU will be agreed upon in a joint annual plan. Reporting on all carried out activities as well as the lessons learned will be included.

5. Activities

- Inter cultural training of teaching staff and students with both a general component as a context specific component.
- Exchange with students focused on mutual acquaintance, awareness raising and behaviour change.
- (International) exchange projects with students focused on professional exchange.
- (International) exchange projects with teaching staff focused on mutual knowledge exchange regarding TVET/ JBS programmes.
- International exchange projects on institutional level regarding the management of TVET/ JBS programmes.
- (Exchange) trips for young adults, students at the institutes with the aim: to gain intercultural experiences.

6. Resources

The parties apply for the realisation of the objectives the following resources:

- Exchange of knowledge and experience in general sense
- Both parties inform each other about external and internal developments concerning international aims to fight poverty, professional developments, etc.: activities, subsidies etc. through e.g. news letters
- Organisation of trips and meetings which contribute to learning from both sides of students and teaching staff.
- Offering of possibilities for learning experiences of students and teaching staff in a different cultural context.
- Teaching staff will transfer knowledge in the field of TVET/ JBS and, where possible, additionally support the further development of the programmes.

7. Financing

The parties finance projects and programmes, resulting from this strategic cooperation, as much as possible out of subsidies. The origin of the funds and the way of financing will be agreed upon per projects in the activity plan which will be designed per project.

8. Evaluation

All sub projects will be jointly evaluated after a trip or activity and reported on to management and heads. The general cooperation will be evaluated once a year and in the meeting of the management feedback will be given towards both Calvijn College as Woord en Daad.

9. Responsibilities

Each fellow worker in the project will be accountable about his activities to his senior. The mandatory reporting towards subsidy donors is also a tool for accountability towards the management.

Both parties will mention the cooperation in their annual report.

The managing director of Calvijn College and the managing director of Woord en Daad have the final responsibility for the implementation of this MOU.

10. Suspensive conditions

This MOU will be terminated if

- Woord en Daad or Calvijn College as independent legal institutes cease to exist, become part of an organisation of alliance having consequences for the independent policy and decision making.
- it appears that Woord en Daad or Calvijn College fail to comply the agreements, obligations, as included in this MOU.
- Within Woord en Daad or Calvijn College developments take place which are harmful for the image and name of Woord en Daad or Calvijn College and her cooperating partners.

On behalf of the foundation Woord en Daad

Date:

26-11-2009

On behalf of Calvijn College

Date:

26 november 2009

Ir. J. Lock
Board

A.J. Vogel
Board

Date 10/06/2010
Reference RW-10/.3.LCB/ 372
Subject **Contrat between SNV Rwanda and the Local Capacity Builder
AEE Rwanda in Rubavu District – 2010**

BETWEEN

SNV, Netherlands Development Organisation,	
Address	Boulevard de l'Umuganda,1
P O Box	1049
Town	Kigali
Country	Rwanda
Phone	0252599500
Email	Rwanda@snvworld.org

Represented by [Jean de Matha Ouédraogo](#), Country Director of SNV RWANDA

Here after called "SNV"

AND

AEE Rwanda	
Address	Kabeza-Kicukiro
P O Box	1435
Town	Kigali
Country	Rwanda
Phone	0788 306 947 – 25255115733
Email	aecfsp@rwanda1.com

Represented by MUREMANGINGO René, National Coordinator

Here after called "Local Capacity Builder"

THE PARTIES HEREBY AGREE AS FOLLOWS:

1 Article 1 : Objet de la collaboration

SNV has interest in working with (supporting) local organisations that have a capacity building mandate. We call these organisations Local Capacity Builders (LCB). By working with LCBs, SNV aims at securing sustainability of affordable local capacity development provision. We are therefore looking for LCB's that can



join hands with SNV to deliver capacity building services to District Education Offices, sectors (Umurenge) and schools (PTAs/PTCs) in line with the details provided below.

The LCBs are required to provide capacity strengthening services to District Education offices, sectors and school level education structures (PTA, PTC) to effectively support accomplishment of their respective mandates.

2 Article 2: Duration of the agreement

The actual agreement starts on 10th June and will ends on 31st December 2010.

3 Article 3 : Obligation du Local Capacity Builder

The LCBs will work closely and under (minimum) supervision of SNV advisors. They will also collaborate closely with other partners including MINEDUC, district authorities, Inspectors of education, other development partners active in the districts including Faith based Organisations, International and Local NGOs in education and JADFEC members.

Activities to be undertaken are :

At sector and school level

1. Support the DEO to collect data related to education, analyze the data, and help use the data in planning / decision making
2. Support the district in mapping of partners in education sector (who are the partners, what education support they provide challenges, etc
3. Train JADFEC members on education performance indicator
4. Preparation of meetings with the district development partners (especially in education
5. Facilitate quarterly meetings of DEO and the JADF/ESC and follow up the implementation of resolutions, Sensitise stakeholders on child labor issues
6. Assess current operation and organization of PTAs and PTCs; Design a strategy for improving the functioning of PTA and JADF/ESC

At sector and school level

7. Train PTAs/PTCs and school managers on their roles and responsibilities in a one selected sector
8. Train PTA committees new elected on their roles and responsibilities.
9. Sensitise district and sector stakeholders on issues of child labor

4 Article 4 : SNV's responsibilities :

La SNV s'engage à:

- 4.1 Contribuer au paiement des frais engagés par le Local Capacity Builder, suivant le memo attaché du 10 mars 2010 sur le partage des frais, dans le cadre du présent contrat pour un montant maximal de « Quatre millions deux cent soixante et un mille neuf cent cinquante (4 261 950) francs Rwandais conformément au tableau indicatif des interventions et du budget repris en en annexe
- 4.2 Cette somme sera virée sur le compte bancaire du Local Capacity Builder ci-après selon les modalités d'exécution décrites à l'article 5 :

Beneficiary: AEE/PROJECT 2
Account number: 040-0025816 - 47/RWF
Bank: Banque de Kigali



5 Article 5: Modalités d'exécution

5.1 Transaction financières

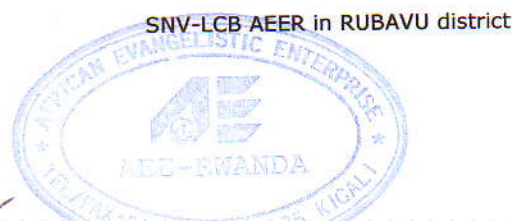
- 5.1.1 Le versement des fonds se fera sur base d'un plan de liquidité convenu et attaché au présent contrat.
- 5.1.2 Le versement de la 1^{ère} tranche se fera sous forme d'avance accordée sur base d'un plan de liquidité des deux premiers mois en cohérence avec le plan opérationnel d'activités.
- 5.1.3 Les autres versements mensuels se feront sur base :
- 5.1.3.1 Du plan de liquidité mensuelle,
5.1.3.2 Et de la justification financière mensuelle de l'utilisation de l'avance précédemment reçue, à soumettre au plus tard le 5 du mois suivant.

5.2 Rapport financier mensuel

- 5.2.1 Le rapport financier se fera sur une base mensuelle,
5.2.2 Il devra parvenir à la SNV au plus tard **le 05 du mois** suivant,
5.2.3 Il sera vérifié par un Conseiller de la SNV Point Focal du Secteur, puis par le Coordinateur du Portfolio et approuvé par le Directeur suivant une procédure de contrôle interne dont la copie est annexée 4 au présent contrat.
- 5.2.4 Le rapport financier devra nécessairement comporter:
- 5.2.4.1 Un tableau financier de synthèse reprenant les éléments suivants : le numéro de chaque activité, sa dénomination, le budget prévu, la dépense encourue, l'écart, la justification de l'écart, le nombre d'homme-jour mis.
- 5.2.4.2 Et sera appuyé des pièces justificatives reprenant les indications suivantes :

Nature de la dépense	Moyens de justification
Pour les frais du Local Capacity Builder	
A. Honoraire par H/J	Facture+ ordre de mission et ou rapport de mission
B. Location véhicule par jour (avec le carburant)	Facture+ ordre de mission et ou rapport de mission
C. Logement par nuitée	Facture+ ordre de mission et ou rapport de mission
D. Daily Subsistence Allocation (DSA) par jour	Facture+ ordre de mission et ou rapport de mission
E. Matériel didactique par session de formation	Facture + reçu de paiement
F. D'autres supports de formation (copies)	Facture + reçu de paiement
G. Matériel didactique par participant par jour	Facture + reçu de paiement
H. Location salle par jour	Facture+ reçu de paiement
Pour les frais des Clients	
I. Restauration par participant par jour	Liste + signature
J. Logement par participant par jour	Liste + signature
K. Transport par participant par jour	Liste + signature

- 5.2.5 Clôture financière du contrat : A la fin du contrat la somme non utilisée par le Local Capacity Builder sera remise à la SNV



5.3 Le rapport mensuel d'emploi du temps 40 jours de conseil planifiés pour 2010

5.3.1 Le rapport mensuel d'emploi du temps approuvé par le responsable du LCB sera mensuellement fourni à la SNV suivant le modèle en annexe 3. Le nombre de jours de travail de conseil devra être en cohérence avec le rapport financier ci-dessus au point 5.2.4.

5.4 Rapport technique

5.4.1 Le rapport technique sera fourni **mensuellement**, au plus tard le **10^{ème} jour** suivant la fin du mois.

5.5 Droit et copropriété sur les produits développés

5.5.1 Tous les produits développés dans le cadre de cet accord sont exclusivement la copropriété de la SNV et du Local Capacity Builder et devront porter les logos des deux organisations.

5.6 La communication externe

5.6.1 Dans le cadre de la communication externe liée à la mise en œuvre de cet accord, il reste entendu que les activités se mènent sous l'égide conjointe des deux organisations la SNV et du Local Capacity Builder.

6 Article 6 : Dispositions finales

6.1 Pour non respect des obligations contractuelles ou malfaçons par l'une ou l'autre partie, chacune des deux parties peut demander la résiliation du contrat moyennant un préavis d'un mois.

6.2 Les deux parties s'engagent à résoudre à l'amiable tous les différends pouvant résulter de ce contrat dans un esprit de compréhension mutuelle et de coopération. A défaut d'arrangement à l'amiable, la partie s'estimant lésée fera recours auprès des instances compétentes.

Fait à Kigali, le 10 Juin 2010

Pour la SNV-Rwanda

Jean de Matha Ouédraogo

Country Director



Pour AEE RUBAVU

René MUREMANGINGO

AEE National Coordinator



Date 10/06/2010
Reference RW-10/.3.LCB/ 373
Subject **Contrat Between SNV Rwanda and the Local Capacity Builder
AEE Rwanda in Ruhango District - 2010**

BETWEEN

SNV, Netherlands Development Organisation,	
Address	Boulevard de l'Umuganda,1
P O Box	1049
Town	Kigali
Country	Rwanda
Phone	0252599500
Email	Rwanda@snvworld.org

Represented by Jean de Matha Ouédraogo, Country Director of SNV RWANDA

Here after called "SNV"

AND

AEE Rwanda	
Address	Kabeza-Kicukiro
P O Box	1435
Town	Kigali
Country	Rwanda
Phone	0788 306 947 - 25255115733
Email	aecfsp@rwanda1.com

Represented by MUREMANGINGO René, National Coordinator

Here after called "Local Capacity Builder"

THE PARTIES HEREBY AGREE AS FOLLOWS:

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SNV has interest in working with (supporting) local organisations that have a capacity building mandate. We call these organisations Local Capacity Builders (LCB). By working with LCBs, SNV aims at securing sustainability of affordable local capacity development provision. We are therefore looking for LCB's that can join hands with SNV to deliver capacity building services to District Education Offices, sectors (Umurenge) and schools (PTAs/PTCs) in line with the details provided below.



The LCBs are required to provide capacity strengthening services to District Education offices, sectors and school level education structures (PTA, PTC) to effectively support accomplishment of their respective mandates.

2 Article 2: Duration of the agreement

The actual agreement starts on 10th June and will ends on 31st December 2010.

3 Article 3 : Local Capacity Builder assignment

The LCBs will work closely and under (minimum) supervision of SNV advisors. They will also collaborate closely with other partners including MINEDUC, district authorities, Inspectors of education, other development partners active in the districts including Faith based Organisations, International and Local NGOs in education and JADFEC members.

Activities to be undertaken are :

1. To discuss and determine performance indicators; Will be organised in a Workshop: "how to monitor progress in Education at District level"
2. Existing data seized
3. District education meetings opened for partners (Serving also for child labour issues)
4. JADFesc and other education meetings well prepared (Serving also for child labour issues) and organising workshop for JADFESC members ON Education indicators
5. Training PTC/PTA on their mandate and responsibilities or to organise a training
6. Training of school management in school governance, analysis of examination results and community mobilisation.
7. Assessment of PTA/PTC functioning in a given sector and making recommendations
8. Result measurement (SNV and District)
9. Assessment (SNV and District)

4 Article 4 : SNV's responsibilities :

La SNV s'engage à:

- 4.1 Contribuer au paiement des frais engagés par le Local Capacity Builder, suivant le memo attaché du 10 mars 2010 sur le partage des frais, dans le cadre du présent contrat pour un montant maximal de « quatre millions quatre cent cinquante quatre mille cent **(4.454.100) francs Rwandais conformément au tableau indicatif des interventions et du budget repris en en annexe**
- 4.2 Cette somme sera virée sur le compte bancaire du Local Capacity Builder ci-après selon les modalités d'exécution décrites à l'article 5 :
Beneficiary: AEE/PROJECT 2
Account number: 040-0025816 - 47/RWF
Bank: Banque de Kigali



5 Article 5: Modalités d'exécution

5.1 Transaction financières

- 5.1.1 Le versement des fonds se fera sur base d'un plan de liquidité convenu et attaché au présent contrat.
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- 5.1.3 Les autres versements mensuels se feront sur base :
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- 5.1.3.2 Et de la justification financière mensuelle de l'utilisation de l'avance précédemment reçue, à soumettre au plus tard le 5 du mois suivant.

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- 5.2.3 Il sera vérifié par un Conseiller de la SNV Point Focal du Secteur, puis par le Coordinateur du Portfolio et approuvé par le Directeur suivant une procédure de contrôle interne dont la copie est annexée 4 au présent contrat.
- 5.2.4 Le rapport financier devra nécessairement comporter:
- 5.2.4.1 Un tableau financier de synthèse reprenant les éléments suivants : le numéro de chaque activité, sa dénomination, le budget prévu, la dépense encourue, l'écart, la justification de l'écart, le nombre d'homme-jour mis.
- 5.2.4.2 Et sera appuyé des pièces justificatives reprenant les indications suivantes :

Nature de la dépense	Moyens de justification
Pour les frais du Local Capacity Builder	
A. Honoraire par H/J	Facture+ ordre de mission et ou rapport de mission
B. Location véhicule par jour (avec le carburant)	Facture+ ordre de mission et ou rapport de mission
C. Logement par nuitée	Facture+ ordre de mission et ou rapport de mission
D. Daily Subsistence Allocation (DSA) par jour	Facture+ ordre de mission et ou rapport de mission
E. Matériel didactique par session de formation	Facture + reçu de paiement
F. D'autres supports de formation (copies)	Facture + reçu de paiement
G. Matériel didactique par participant par jour	Facture + reçu de paiement
H. Location salle par jour	Facture+ reçu de paiement
Pour les frais des Clients	
I. Restauration par participant par jour	Liste + signature
J. Logement par participant par jour	Liste + signature
K. Transport par participant par jour	Liste + signature

5.2.5 Clôture financière du contrat : A la fin du contrat la somme non utilisée par le Local Capacity Builder sera remise à la SNV

5.3 Le rapport mensuel d'emploi du temps 43 jours de conseil planifiés pour 2010

5.3.1 Le rapport mensuel d'emploi du temps approuvé par le responsable du LCB sera mensuellement fourni à la SNV suivant le modèle en annexe 3. le nombre de jours de travail de conseil devra être en cohérence avec le rapport financier ci-dessus au point 5.2.4.

5.4 Rapport technique

5.4.1 Le rapport technique sera fourni **mensuellement**, au plus tard le **10^{ème} jour** suivant la fin du mois.

5.5 Droit et copropriété sur les produits développés

5.5.1 Tous les produits développés dans le cadre de cet accord sont exclusivement la copropriété de la SNV et du Local Capacity Builder et devront porter les logos des deux organisations.

5.6 La communication externe

5.6.1 Dans le cadre de la communication externe liée à la mise en œuvre de cet accord, il reste entendu que les activités se mènent sous l'égide conjointe des deux organisations la SNV et du Local Capacity Builder.

6 Article 6 : Dispositions finales

6.1 Pour non respect des obligations contractuelles ou malfaçons par l'une ou l'autre partie, chacune des deux parties peut demander la résiliation du contrat moyennant un préavis d'un mois.



6.2 Les deux parties s'engagent à résoudre à l'amiable tous les différends pouvant résulter de ce contrat dans un esprit de compréhension mutuelle et de coopération. A défaut d'arrangement à l'amiable, la partie s'estimant lésée fera recours auprès des instances compétentes.

Fait à Kigali, le 10 Juin 2010

Pour la SNV-Rwanda

Jean de Matha Ouédraogo

Country Director



Pour AEE RUHANGO

René MUREMANGINGO

AEE National Coordinator





Letter of Intent
on collaboration TVET and Education programmes
between
SNV NETHERLANDS DEVELOPMENT ORGANISATION
and
Red een Kind (Help A Child)

RED EEN KIND (Help A Child), represented by the regional office: **HELP A CHILD AFRICA (HACA)**, a Society registered under NGO Registration Act in Kenya having its Registered Office at LR No 2259/219 Arcuate Link, off Karen road, Karen, Nairobi, (hereinafter "HACA") represented by its Regional Director, Miss. Helene M. Van der Roest;

And

SNV NETHERLANDS DEVELOPMENT ORGANISATION, a legal entity in the form of a foundation under Netherlands law with statutory seat in The Hague, acting through its regional office in Nairobi, P.O. Box 30776, duly represented by its SNV Regional director for East and Southern Africa further referred to as "SNV".

Agree to the following terms:

Introduction

HAC and SNV are both working in the following countries: Kenya, Uganda, Ethiopia, Rwanda and Zambia. Both organizations support programmes and sectors related to Education, Water and Sanitation, TVET, Job and Business Development. TVET is linked to Agribusiness Development in commodity value-chains. HAC is implementing through local partner organizations, focussing on the quality of Basic Education and TVET and works on providing relevant programs. SNV is providing capacity development services in both education and TVET sectors thereby brokering supply and demand within a value-chain perspective. SNV has established significant knowledge of markets and market expansion.

Both HAC and SNV are working within the broader strategic development context of the Dutch Ministry of Foreign Affairs, contributing to the overall aim of the Dutch Policy: to contribute to the building and strengthening of civil society in the South as a building block for structural poverty reduction.

HAC participates in the W&D REK Alliance for MFS 2.

A handwritten signature in blue ink, appearing to be 'HAC'.

A handwritten signature in blue ink, appearing to be 'SNV'.

The vision HAC and their Southern partners is to contribute substantially towards poverty reduction and enhance people's ability to bring about sustainable transformation in their lives.

The vision of SNV is to dedicate itself to a society where all people enjoy the freedom to pursue their own sustainable development. SNV's advisors and local capacity builders contribute to this by strengthening the capacity of local organizations.

Both SNV and HAC are active in networking and partnership establishment to accomplish their vision and optimize their development results. To that effect HAC and SNV are signing a letter of intent at regional level that confirms our mutual exploration of complementarity in the sectors and countries referred to above.

Parties intend:

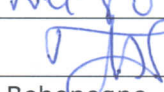
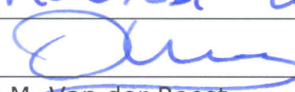
- To explore possibilities towards a Regional MOU, on the basis of concrete country level opportunities of cooperation.
- To encourage and monitor progress in countries, on the basis of which we may engage in more ambitious cooperation in the future.
- Good supervision and bi annual monitoring will be done in 2011 before expansion to other countries, under this regional letter of intent will be undertaken.
- Collaboration at regional level will be in the areas of:
 - a. Sharing of relevant information and knowledge useful to the mentioned programs
 - b. Sharing networks and brokers
 - c. Efficiently make use of each others' strengths and added value

This will be done in the countries mentioned, where possible, in the form of field visits, meetings, report exchange, thereby using the SNV/HAC networks.

Monitoring and evaluation of harmonisation and complementarity

Both parties will work to guarantee added value and relevance to the programs, and therefore:

- A face-to-face meeting between both parties (National level and Regional Level) will take place on a bi-annual basis to review on going activities and discuss possible extension of programmes: the intention is to avoid duplication of activities.
- Evaluation and learning reports will be shared where possible and when relevant.
- To organize a yearly joint learning events, where possible and when relevant.

Date: 30/06/2010	Date: 30th June 2010
Place: Nairobi	Place: Nairobi Kenya
	
Worku Behonegne	Helene M. Van der Roest
SNV East and Southern Africa	Help A Child Africa

nr.	Title of Appendix	Bangladesh	Benin	Burkina Faso	Burundi	Chad	Colombia	Ethiopia	Guatemala	Haiti	India	Kenya	Nicaragua	Philippines	Rwanda	Sierra Leone	South Africa	Sri Lanka	Sudan	Uganda	Zambia
b.1	MoU ICCO Alliance - WD-REK Alliance 25062010 (general referred to in chapter 4 and in the countries in the chapter 4/chapter 8 appendices)		x	x								x									
b.2	MoU a child and youth rights initiative	x	x	x	x			x			x	x				x	x	x	x	x	x
b.3	Contract MFS II WD-REK & Connect4change			x																x	x
b.4	Stromme - Projet Document cadre de Creation SPSRSSAP Burkina Faso			x		x															
b.5	Stromme - Protocole d'accord Ministere Burkina (1), and: Stromme - Protocole d'accord Ministere Burkina Letter (2)			x																	
b.6	contract WD-REK & ZOA				x														x	x	
b.7	Agreement Cordaid & WD-REK Alliance in Sri Lanka																	x			
b.8	Agreement SPARK & WD-REK Alliance				x										x						
b.9	MoU Impact Alliance - WD-REK on AD				x										x					x	
b.10	Agreement Oikocredit - Woord en Daad								x					x			x				
b.11	Agri-ProFocus declarations on AD + joint statements for ch4 and ch 8 (Focus countries)		x					x							x					x	x
b.12	Complementary arrangement Zambia on ED																				x
b.13	Health - MoU - BOOM	x																			
b.14	MoU Kenya Alliance											x									
b.15	MoU HACA - REAP Kenya																				
b.16	MoU W&D - Calvin College	x																x			
b.17	Agreement with SNV in Rubavu District														x						
b.18	Agreement with SNV in Ruhango District														x						
b.19	MoU for SNV - REK (only in Ch 8 Kenya)											x									
-	Education & TVET/JBS - Joint country-specific statements for Education/TVET with ICCO Alliance		x	x				x			x	x							x	x	
-	joint statements with HIVOS, Cordaid, ICCO, W&D-REK on ED subprogram								x				x								
-	Joint country-specific statements for ED/AD with ICCO Alliance		x	x	x			x	x				x	x	x		x				
-	joint statement with Cordaid on collaboration /alignment in Sierra Leone on AD subprogram															x					
-	Joint Strategy Plan Education Coalition Rwanda														x						

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Signed Harmonisation and Complementarity Contracts and Agreements per country

Strategic Multi Annual Policy Plan

2011 - 2015



Woord en Daad & Red een Kind Alliance

Version 5.0

June 2010

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List of Abbreviations and terms

AS	Alliance Strengthening
BN	Basic Needs
BP	Business Platform
BRIC	Brazil, Russia, India, China
CBHI	Community Based Health Insurance
CBO	Community based organisation
CCA	Common Country Assessment
Code Wijffels	Code Goed Bestuur Goede Doelen
CSO	Civil Society Organization
CSS	Civil Society Strenghtening
DE	Driestar Educatief
DGIS	Directoraat Generaal Internationaal Samenwerking
DPA	Direct Poverty Alleviation
DPR	Direct Poverty Reduction
ED	Enterprise Development
EFA	Education for All
EU	European Union
EU-Cord	European Union Christian Organisations in Relief and Development
FS	Food Security
GA	Global Alliance
HIV	Human Immunodeficiency Virus
hiv/aids	Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome
ICCO	Interkerkelijke Organisatie voor Ontwikkelingssamenwerking
ID	International Development (or Institutional Development)
IDP	Internally Displaced Persons
IS	Institutional Strengthening / Internationale Samenwerking
ISO	International Standards Organisation
J&I	Job & Income
JBC	Job and Business Centre
JBS	Job and Business Services
L&A	Lobby & Advocacy
LDC	Least Developed Countries
LoI	Letter of Intend

MDF	Management for Development Foundation
MDG	Millennium Development Goal
MED	Micro Enterprise Development
MFI	Micro Financing Institute
MFS	Medefinancieringsstelsel (co-financing system)
MoU	Memorandum of Understanding
MP	Monitoringsprotocol
MSME	Micro – Small and Medium Enterprises
MT	Management Team
NGO	Non Governmental Organisation / Niet Gouvernementele Organisatie
OCA	Organisational Capacity Assessment
OD	Organisational Development
ODA	Official Development Assistance
ODIS	Organizational Development and Institutional Strengthening
OVC	Orphans and Vulnerable Children
Partos	Branche van Nederlandse particuliere organisaties werkzaam in IS
PI	Policy Influencing
PLWHA	People Living With HIV/Aids
PMEL	Planning, Monitoring, Evaluation and Learning
PO	Partner Organisation
Prisma	Vereniging van leden met armoedebestrijding als hoofddoel.
PRSP	Poverty Reduction Strategy Program (Paper)
PSI	Poverty Share Investments
PSO	Personele Samenwerking met Ontwikkelingslanden
PWG	Program Working Group
RA	Regional Alliance
REK	Red een Kind
RFW	Results FrameWork
SED	Sustainable Economic Development
SMAP	Strategic Multi Annual Plan
SMART	Specific, Measurable, Acceptable, Realistic, Time-related
SME(D)	Small and Medium Enterprises (Development)
SRHR	Sexual and Reproductive Health and Rights
SWOT	Strengths, Weaknesses, Opportunities and Threats
TMF	Thematische Medefinanciering (Thematic co-financing)
ToC	Theory of Change
ToR	Terms of Reference
TUR	Target Utilization Ratio
TVET	Technical and Vocational Education and Training
TVT	Technical Vocational Training
VET	Vocational Education and Training
VTC	Vocational Training Centre
W&D	Woord en Daad
WHO	World Health Organisation
WW kidz	World Wide Kidz

1 Management Summary

Woord en Daad and Red een Kind do work together for many years and the relations between them and their mutual partner organisations in the South became more tight and professional. In 2009 and 2010 several joint conferences together with representatives from Southern Partners were organised: Nairobi (march/april 2009), Apeldoorn (August 2009) and Putten (may 2010). The results of these conferences are included in this Strategic Multi Annual Policy Plan.

Based on these developments it was also decided to officially form the Woord en Daad & Red een Kind Alliance, which is ratified in the joint Memorandum of Understanding for cooperation (November 2009). Moreover the Woord en Daad & Red een Kind Alliance decided to apply for the MFSII subsidy available with the Dutch Ministry for Foreign Affairs and Development Cooperation for the period 2011-2015.

All the aforementioned developments are briefly addressed in the first joint Strategic Multi Annual Policy Plan, where more details are presented in the elaborated individual Policy Plans, Annual Plans and related documents.

In chapter two the background and outline of the Woord en Daad & Red een Kind Alliance are presented. Both Christian organisations have a strong and long tradition and reputation in contributing to poverty alleviation in many Southern countries.

The approach of both Woord en Daad and Red een Kind, and hence of the joint Alliance, is based on thorough context analyses, including analyses of the worldwide trends and developments. This is elaborated and explained in chapter three, where in chapter four the mission and vision of the alliance are introduced. These two elements were input for the formulation of the Theory of Change, which is basically a framework for the translation of the mission, vision and development into strategies for sustainable transformation and poverty fighting.

Specific objectives for the alliance are formulated in chapter five. These include the operationalisation of indicators to demonstrate the added value of the Alliance on several levels: at the level of policy and systems in The Netherlands, at the level of networks, alliances and policy influencing, and at the level of programs and strategies.

In chapter six strategic and programmatic choices are formulated based on the preceding chapters. Here specific Results Frameworks are presented, that need to be finalized in the course of 2010.

The specific program for awareness raising and policy influencing in the north is presented in chapter seven, where also clear objectives are mentioned.

It is recognised that cooperation becomes more and more important, also for partner organisations. In chapter eight several important issues related to these are listed on headings. Also learning, capacity development, innovation and quality management are crucial and require to be taken into account by all actors involved. These topics are addressed in a concise way in chapter nine.

Chapter ten is dedicated to emphasize the importance of fundraising strategies, both in the north and in the south, and also to give some practical suggestions.

Finally some aspects regarding the internal organisation of the Woord en Daad & Red een Kind Alliance are mentioned in chapter eleven, including some results from a joint SWOT-analysis regarding cooperation. Moreover objectives, approaches and practical suggestions are presented to build the alliance. Also the Southern partners and their cooperation in (regional) alliances are addressed, including some points that require specific attention and awareness.

It is the conviction of both Woord en Daad and Red een Kind that the aforementioned approach as presented in this Strategic Multi Annual Policy Plan has been thoroughly prepared and offers a sound base for contributing to poverty alleviation. We wish that this may be to the benefit of the poor and marginalised, and to the glory and honour of God.

2 Introduction to the Alliance

2.1 History

Woord en Daad and Red een Kind started their strategic cooperation in 2005 based on the recognition of a shared historical development, background, organizational development, contextual circumstances and challenges. Both organizations ascertained that given these aspects they did share many things or they were complementary to each other.

Woord en Daad has been founded in 1973 as a Non Governmental Organisation active in development. The founders were people from reformed orthodox protestant churches in Holland. The organisation as such from the beginning had no links with any church in The Netherlands and has an interdenominational character. The founders were on one hand not satisfied with the strong ideologically polarised political influence in the development arms of the mainstream churches. On the other hand they could not stand the fact that their own churches did not undertake any action against poverty and marginalization. Once started as a small and mainly private initiative, Woord en Daad is now among the major Dutch NGO's active in international development cooperation with focus on poverty alleviation. Since 2000 Woord en Daad differentiated its donor base, developing different approaches for adults, youngsters and children. Since then Woord en Daad also developed a separate approach for companies, by linking them to specific private sector activities in its overseas programs. Around the same time Woord en Daad started approaching institutional donors and since 2009 developed a separate approach for Equity Funds. The different approaches are not only focussing on money but also on connecting people in the North and the South. Companies for instance not only donate money but also contribute in the design of projects, training sessions and expert missions in the South. In the general public part hundreds of volunteers, including many children, are enthusiastic supporters and ambassadors of Woord en Daad by making available their skills and time. Since 2004 awareness raising and policy influencing form an integral part of the work of Woord en Daad. In addition, many organisations and persons continuously ask for more public and political awareness for the need of the poor people.

Red een Kind was founded in 1968 as a Christian non-denominational child focused organization with an emphasis on OVC's in India and Kenya. From its inception the empowerment of children and youngsters through local partner organizations has been the key component of the interventions. However, the strategic choices have been adapted over time based on lessons learnt, changing environments and new insights in effective child help. In short these changes can be described in a move from residential or institutional to community based, from input to result orientation, from primarily individual to a more integrated child and community focus. Restoring dignity, people empowerment, building resilience and strengthening coping mechanisms are main objectives. This is primarily achieved by connecting the target group consisting of poor and marginalized communities with the mainstream socio-economic developments. Presently the organization works in 15 countries, but a process to reduce this number is ongoing. Red een Kind's private support base can be characterized as very loyal and involved. An overall renewal of the organisation has resulted in a broadening of the support base. Private organisations like citizens, schools, churches and corporations do provide two thirds of the total income, institutional funding accounts for the balance.

Given the history of the two organizations, it has been ascertained that they have a number of similarities. First of all both organizations recognize, share and respect each other's inspiration, motives and values. These aspects are partly of both historical as well as strategic nature, such as partnerships with Christian indigenous and locally rooted civil society and faith based organizations, strategic programmatic choices to alleviate poverty in DAC countries, types of funding, strong roots in Christian segments of the Dutch society. At the same time there are differences too. The differences should not be overstated, but they can be a factor in the cooperation. Aspects as organizational size,

institutional development phase, scope of mandate, areas of operation, corporate culture, need to be taken into account. There are also differences in timing with respect to policy developments as well as speed of implementation of strategic choices.

In 2005 the cooperation did focus on Technical Vocational Education and Training (TVET) and Job and Business Services (JBS). From the beginning both organizations had the intention to collaborate on a strategic level to create synergy between their programs in the Netherlands and in the South. Although the cooperation was at first primarily non formal it was transformed to a more formal level with a MOU during 2007. This formal cooperation was also officially notified at the level of the Ministry of Foreign Affairs and extended to the TMF and MFS-1 program.

2.2 Shared experience and lessons learnt

From 2008 onwards some important developments put the cooperation between Woord en Daad and Red een Kind in a new light. First a joint visit with the representative of the Netherlands Ministry of Foreign Affairs responsible for both organizations to the programs in Kenya and Ethiopia during 2008 revealed substantial opportunities for further cooperation. Second, Woord en Daad and Red een Kind both evaluated their TVET-JBS program externally. After a comparison of both evaluations it turned out that there were a lot of commonalities in the programs of Woord en Daad and Red een Kind, but also differences which can be seen as complementary to each other. In other words: closer cooperation will open up opportunities in terms of expertise, knowledge, scale and synergy. Third, both Southern partner networks showed a high willingness to move to a new form of partnership: from the traditional (bilateral) aid chain model to a (multilateral) alliance-model.

These two parallel developments gave a strong stimulus to the cooperation between both organizations, which culminated in a joint partner conference in August 2009. During this conference Woord en Daad and Red een Kind decided to extend their cooperation to education, next to TVET-JBS. During this conference, both organizations and Southern partners received a training in management of alliances, which inspired to give shape to the Northern alliance (Woord en Daad and Red een Kind) and the Southern alliances (regional networks of like-minded organizations). The alliance between Woord en Daad and Red een Kind was formalized in November 2009.

Woord en Daad and Red een Kind are Dutch organizations with a longstanding experience and a strong supporters base in the Netherlands. The organizations expect that the cooperation (but also the strong links with strategic partners like universities and businesses) will strengthen each other and create mutual opportunities in their work. Based on the combination of being complementary to each other in many policy areas as well as the mutual recognition of the core values, both organizations do opt for strengthening their cooperation in the policy period beyond the constraints and framework of jointly participating in executing a program financed by the Netherlands Ministry of Foreign Affairs.

This Strategic Multi Annual Plan 2011-2015, together with the MOU MFS-1 and the MOU MFS-2 and the Woord en Daad / Red een Kind Alliance proposal for the Netherlands Ministry of Foreign Affairs (Phase 1 and Phase 2) and the Alliance Theory of Change (derived from the mutual Theories of Change), constitute the framework for the mutual cooperation between the organizations.

Taking the helicopter view the similarities in organizational structure and institutional development as well as the strategic and programmatic choices are paramount over the differences. Taking above developments into account, as well as the fast changing operating environment, it has been concluded that these two organizations are natural partners and therefore must work jointly towards an increasing cooperation in scope and depth.

The Alliance is meant to be a growing construct, based on the success of the cooperation, the achieved added value, the individual and combined organizational strength as well as internal and

external incentives and developments. The growth of the alliance is therefore primarily an organic process which needs to be nurtured, it will take time but when treated cautiously and wisely we believe it will produce worthwhile fruits for the benefits of the poor and marginalized people.

3 Trends and developments

Woord en Daad and Red een Kind are working in a fast changing context. Several trends and developments influence the strategy of the organizations. These trends can present a threat but also an opportunity, depending on the context and on the way we position ourselves towards these trends.

In redefining their programs Woord en Daad and Red een Kind and their Southern partners have made use of their extensive experience and recent evaluation studies in their fields of operation, as well as a broad reflection on trends and developments in the world around us, in general and close-by.

3.1 Global developments

Trends related to position of states and governments, private sector and NGO's¹:

- Currently the international community is confronted with a financial and economic crisis, strained budgets, a global energy crisis and a crisis on food prices, indicative of a growing scarcity of food, water and energy. Climate change is more and more affecting livelihoods of people. The negative role of religion in conflicts has received much attention, while the positive role is more neglected.
- The increasing influence of Brazil, Russia, India and China (so-called BRIC-countries) in the world economy, and more specifically their investments in developing countries, puts both Western aid and the role of NGO's in a different perspective.
- Quickly emerging multi-polar world with multiple power centres do influence political and socio-economic agenda's around the globe.
- Growing inequality, between countries but also within countries and regions;
- In many countries the legitimacy of the state is at stake, which hampers stable development. There is broad recognition of diversification of governments in terms of fragility (clear distinction of 'failing governments');
- The lack of progress in reaching many of the Millennium Development Goals (MDG) is severe, but demands also more and increasing attention for International cooperation in general.
- Increasing application of technology gives (new) opportunities but also rise to serious debates regarding desirability and side-effects.
- Corporate social responsibility of the private sector is becoming more common in the South (although this is actually under pressure as a result of the economic crisis);
- Civil society (organizations) in the South has strongly developed through experience, networking, capacity building, etc; serious weakness have appeared where coordination and collaboration are lacking.
- Collaboration of different actors is conditional for a balanced development of countries. The private sector and NGO's are partners in development, where involvement of the private sector will make sustainability more likely.
- The still growing importance of international trade and global financial transactions and investments including those of migrants to their home country;
- Some governments consider CSO's a competitor rather than a complimentary actor in the development process. An increasing number of countries is becoming less positive towards NGO's, e.g. Ethiopia and India;
- There is an increasing critique and scepticism about the role and added value of Northern NGO's;

¹ Trends in the Global environment were subject of global partner consultations in Kenya (3-4/2009) and Apeldoorn (8/2009)

3.2 Southern aspects

Trends related to the target groups of partner organizations in the South²:

- Notwithstanding the progress made with respect to some of the MDG's in many areas the results so far fall short of their set goals.
- Especially in Sub Saharan Africa and South Asia poverty is still very wide spread.
- More insight in the diversity and heterogeneity (in terms of power relations and wealth distribution) of target groups – this calls for more diversification in approach and programs;
- Less easy to identify the poor (distribution of poverty within countries becomes more uneven)
- People even in the most remote areas get easier access to more information, as means of communication have become more wide spread;
- Local ownership is key. Local agents of change and development will take stronger leadership of their own development policies, and will engage with their stakeholders, parliaments and citizens in shaping those policies.
- Achieving clear and sustainable development results—and openly accounting for them—must be at the heart of all that is done. NGO's need to prove their added value more and more, also in thorough context analyses and accountability.

Trends in funding:

- More funds are made directly available to organizations in the South. The added value of the current 'aid chain' is increasingly being questioned;
- Increasing diversity of available funds for organizations in the South (private/local donations, from governments, institutional funds, etc). This requires a strong identity and capacity of Southern NGO's.
- Increasing emphasis on harmonization of funding (Paris Agenda)
- Increasing demands of big donors on quality and PMEL-systems.

Sectoral trends and developments:

W&D-REK and Southern partners have been and are active in Education, Vocational Training, Job Mediation, Agribusiness Development, Micro credit and Small and Medium Enterprises Development. In the light of above mentioned trends and developments some specific sectoral trends and developments are analysed.

- *Education*

According to UNESCO's EFA Global Monitoring Report 2009 the number of children attending school is increasing significantly worldwide. Some 40 million more children were in primary school in 2006 than in 1999, bringing the total enrolment rate up to 86% in 2006. Encouraging as these trends may be, still there are some 75 million children of primary school age not in school, almost half in sub-Saharan Africa. For secondary education 58% of the school-age population is enrolled in 2007. This increase is realised thanks to incentives like the abolishment of school fees, the recruitment of new teachers and the building of new schools.

However, as a result of the accompanying education campaigns, in general the inflow of new students is higher than the measurements undertaken to increase the capacity, quality and effectiveness of the educational sector. As a consequence the quality of education is under pressure. Besides the progress in number of children and youth enjoying education, the number of drop outs is growing; the learning effectiveness is decreasing, and the average qualification of teachers declining.

It is observed that the pressure on Teachers Training Institutions to deliver high numbers of new teachers straight away competes with the level of skills and the quality of these teachers. This influences negatively the effectiveness and impact of education in transforming people and its

² See note on global aspects, same dates/venue for consultation

effectiveness to create opportunities for both individuals and society. Therefore the level of training and teaching of teachers in many cases need attention. A lack of 'student-centred and 'interactive' teaching strategies and life skills³ oriented curricula are weaknesses in parts of the education sector. Differences between the language spoken at home and in the school have negative consequences, if they are not properly addressed. Furthermore a lack of leadership in education or a leadership focussed on the status quo hinder development.

Lack of 'relevance' forms also a major barrier. Often this has to do with the fact that education is not demand driven and does not fit to the job market. A lack of perspective towards work or further education does not encourage children to continue and finalize education. Proper linkages between different types of education (pre-primary, primary, secondary, tertiary and vocational education) and the world of work are often lacking or weak. Another aspect is that many schools in developing countries have no link to the global network society, e.g. through internet, and therefore missing opportunities.

In addition to these trends, there are several socio-economic developments which have an influence on education. High unemployment rates and related migration flows are characteristics of a rather large part of the global economy. This challenges educational programmes as family structures are changing and students themselves also move more often from one place to another.

Parents are considered as key stakeholders when it comes to education and the development of children. However, the partner network in the South experience that often parents in poor environments keep themselves aloof when it comes to the education of their child(ren). This attitude is related to illiteracy of parents and the accompanying lack of interest and/or self confidence towards educational staff. But, also the lack of possibilities to contribute, offered to parents by the schools are a factor of influence.

- *Vocational training and Job Mediation*

Youth unemployment is high in target countries and regions and communities where Woord en Daad and Red een Kind work with partners. Low skill levels and unemployment presents a major barrier to economic and social development. Many rural environments have no economic perspectives despite available major resources, based on subsistence agriculture. Appropriate skills development opportunities in rural environments can better utilize the existing resources in rural areas. The current formal TVET system in many countries lacks linkage with and, therefore, relevance to the labour market; TVET students and unemployed can find little assistance in finding (self-) employment.

The qualities of the current TVET-JBS programs in many countries/partners:

- training programs suffer at times from low quality facilities and equipments, poorly equipped workshops, lack of skilled trainers and appropriate curricula;
- low pedagogical training, practical skills and industrial experience of TVET-JBS staff;
- limited opportunities for practical training and formal apprenticeships system;
- poor development and usage of PMEL systems by some TVET-JBS partners and trainers;
- poor connection between TVET training and (self- or wage-) employment;
- limited inter-agency coordination, poor linkages with industry and the labour market;
- poor availability of information on employment and labour market situation;
- facilities and knowledge to provide high quality non-formal training are limited. Market analysis studies are seldom done;
- poor financial means of current TVET institutions exacerbate the poor image of TVET providers and the sector as a whole;

³ *life skills*: that is e.g. the ability to resist peer pressure, to build ones self-esteem, to be open-minded and relate peacefully and effectively towards other people and cultures.

- training institutes where employment counseling, job search skills training or job placement services are not provided or not even known are therefore underdeveloped in many areas.
- *Agribusiness Development⁴ and food security*
 - Climate change and unreliable weather patterns contribute significantly to food insecurity. A billion people face food insecurity with detrimental impact on children's growth and learning capabilities. It exacerbates already existing destruction of natural resources, including farm land. The first climate refugees are seen, and this will grow in the future.
 - The target group is not able and in some cases not willing to adapt to changing circumstances such as climate patterns, population growth. This adaptation can have deep cultural implications such as need for abandoning traditions, moving to another area etc.
 - Globalization is a fact of life and brings opportunities in terms of market. It poses also threats with regard to prices for local food producers, threatening local sustainable food production. Governments do not always succeed in managing food prices to a reasonable level, both for producers as for consumers.
 - Governments are often not so strong in rural areas, where a high percentage of people produces food. Access to agricultural inputs and training is an issue for farmers.
 - Population growth means that more people have to live off the same resources. An African green revolution is needed.
- *Micro Credit and Small and Medium Enterprise Development*
 - Economic development requires a certain level of enabling environment in which different competent actors are willing to collaborate. Lack of such environment in many countries, especially at regional and national level influence negatively the potential of business development and the sustainability of interventions, or make them relatively quite expensive.
 - In many countries there is a potential for (agricultural) value chain development, but a proper analysis of the 'missing links' is often lacking. A context analysis to gain insight in other available actors and their activities is important before starting new interventions.
 - The banking sector in many countries is only interested in short-term, relatively safe loans, often used for commercial activities, but not for investment in (agricultural) production.
 - Students and poor communities are usually not the proper target group for stimulating business development. Entrepreneurs usually belong at least to the (lower) middle class.

3.3 Northern aspects

Woord en Daad and Red een Kind have a considerable history and lived through various paradigms with respect to international aid and cooperation. Founded a decade or two after decolonization during the period that the cold war drove an important share of the international development aid, privately founded initiatives such as Woord en Daad and Red een Kind based themselves very much on the charity motive. Based on lessons learnt the organizations changed their strategies to more sustainable interventions, focusing on empowerment of target groups by strengthening their coping mechanisms and building their resilience. After the political context changed and international development was redesigned, whereby - among others - the role of the civil society was reinforced, both organizations started to deal with aspects of this important change. Apart from strategic and programmatic consequences in the South this had profound consequences for their own organization in the North, such as a fast drive to professionalizing, applying for program based institutional funding and

⁴ Agribusiness according to the FAO definition: *Agribusiness denotes the collective business activities that are performed from farm to fork. It covers the supply of agricultural inputs, the production and transformation of agricultural products and their distribution to final consumers. Agribusiness is one of the main generators of employment and income worldwide*

becoming more result oriented. Another important factor for both organizations was to start networking and engaging in cooperation with other organizations on various levels and in different intensities.

At the same time it has been standing policy that these changes should not lead to an estrangement of the organizations from their traditional support base, nor a diminishing of the role of values on an institutional or operational level. Therefore institutional funding from one source is limited and great emphasis is put on the relationship with private donors. This secures the organizational roots in Dutch society and provides simultaneously an active engagement in the changing environment of the Northern civil society. This is the starting position for the outlook towards period to 2020.

The outlook for 2020 has been chosen in order to obtain a clear view of desirable objectives beyond the present policy period and therefore the organizations should not be restricted by the present funding channels. A steadily increasing cooperation is foreseen and deemed necessary for reasons explained hereafter. The outlook towards 2020 is viewed from different perspectives, viz. the rooting in Dutch society, the operating environment for Northern civil society organizations, the ongoing paradigm shift in development / poverty reduction as well as the entry of new actors.

Organisational roots in Dutch civil society

Both organizations have strong support roots in a particular segment of Dutch society, which is belonging to the orthodox protestant denominations. However, it would be a mistake to consider this part of the population as being totally congruent in world view or social and political affiliations. The important common denominator of these subgroups is that they are conscious that their religious convictions and world view need to be translated in practical terms. This vision has important consequences for their choices with respect to their support for organizations focusing on international aid and development. The support base for both organizations is largely complementary. Despite the reducing share of the churchgoing public in the general population being a potential threat, thus far no effects of it can be noticed with respect to their contributions. Rather the opposite is observed. The support base is inclined to support strong cooperation between organizations sharing similar values and views. In order for this process to be sustainable it needs to be organic in nature, originating within the organizations and the support base. Both organizations are aware of the sensitivities of this process and take this into account with respect to the progress of their cooperation. Intensified cooperation between likeminded organizations is the desirable direction of the process, but should be based on mutual recognition, shared interest and added value in North and South.

Operating environment for northern civil society organizations

The role of civil society organizations is subject to a paradigm shift. After a period of strong growth in roles and activities as well as public means of these type of organizations the trend is now changing. The simultaneous emergence of new actors as well as the rediscovering of the role of the government and government institutions curb the role of Civil Society into specific roles, away from service delivery into Civil Society strengthening. The role of Southern Civil Society is increasingly focused on mobilizing and organizing people to become more self reliant, to access government services and to lobby for adopting and applying adequate laws and regulations benefitting all people. This will also lead to other roles for the Northern partner organizations. Brokering knowledge, support, networks and capacity will become the prime focus in the future. Northern organizations have to become experts in these fields, while actively maintaining a feel for the context of their partners. Given their expertise of partnering with FBO's and value based organizations they can fulfil an important role in relation to their mission and vision, such as building effective Southern networks which do empower marginalized people to access services for their further development.

Paradigm shift in development and poverty reduction

After decades of pouring in aid at various levels to development assisted countries (on a multilateral, bilateral, sector and NGO level) serious questions are being asked about the effectiveness of this support. A significant shift is made to focus on strengthening the structures of government and Civil Society on different levels with the objective to enhance self reliance. In the past service delivery has been a very important aspect of the programs . This element will not totally disappear, given the number of fragile areas without adequate services where partner organizations do work. However, the emphasis is changing fast towards civil society strengthening and supporting community based organizations. Both organizations have been active since a long time in the empowerment of people through partner organizations and intend to apply this knowledge and expertise more systematically on meso and macro levels. More expertise has to be built in the organizations to become an effective player in this field.

Entry of new actors

New actors have been steadily entering the area of international development. Both on micro, meso and macro level this has a huge impact. Economically driven actors like corporations, (as regular business development and/or corporate civil responsibility), knowledge institutions, educational institutions (as part of their international agenda), but also a fast growing number of small private initiatives enter the scene, where quite recently only NGO's were treading. On a macro scale new players like China, India and Middle Eastern oil states have become important economic actors in development assisted countries. These developments probably will lead to increased economic development in these countries, but not necessarily to connecting the marginalized population with these development. In order to enhance a fair disbursement of wealth among all population groups, the trickle down effects need to be pursued by an active policy on two different levels. Bottom up by designing the right programmatic strategies for the marginalized to connect with the mainstream and top-down to network and link with new corporate and institutional players. It is an increasingly important role for both organizations to actively engage in and stimulate such networking and link parties.

3.4 Long term role and program related developments

As described above the long term outlook for NGO originated interventions has been changing rapidly in the last few years and this trend is foreseen to accelerate in the next five years. Especially aspects with respect to the role and implementation capacity of governments vis-à-vis the role of NGO's is rapidly changing. In many places NGO's are increasingly moving away from service provision and are focusing more on strengthening locally rooted civil society structures and community based organizations. At the basis of this change lies the generally accepted view that it is the government's prime role to effectively deliver the basic services to all parts of the country and segments of the society. The role of a strengthened civil society is to make this happen by working together with as well as conducting governments to bridge still existing gaps in access to basic services. This requires a balanced relationships between governments and empowered civil society organizations. This ongoing process will have its full impact felt after the present policy period. The WD-REK alliance wants to empower their partners organizations to actively engage in this new environment.

With these long term outlook other connected developments impacting the tasks of Southern and Northern NGO's can be formulated. During this policy period the Alliance will prepare itself by actively engaging in the following areas in order to be prepared for these long term developments:

- A greater interdependency between traditional and non-traditional actors will create a fast changing and fluid operating environment, where access to relevant parties and ability to link are vital. NGO's need to fully develop the very important role as broker between these actors. The effectiveness and efficiency of an organization will increasingly be dependent on the ability to quickly link with and learn from other actors as well as choosing and adapting to the relevant role necessary vis-à-vis all these actors.

- Working in splendid isolation is definitely something of the past. A new element is the need to be actively engaged in consortia of various and changing composition. In order to strengthen the ability of organizations to engage in consortia strong regional alliances will be very helpful to combine forces and as an alliance work together with other major players.
- Funding channels will be changing fast. Direct southern funding of relevant interventions in line with the abovementioned developments will become a trend in the future at the expense of funding through a Northern based agency.
- These developments need to be judged from the programmatic choices which are made for this policy period. It is important to discern how these developments will influence our chosen strategic focus in various contexts and how the Alliance can develop a pro-active attitude. This will stimulate the positive and to influence the negative impact of such developments for the better.
- All above mentioned developments do indicate a new paradigm shift in the development context again. In order to be fully prepared and to strengthen the ability of the partner organizations to deal with these long term developments the W&D/REK alliance will strategically cooperate with MDF as a partner in strengthening the Northern and Southern alliances as a whole as well as the regional alliances in the South. The objective is that these alliances can become innovative instruments owned by capacitated Alliance members.

4 Consistency of Core Values, Mission, Vision and Theory of Change

Woord en Daad and Red een Kind have entered into a strategic cooperation to create synergy between poverty alleviation programs and strengthen their partner networks by promoting and facilitating joint efforts where this is relevant and beneficial. As mentioned before this process started in 2005 and accelerated since 2008. Since then partners of both organizations were involved in combined learning processes. Since the first quarter of 2009 both partner networks have been fully and actively involved in the policy making of the alliance on the level of formulating shared mission and vision, core values, a shared theory of change, strategic choices and the programmatic consequences on a regional and global alliance level.⁵

4.1 Mission, vision of the Alliance

The alliance does focus on poverty alleviation in DAC countries from a Christian perspective, whereby it is the intended goal to work towards a decent existence for the poor through local partner organizations.

Together with the Southern partners a shared *mission and vision* was defined. The mission of the alliance is: **“To enhance the effectiveness and sustainability of member organizations through collaboration.”**

The vision of the Woord en Daad and Red een Kind alliance, as well as their Southern alliances is: **“The alliance will substantially contribute towards poverty reduction and enhance people’s ability to bring about sustainable transformation in their lives.”** This vision is subsequently translated into a Theory of Change (ToC) With this Theory of Change we want to give a clear answer on the question *What is our role in development and change?* At the same time, we have to acknowledge that we can’t give a simple answer. We have to deal with the complexity of our sphere of work. Both elements – focus on impact and acknowledgement of the complexity of our work- are reflected in the Theory of Change wherein ‘sustainable transformation’ plays a central role. A central roles plays the concept of ‘agents of change’: people and organisations can be agents of change when they have the skills, strength and power to change and transform their context into an enabling environment for development. It is important to stress that ‘transformation of people’ applies to people from poor and rich parts of the world.

4.2 Value framework as basis for Theory of Change and program guidelines

Woord en Daad and Red een Kind as well as their partners in the South are working from a Christian perspective . This is reflected in the *core values*, which were developed together with the Southern partners. **Co-creature** means that we value people as equal and unique, and that we respect the diversity and dignity of human beings. **Co-responsibility** means that we encourage people to take and share responsibility for development. Next, **Compassion** states the need to care for people who are suffering and the importance of enhancing responsibility amongst people. **Stewardship** is about that we always have to operate in integrity, and that resources have to be handled in a responsible and transparent way. **Interdependence** states that we are both independent as well as dependent: we want to make our own, deliberate choices, realizing that we always have to relate to others.

Next to the core values Woord en Daad and Red een Kind work with five *development principles*: **Ownership**, people are the owner of their own development path; **Integrated approach**, holistic

⁵ During the partner conferences in Kenya (March and April 2009), Apeldoorn (August 2009), regional alliance meetings in Bangkok (February 2010), Bujumbura (March 2010), Addis Abeba (March 2010) and Bogota (April 2010).

attention for people and their context; **Sustainability**, people should be able to sustain their increased level of well-being; **Partnership**, interdependent relationships and **Innovation**, a learning attitude in organizations.

Four *cross cutting themes* get special attention on program level: **Gender/family, HIV/Aids, Child rights** and **Leadership**.

4.3 Sustainable transformation, the essence of the theory of change

The second element in the Alliance mission '*to fight poverty..., to provide a decent existence for the poor*' is the focus on the sustainable transformation of marginalized, excluded and poor people to be empowered and enabled to take responsibility for their own development as well as that of others. In our ToC we distinguish 3 components: people centred, context centred and mindset centred. These are three different angles/perspectives we use to look at processes of transformation and analysis of these components provides important elements/building blocks for the development of the programs. Although the ToC primarily is focussed on transformation processes the South, it equally applies and is valid for transformation of people in the North

The people-centred component: this first component shows us the essential need of making an assessment of the existing livelihoods of people. Within W&D-REK we use an adapted livelihood approach. We distinguish 6 elements/capitals: natural, physical, human, economic, social-political and cultural (including religion). In assessing these livelihoods we try and gain an understanding of the strengths, the assets which are already present with people, and can formulate where there are still gaps in having the "livelihoods" as complete as possible. In assessing these livelihoods we also look at the interrelation between individuals, the broader household or family, the community and where useful the broader region. This last one is important when considering enterprise development. Then knowing where the gaps are we can facilitate in different livelihood strategies people have to fill those gaps. Assessing livelihoods in a more urban setting and in a more rural setting require a different way of identification of the elements as well as a different way of facilitating the sustainable process of transformation.

In our programs *livelihood improvements* are formulated at program impact level; because of our mission and expertise we focus primarily on the human, economic and natural capitals, although physical, socio-political and cultural capitals are also interrelated and necessary to attain sustainable transformation. The way people are *able to organise themselves effectively* at different levels in society is an important outcome in our programs. The cross cutting issue of Leadership is closely related to this last outcome.

The context-centred component: the second component of importance for our interventions is the broader context in which the people live, move and work. In looking at this component we distinguish two important aspects to keep into account, which are the vulnerability/opportunity aspect and the aspect of the actors present in that context. In looking to vulnerabilities, we ask ourselves what it is that keeps people from being able to go through this sustainable process of transformation. These are the so-called barriers, which can be both internal and external depending very much also on the context. But equally important is to look for the opportunities. So a balanced view is necessary when thinking about the context. In looking to the different actors, we ask ourselves about their role in and influence (positive/negative) on the transformation process of the people (target group). Equally important is to look to the added value, synergy and complementarities of various actors (including W&D-REK and partners) in a given context.

The context-centred component provides important elements for the development of our programs: *improved access to services/capitals, improved quality of services/service providers* and *more effective networks of actors in development* are important outcomes in our programs. This component

stresses the importance of collaboration with different types of actors to be successful in our programs and the necessity for our programs to be effectively linked to the reality of and changes in the context. This equally applies to our Northern realm.

The mindset-centred component: this third component looks for deeper lying psycho-social thought patterns (mindsets) in society (in North and South) that determine people's attitudes towards and motivations for/against change. This can be related to culture and religion, but as well to political/economic power relations in society. By analysing this component interventions can be developed that address the capacity of people to realize their own potential, to utilize their skills and creativity and take action when their context requires that of them.

This component provides the element of *utilization* for the development of our programs, meaning the actual use of knowledge/skills/abilities after having absorbed/experienced education/training. *Increased utilization* is therefore an important outcome in our programs.

As contexts continually change, people need to acquire/develop capabilities to be able to cope with these changes, contribute positively to these changes and sustain their process of transformation. If they are actively involved in and contribute to change in society people can be called 'agents of change'. We distinguish 'agents of change' at different levels. It can be a person, a family, a community or an institute/business that has the skills, the strength and the power to change and transform its living context, its working context and create an enabling environment for development. In the concept of 'agents of change' the 3 different components (people-, context- and mindset-centred approach) are linked and connected to the overall goal of 'sustainable transformation'.

The ToC and its essential elements focussed on sustainable transformation are applied in the programs Education, TVET-JBS, Agribusiness Development and Enterprise Development.

W&D-REK and Southern Partners as civil society organisations have important roles as 'watch dogs', 'voice of the people', 'enablers', 'linking pins between different actors'. In a world of globalization and 'the world becoming a village' they need each other for information and support. W&D-REK sees it as an important role to raise awareness in the Netherlands and Europe on the relationship between North and South, to work on attitude changes of the public, business world and government. See also Chapter 8 of this Plan.

4.4 Summary of objectives on interventional level

The above Mission, Vision and Value framework and the Theory of Change do lead to the following strategic objectives on interventional level:

1. Improvements in livelihoods of poor and vulnerable people – with focus on human, economic and natural capitals;
2. Increased ability of people and communities to organise themselves, take leadership and act as an 'agent of change';
3. Multi-actor collaborations for increased access and improved quality of services in the areas of education, TVET-JBS, Agribusiness Development and Enterprise Development;
4. The development and support of Regional Alliances for enhanced effectiveness and sustainability of members; Organisational and institutional development of partner organisations;
5. Change of mentality, livelihood and policy in the North benefiting livelihoods in the South.

5 Central strategic objective for the Alliance

5.1 Problem definition and overall objective

The earlier mentioned trends and developments - both global and sectoral - the Alliance is confronted with, lead to a problem definition that can be can briefly summarized as follows:

- a. Different crises, failing governments and lack of trust between different actors in society have deepened the gap between rich and poor. In countries where W&D-REK and Southern partners are active, poor and vulnerable people groups run the risk of becoming even more marginalized, as services to their increasing numbers fail to offer the quality needed to improve their livelihoods.
- b. Effective poverty alleviation and sustainable economic development is not only a matter of improved access to and quality of different types of services, but requires as well a mindset change of different actors in society .

The Alliance is formed to provide a long term platform to enhance the quality of the results and outcome and to improve the long term impact of the activities of both participants. Based on this problem definition and in line with the value based choices in the Theory of Change the Alliance formulate as its

Long Term Overall Strategic Objective:

“The parties belonging to this Alliance based on shared values, endeavour to build an effective alliance, comprising or being able to access all necessary competences to contribute to the alleviation of poverty among people not actively involved in socio-economic opportunities in the South, by enhancing their ability to successfully participate in these processes, as well as by stimulating these opportunities to be more open for and directed to the poor⁶.”

In order to accomplish this overall objective the alliance wants to work together with indigenous partner organisations, further building their capacity and enhancing their competences to be an ever more effective force in working with these target groups towards the overall objective.

Both organizations do intend to cooperate in their Strategic Alliance either within or outside the framework of financing by the Netherlands Ministry of Foreign Affairs. Their cooperation will extend to their various capacities and roles, such as donor, partner, supplier and broker.

5.2 Added value Alliance

As has been formalised in the MoU, within the Woord en Daad – Red een Kind Alliance the existing strategic cooperation between Woord en Daad and Red een Kind will be continued. The joint programs of both Foundations will be intensified in the alliance program(s), which are directed to sustainable economic development, Direct (and structural) Poverty Reduction, Civil Society Building and Policy Influencing.

The cooperation is directed to improve the effectiveness of poverty fighting based on added value, which is to be realised by:

- Synergy, including increased capacity
- Scale effects
- Enhanced Efficiency

Stated simplified, the alliance is supposed to function in such a way that by achieving “critical mass” thresholds can be exceeded where also the performance of the alliance is more than the joint

⁶ Wherever applicable, the term “poor” includes a reference to “marginalised people” as well.

performance of the individual organisations: 1 + 1 = 3. The southern partner organisations of both Alliance members are explicitly involved in, and part of, this process of realizing the (strategic) added value. In 2009 MDF consultants presented some findings on the respective TVET⁷ and Job an Income programs that are relevant at the meta-level for both organisations⁸.

More specifically, the Woord en Daad – Red een Kind Alliance will add value at several levels and in a number of fields as specified below with SMART⁹ indicators to demonstrate this added value, and to allow to evaluate the Alliance performance.

The various indicators and rationale can be worked out on 3 different levels:

Policy and systems in the Netherlands

Networks, alliances and policy influencing

Programs and strategies

On a governance and management level quality indicators can be developed as well. These indicators, although very important, are of a more soft nature. In the MOU between parties it is mentioned how the organization will be managed and governed and how the cooperation will be evaluated.

The SMART indicators will be set every year in the annual plan of the alliance, including a valuation of the organizational elements. The management level will combine the results of the SMART indicators with the indicators based on the MOU and report these comprehensively to the respective Boards of the organizations.

Level 1: Policy and systems in the Netherland

LEAD INDICATOR 1:

The number of policy and vision documents that has been (further) developed together between Red een Kind, Woord en Daad and their partners: general development policies and Theory of Change based program policies.

Rationale:

Quantifiable less staff hours needed, more alignment and harmonization, combine knowledge and experience to build on best practices.

Sub indicators:

Mutual learning, analysis and recommendation for innovation based on end term review of MFS 1 and mid term review of MFS 2 program.

Joint (renewed) position paper with respect to following subjects during this policy period:

TVET, agricultural training and JBS¹⁰ in rural areas by 2014

TVET, skill training and JBS in (semi) urban areas by 2014

⁷ TVET Technical Vocational Education and Training

⁸ See report "Meta level findings of TVET and J&I programme reviews of Help a Child and Woord en Daad, MDF, Frans van Gerwen, May 2009.

⁹ SMART: Specific, Measurable, Acceptable, Realistic, Timely

¹⁰ JBS: Job and Business Services

Agribusiness Development by 2014

Early childhood development and its effect on basic education by 2013

Linking basic education and skill training by 2014

Two joint research activities in areas of cooperation

Organizing expert meetings in TVET and JBS

LEAD INDICATOR 2:

The number of systems that are developed together and/or implemented and shared together in the field of ICT, PMEL¹¹ and financial systems.

Rationale:

Quantifiable less staff hours and shared development cost; more alignment, consistency and harmonization (including partner organizations) and enhanced transparency.

Sub indicators:

Development of joint PMEL methodology and systems by the end of 2010

Increasing number of joint PMEL services in the course of 2011-2015

Number and level of shared ICT systems for joined programs (accumulative and per year)

Number and level of shared back office services (accumulative and per year)

Level 2: Networks, alliances, policy influencing

LEAD INDICATOR 3:

Number of combined Woord en Daad / Red een Kind meetings in the Netherlands or elsewhere with focus on sharing, dissemination, exchange, expert inputs, training and capacity building, etc.

Rationale:

Quantifiable cost savings; staff sharing; increasing effectiveness of the knowledge related objectives.

Sub indicators:

Joint lobby plan with targets and activities for policy influencing and lobby in the Netherlands (2011)

Joint policy plan for lobby and policy influencing on European level (2011)

Cost sharing system for all joined activities (per year)

LEAD INDICATOR 4:

¹¹ PMEL: Planning, Monitoring, Evaluation and Learning

Number of regional alliances of partners in which both Woord en Daad and Red een Kind partner participate.

Rationale:

This leads to more alignment and harmonization on partner level, increases impact of strategies and to quantifiable cost saving through combined capacity building. Combined field visits and exchanges do lead to more effective learning. Stronger alliances do strengthen the capability to attract other actors and donors.

Sub indicators:

Combined trainings for capacity training in joint regions with respect to effective lobby and advocacy

Minimum two workshops per joint region in 2011-2015 period.

Partners' participation in relevant networks for policy influencing is growing.

Combined regional capacity building for TVET, skill training and JBS.

Combined staff functions for mutual use (e.g. capacity building, monitoring, field visits)

LEAD INDICATOR 5:

Number of combined Woord en Daad and Red een Kind active lobby and/or awareness initiatives (primarily in the North, possibly also in the South).

Rationale:

Quantifiable less staff needed and greater effectiveness through combined effort.

Sub indicators:

Number of relevant lobby and advocacy issues to be actively pursued per joint regional alliance

Number of themes activated in combined lobby and/or awareness initiatives

Number of networks to participate in for effective lobby and/or awareness is growing.

Level 3: Programs and strategies

On program level indicators for cooperation are part and parcel of the MFS 2 proposal. The below mentioned indicators are not exhaustive for the program level, but exemplary of the depth and intensity of the cooperation.

LEAD INDICATOR 6:

Increased number of linked programs and projects between the organizations.

Rationale:

At the level of the programs, the added value of the Woord en Daad / Red een Kind Alliance does consist of formulating combined program strategies and in exchanging and (where relevant) adopting each other's different approaches. Both organizations have also specialized into certain areas. In this

way the total available range of strategies and intervention mechanisms is bigger for each party, without the necessity to develop it from scratch. It is also a sign of developing synergy. By formation of combined program teams the program alignment is increased, the effectiveness enhanced and cost efficiency is achieved.

TVET/JBS:

This program is at the heart of the cooperation of the Alliance. Based on joint proposal as well as the midterm evaluation MFS 1, as well as the end term evaluation MFS 1 and the midterm evaluation of MFS 2 indicators have been developed and will continue to develop for increased synergy, added value, effectiveness and efficiency. Reference is made to the Results Framework for TVET/JBS.

Basic Education:

This program is also at the heart of the cooperation of the Alliance. Based on joint proposal as well as the midterm evaluation MFS 1, as well as the end term evaluation MFS 1 and the midterm evaluation of MFS 2 indicators have been developed and will continue to develop for increased synergy, added value, effectiveness and efficiency. Reference is made to the Results Framework for Basic Education

Agribusiness Development:

This is a rather new program, both for Red een Kind and Woord en Daad. Hence adopting each others' strategies is not yet possible here. Although there is no specific agriculture program, within the Enterprise Development program there are partners mainly involved in agriculture with a clear strategy. Obviously all implementation strategies and specific documents related to this program are to be developed and implemented together.

Indicators will be developed in the course of 2011 – 2015. Reference is made to the Results Framework for Agribusiness Development

Enterprise development

The experience of Woord en Daad in Enterprise Development (both Micro Enterprise Development and Small and Medium Enterprise Development) can be useful for expansion of the corresponding Red een Kind activities, including the Red een Kind Micro Enterprise activities. Also reference is made to the description of TVET/JBS above, including the link to value chains.

Indicators will be developed in the course of 2011 – 2015. Reference is made to the Results Framework for Enterprise Development

6 Strategic and programmatic choices

6.1 Strategic and programmatic choices

Bringing together our vision on change and the threats and opportunities we are challenged with, we would like to concentrate on the following programmatic objectives in 2011-2015:

1. Improvements in livelihoods of poor and vulnerable people – with focus on human, economic, and natural capitals¹²
2. Increased ability of people and communities to organize themselves, take leadership and act as an ‘agent of change’;
3. Multi-actor collaborations for increased access to and improved quality of services in the areas of Education, TVET-JBS, Agribusiness Development and Enterprise Development;
4. The development and support of Regional Alliances for enhanced effectiveness and sustainability of members; Organizational and institutional development of partner organizations;
5. Change of mentality, livelihood and policy in the North benefiting livelihoods in the South

The Theory of Change (ToC) comprises 6 elements:

In our Theory of Change real impact – the sustainable transformation of poor and vulnerable people - can only be realized when all livelihoods are addressed. This requires a multi-actor approach and a logical interaction between the different interventions (which we call ‘chain approach’) and strategies. We concentrate on the following themes:

1. **Sustainable Economic development**, consisting of Technical Vocational Education and Training (TVET), Job and Business Services (JBS), Agribusiness Development, Micro- and medium enterprise development. HIV/Aids will be a cross-cutting theme in education and sustainable economic development.
2. **Education**, consisting of literacy, (pre-)primary and secondary education, and support for higher (professional) studies;

By choosing for these themes the lives of children and young people can be affected in a sustainable manner and it proves to be a powerful instrument to break the cycle of poverty for themselves as well as their families.

In our programs, we also link different strategies to each other: sustainable economic development, direct poverty alleviation, civil society strengthening and policy influencing.

6.2 Geographic choices and target group

Woord en Daad and Red een Kind will work in the following type of countries:

<u>Country Profile: Poverty Alleviation</u>	<u>Country Profile: Degree of fragility on state level</u>	<u>Country Profile: States transition to medium income level</u>
In these we will focus on closer collaboration between NGO's and government.	These countries show a huge difference in fragility on state level and as well as the quality of basic	In these countries we will concentrate on enhancing public-private partnerships and collaboration between

¹² In our programs *livelihood improvements* are formulated at program impact level. Because of our mission and expertise we focus primarily on the human and economic capitals, although natural, physical, socio-political and cultural capitals are also interrelated and necessary to attain sustainable transformation.

	services. In general, more emphasis will be on direct poverty reduction and people (especially children) in violent and risky environments.	enterprises. Next we will aim on reaching tribal groups with TVET-JBS (connecting them to national trends of economic and social growth) and strengthening civil society organisations in developing alternative (fundraising) strategies.
Target group:	Target group:	Target groups:
Vulnerable children and (one parent) families in rural and urban areas; pro-poor entrepreneurs (with special focus on women); business networks; rural markets.	Marginalized groups with special focus on women and (one parent) families, children and youngsters at risk; pro poor entrepreneurs and (if applicable) business networks.	Children and youngsters at risk, pro-poor entrepreneurs and business networks, tribal groups in India like in the fragile North Eastern States of India.

The Alliance operates in a mix of these countries with a clear focus on poverty alleviation and marginalized groups, in such a way that capacity (implementation, experience and knowledge) of the alliance will be utilized in an optimal way.

Although a subdivision in these general type of countries is defensible, one has to discern various in between situations. Moreover poverty and fragility often have a regional and /or transnational character. A rigid blueprint approach towards must therefore be avoided.

6.3 Programs and interventions

The Alliance has formulated one program (“Employment and Income through Education, Vocational and Skill training”), consisting of five sub-programs: 1) Education, 2) Technical Vocational Training and Education (TVET) and Job and Business Services (JBS), 3) Agribusiness Development, 4) Enterprise Development (ED) and 5) Strengthening of our Partner Network. The sixth program (Basic Health and HIV/Aids) is included in the proposal of the ICCO-Alliance. The programs comprise three intervention strategies: Direct Poverty Reduction, Civil Society Strengthening, Policy Influencing. Woord en Daad and Red een Kind will involve a variety of actors (educational institutes, universities, business partners, advocacy networks) in the design and implementation of these programs. For each program a Results Frame Work is developed, including indicators on impact, outcome and output level.

The Alliance cooperates with both traditional and non-traditional actors. The framework for such cooperation depends on the specific contexts. The extent of cooperation depends on how actors are complementary to and/or in harmony with the joint policy of the Alliance and its partner organizations. See also Chapter 8.

Sub-program 1: Technical Vocational Education and Training (TVET) and Job and Business Services (JBS)

Focus: 1) Access to skills training for marginalized youth and adults; 2) Networking between training institutes, business and other stakeholders, and increasing involvement of private sector in skills

training; 3) More emphasis on rural skills training and linking to agribusiness development; 4) Quality improvement in training of trainers and 5) promotion of better links between regular education and TVET. Corresponding Results Framework¹³:

Impact, outcomes and outputs in the field of Vocational Training and Job Mediation:

see Annex – Woord en Daad_tab 12_Appendix 3.2 Results TVET-JBS

Sub-program 2: Education

Focus: 1) Provide access to education, with special attention for girls, marginalized groups and regions and drop outs; 2) Quality and relevance of education, with special attention for role of teachers; 3) Creation and promotion of proper linkages between different types of education and job market; 4) Ownership (involvement of parents and children in the education process) and 5) Mainstreaming hiv-aids in education. Corresponding Results Framework:

Impact, Outcomes and outputs in the field of Education:

See Annex – Woord en Daad_tab 12_Appendix 3.1 Results Education

Sub-program 3: Agribusiness Development

Focus: 1) Link the development of sustainable agricultural production to agribusiness development – if feasible and relevant; 2) Link to rural skills training and JBS

Corresponding Results Framework:

Impact, outcomes and outputs in the field of Agribusiness Development:

See Annex – Woord en Daad_tab 12_Appendix 3.4 Results AD

Sub-program 4: Enterprise Development

Focus: 1) Better access to investment finance and appropriate business development support; 2) Linking small producers to the 'bigger' market by strengthening value chains.

Corresponding Results Framework:

Impact, outcomes and outputs in the field of Enterprise Development:

See Annex – Woord en Daad_tab 12_Appendix 3.3 Results ED

Sub-program 5: Strengthening Partner Network (SPN)

Focus: 1) Provide support to 6 regional alliances in South America, Asia, West Africa, Horn of Africa, Great Lakes, Southern Africa in developing together regional policies, PMEL-systems, fundraising and advocacy strategies; 2) Set up and strengthening of global thematic working groups: a) Global Enterprise Development Group; b) global PMEL-group and c) global Advocacy group. 3) Promotion of national multi-stakeholder networks and 4) Strengthening of capacities of individual partner organizations. Corresponding Results Framework:

Impact, Outcomes and Outputs for program for strengthening of partner network:

See Annex – Woord en Daad_tab 12_Appendix 3.5 Results SPN

¹³ These Result Frameworks are basically derived from the MFSII Stage-1 Application and are operationalized in the course of 2010, notably in the preparation for Stage-2.

7 Northern programs for awareness and policy influencing

7.1 Introduction

The Woord en Daad and Red een Kind Alliance will target awareness raising activities mainly on their own supporter base, whereas the policy influencing / advocacy activities mainly target politicians and civil servants at national and EU level. Sustainable transformation of people living in poverty is at the core of our joint Theory of Change. It is the mission of the Woord en Daad – Red een Kind Alliance to empower people to make this transformation possible.

Looking at the core values of Woord en Daad and Red een Kind, the theme of sustainability has a very strong link with stewardship. In the ToC the following is stated with regard to stewardship: “As a Christian alliance we specifically take the element of co-responsibility and apply it to our alliance. This means our alliance should act as responsible ‘stewards’ within the context in which we operate and we do this with integrity. The resources (financial, human, and material) we receive are responsibly handled in a transparent manner. And in our operations we demonstrate that stewardship towards those with whom we work and the environment and context in which we work.”

While the concept of stewardship has direct Biblical roots, the concept of sustainability could be seen as the concretisation of stewardship. It points at responsible dealing with resources and capitals which we encounter in the implementation of our programme. Instead of just exploiting or even exhausting these resources, we want to utilise and even strengthen them.

In our awareness raising activities with our own supporter bases, we will use the words stewardship and sustainability interchangeably, but in our broader awareness raising and advocacy activities, sustainability will be the key word.

7.2 Objectives

Four levels of sustainability are distinguished:

- Economic sustainability: enhancing productivity and employment through investments, thereby increasing the purchasing power of households and decreasing their vulnerability and dependency;
- Ecological sustainability: reducing ecological damage (e.g. pollution, waste of resources) of development programmes; preservation of ecological diversity, enhancing the resilience of ecosystems, stewardship in dealing with natural resources;
- Social sustainability: Development programmes should preserve social homogeneity and relationships, prevent or fight social exclusion, promote participation; they should not impair the dignity and quality of life;
- Institutional sustainability: Stimulating and enhancing the capacity of individuals, organisations and social/political systems to be transparent and to function independently (e.g. through laws and policies, participatory ways of policy making and effective organisation and representation of interests in those policy making processes).

The presented and comparatively new approach is to delink awareness raising from fundraising explicitly, and to link it with advocacy. To achieve this, several subthemes are formulated, under which both advocacy and awareness raising activities will be enrolled.

Subtheme 1 – Vocational education and training – employment – entrepreneurship

Objectives:

- The supporter base is aware of the added value of vocational training, entrepreneurship and enterprise Development for international cooperation and for the economic independence of the target Group.

- Through targeted advocacy activities we want to stimulate the Dutch government and the EU to invest more and better in access to vocational training for marginalised and unemployed youngsters and adults, and in entrepreneurship training.

Subtheme 2 – Sustainable chain development

Objectives:

- The supporter base is aware that apart from fair trade, sustainability is also important for vulnerable groups in the South, in order to work towards self-sustainability on the long run.
- The Alliance members raises policy makers' attention for relatively neglected aspects of private sector Development and of sustainable consumption in The Netherlands

Subtheme 3 – Focus on the family

Objectives:

- The supporter base is able to compare Dutch family issues with family issues in the South, and is aware of remarkable differences, e.g. access to social services and existence of support mechanisms within the family.
- The Alliance strives for increased awareness of government and civil society organisations to convince them that supporting and strengthening family structures is crucial for social sustainable Development cooperation.

Subtheme 4 – Effectiveness and sustainability

Objectives :

- After the campaign the supporters base can give a balanced answer to the question how Development cooperation can lead to sustainable results and what the different aspects of sustainability are.
- Policy makers regard Woord en Daad and Red een Kind as organisations that work seriously towards making their programs and results self-sustaining. The evaluation model and good examples of programs will be included in policy discussions.

In addition to these subthemes, for awareness raising the Woord en Daad – Red een Kind Alliance will focus on enhancing cultural knowledge by strategic cooperation with several institutions and organisations, including the option of offering internships in several programs.

8 Strategic co-operation with other parties and stakeholders

8.1 Introduction

Collaborating with different types of actors (NGO's, educational institutes, government, enterprises) is (seen from our Theory of Change) essential for success and impact of our programs. In this chapter some outlines of strategic cooperation are presented.

8.2 Strategic cooperation in the North

In its capacity as partner, donor and supplier the Alliance as an European CSO looks for strategic cooperation possibilities that creates added value in its total (partner) network.

For the Alliance the Theory of Change is leading in making choices:

- The link between the potential strategic partner and the different parts in the intervention chain (education, TVET/JBS and Enterprise Development). This link limits the type of strategic interventions in direct poverty alleviation and civil society strengthening. This link is primarily seen from the position of the partner role and / or the donor role.
- The link between the potential strategic partner and interventions in the field of policy influencing and awareness raising (joining efforts). Links will only be made if there is a link to the key issues. This framework applies for the connector role.
- The link between the potential strategic partner and the knowledge management of the Alliance (supplier role)
- The link between capacity development and networking with a special focus to develop networking from the Alliance and its partners. This added value mainly will be developed from a strategic supplier role.
- The link between a Northern NGO and its partner network and / or type of intervention in the South. The partner networks and / or interventions in the South should strengthen each other, in order to give an added value to the strategic cooperation. In the special case of this strategic cooperation the Christian identity of the potential strategic partner is taken into account as well (perspective primarily the partner role).

Above observations form a general framework, which can potentially create countless numbers of strategic cooperative links. In practice the number of strategic partnerships should be limited. The Alliance achieves this by:

- Institutionalizing the cooperation. A good example is the cooperation between the Alliance and the private sector. By establishing a business platform, the cooperation with companies is more or less streamlined
- Focusing on main interventions with a focus on for instance education, and limiting the strategic cooperation within one intervention to one or two strategic partnerships.

8.3 Strategic cooperation in the South, with a primary focus on the partner role

The Alliance has a strong track record in cooperating with and investing in partner organisations that are important players in Direct Poverty Alleviation (DPA) in combination with Sustainable Economic Development (SED). These partner organisations have been selected in the past years based on criteria according to partner policies of both organizations in the past. Over the last years the alliance of Southern partners discussed the nature of their partnership and forms of collaboration and decided during the partner conferences in Nairobi (March/April 2009) and Apeldoorn (August 2009) to move from a bilateral North-South partnership to an international 'multilateral' partnership; to overcome

disadvantages of traditional partnerships and move from an aid chain model to an alliance network model.

Collaborating with different types of actors (NGO's, educational institutes, government, enterprises) is essential for success and impact of our programs. Therefore besides collaborating as partners in regional alliances, this is done in the following ways:

- Collaborating with specialized organisations in e.g. Enterprise development, Education, TVET-JBS, Civil Society Strengthening and/or Policy Influencing, which are not a member of the regional alliance, but have a clear added value to and/or are complementary to programs of the alliances. So the ToC in combination with the interventions applied in a local context is leading for the choice of strategic partnership.
- Activities of these organisations can be funded through the programs of the regional alliances and these organisations are linked to the regional alliance or to one or more of the alliance members. These organisations are considered 'satellite members' of the regional alliances.
- The set-up and/or enhancement of national networks (general/thematic) of which one or more of the alliance members are active members and/or act as lead agencies. These networks are not necessarily connected to the regional alliance as such, but the set-up and enhancement can be supported by the regional alliance.
- A combined effort of collaboration between organisation in the north and the south.

Each partner organisation (whether an alliance member or a satellite member) will implement one or more of the (jointly developed) programs, which should be part of a (much more detailed) strategic multi annual plan applied to its own specific context. This plan includes target group analyses and context analyses, a program proposal with different intervention strategies and an application of the core values, development principles and cross-cutting issues to its own context. Capacity enhancement for each program will be included in the program.

8.4 Linking North and South with a primary focus on the connectors role

The Alliance and its Southern Partners as civil society organisations have important roles as 'watch dogs', 'voice of the people', 'enablers', 'linking pins between different actors' to connect people. People can be connected with a focus on *awareness and positioning*. This is the awareness and influencing dimension of the connectors role. The other dimension of the connectors role is more focussed on being an intermediate or broker between parties in the north and the south.

- Awareness and the connectors role
North and South are increasingly interlinked. Southern themes do lead to Northern consequences with respect to awareness and policy influencing.
- Intermediate or broker
Balancing demand and supply with respect to skills, expertise and investments
- Connectors role
Connecting people and organizations worldwide with a special attention for connections based on shared values.

9 Learning, capacity development and innovation

Regarding Capacity Development, three levels can be distinguished:

1. *Capacity development trajectories per individual partner*
2. *Capacity development trajectories per regional alliance*
3. *Capacity Development trajectories for joint program policy development at alliance level*

In 2009 every partner organisation developed an action plan to strengthen the identified weak elements and challenges in their own organisation. These action points are also used as input to develop a strategic multi-annual capacity development program per partner. Furthermore strong capacity at the regional alliance level is essential to achieve the set of objectives and targets for each alliance. Within the regional alliances, partners have indicated their interest to further expand and deepen their knowledge, experiences and implementation capacities on certain programmatic themes.

9.1 Planning, Monitoring, Evaluation and Learning as part of the partner role

Woord en Daad and Red een Kind currently have an integrated policy for planning, monitoring, evaluation and learning (PMEL). Previous policies already laid strong emphasis on learning as a first (and accountability as the second) reason for PME, but the current policy makes this integration more explicit. The alliance PMEL policy includes:

- The overall PMEL system
- Planning
- Monitoring
- Evaluation
- Learning

9.2 Innovation

To ensure innovation, it is one of the development principles in the Theory of Change and a section on innovation is included in the format for Strategic Multi Annual Plans of partner organisations.

Innovation is defined as executing interventions and activities in a new way or executing ways of working in new combinations in order to attain enhanced effectiveness and / or efficiency.

9.3 Quality management in the network

Quality Management is increasingly recognized as very important. It is used to improve performance, but also to promote image and build trust. Moreover, the core value of stewardship implies the striving towards excellence and working on quality. Quality Management is usually about 'doing things right', and not so much about 'doing the right things'. More recent ISO norms (9001:2008) also include 'stakeholder satisfaction' as a major component (copied from the INK model). When 'doing the right things' gets included in quality management, quality and effectiveness become more integrated. This is the current trend in quality management¹⁴.

¹⁴ Several organisations combine Quality Management and Effectiveness or Result measurement in one department. E.g. Dutch ministry: DEK = Directorate Effectiveness and Quality.

10 Strategy fundraising and grant allowance

10.1 Donor perspective

Woord en Daad and Red een Kind both have their own independent fundraising policy, which are to a large extent in line with each other. Both organizations base their strategies on the policy of fund diversification, whereby the private fundraising element does form the major part. Private fundraising consists of funds from individuals, churches, schools, corporations and private national and international trusts. These private funds can be supplemented by institutional donors, among whom a diversification is also necessary. Dutch government funds constitute a substantial but no defining part. Other funds can include available European, international funds from national donor agencies as well as funds from multilateral agencies.

Direct southern funding is increasing, especially from national and multilateral institutions. The Alliance will develop a policy to actively seek southern local funding for their partners as well as a further fund diversification. Joint institutional fundraising as an Alliance or even wider in consortia will be explored and when possible accessed.

10.2 Southern alliance perspective

The growth of the regional alliances provides opportunities to access funding as southern regional alliance. This process needs to be explored further and regional structures and/or mechanisms will have to be put in place in order to successfully apply for such funding.

In order to make this possible the regional alliances have to be provided with capacity building for further alliance development, organizational and strategy development, networking capabilities, alignment with non- traditional actors, as well as grant writing and fundraising skills.

Depending on the strategy development of the southern alliances it will become important for these alliances to connect with supplementary donors. Policies need to be developed for regional alliances and their members to pursue complementary donors. These need to be harmonized into an overall strategy, increasing partners capacity, effectiveness and efficiency in order to reach a high quality impact.

11 Internal organisation

11.1 SWOT analysis

Before forming the Alliance, in October 2009 Woord en Daad and Red een Kind participated in a feasibility study with an external facilitator.¹⁵ Part of this study was a joint exercise into the critical success factors of the alliance. Most of these factors were dealt with in the process. However, a number of them need continuous attention. Based on this analysis and the experiences derived from the first stage of the alliance formation the following important SWOT elements should be mentioned:

Strengths:

- Shared values, mission, vision and theory of change
- Similar operating context in North and South
- Mutual recognition and respect

Weaknesses:

- Different corporate size, structure and location
- Different phases in institutional and programmatic development
- Only 4 shared countries (out of 20 participating in alliance)

Opportunities:

- Innovative approach to alliance building
- Networking, knowledge sharing and accumulation and learning
- Qualitative and quantitative improvement of impact

Threats:

- Communication
- Corporate cultural differences
- Risk sharing

11.2 Managing the northern alliance

This feasibility study did consider it within reach of both organisations to form the alliance and reach for common goals, provided the given recommendations were implemented. These include:

1. Developing a vision with respect to the development of the alliance as the starting point for building the rest of the alliance.
2. An adequate risk management structure in order to avoid obstruction of alliance development by non-intended or unexpected developments
3. Managing the cultural differences
4. Defining mutual expectations

The most important issue to make the alliance a success is the commitment of the Board, Management and Staff of both organisations to make it work. It works when

- Both organizations and their partners do grow in capacity, quality, effectiveness and efficiency
- Programs, among which the contract of the Netherlands Ministry of foreign Affairs, are implemented successfully, meaning they achieve the planned outcome
- Effective working relationship in North and South are built
- Unwanted side effects can be avoided or managed

Performance indicators have been developed and are part of this joint policy plan (Chapter 5).

Special attention needs to be given to discuss the actual functioning of the alliance in order to continuously improve the effectiveness of its operation. The MOU of the alliance is based on the

¹⁵ The feasibility study was executed by Prof. Dr. A.P. de Man of Atos Consulting, October 2009

principle of joint ownership of the alliance. Based on the input of the feasibility study and legal requirements, following key elements were mentioned for the internal organization of the alliance:

- The Alliance has shared ownership, one organization (Woord en Daad) is lead-applicant and one organization (Red een Kind) is co-applicant.
- The Memorandum of Understanding (November 2009) is the governing legal document of the WD-REK Alliance, arranging the rights and responsibilities of both parties.
- The MFSII-program proposal submitted to the Dutch government is the leading document with respect to the obligations of both parties with respect to mutual programmatic matters.
- Both organizations stimulate their southern networks to cooperate as much as possible and where possible and desirable to integrate them.
- A joint Management Team of lead-applicant and co-applicant (both CEO's) manages the Alliance based on the governance cycle. In the MT other staff members can be invited. The MT will meet at least 6 times per year.
- Program teams will be mandated within a framework to manage the programs under coordination of the MT. They report monthly to the MT.
- Program teams consist of members of both organizations based on competences and capacity whilst undertaking to achieve balance and evenness.
- Decisions will be taken on consensus except when the grant requirements do stipulate differently or when no consensus will be reached. In this case the article stipulating conflict resolving will be invoked.
- The Board of Supervisors, respectively the Board of Governance, will evaluate the progress and policy direction of the Alliance.

11.3 Southern alliances

Both organizations have entered into a process of forming (regional) alliances with their partners. The historical background, approach, path taken and present progress is differing for each of the two organisations. Woord en Daad and partners have already formulated specific goals and organisation structure in broad regional alliances and a global structure. Red een Kind has taken a more non-formal approach, allowing for a more diversified outcome of the process, based on more narrowly defined regional boundaries.

The institutional funding mechanisms do favour country specific approaches. Although from a funding management point of view this might be understandable, Woord en Daad en Red een Kind believe this is a too short-sighted approach. Many local or national issues are interdependent and often have transnational or even (sub)continental or global implications. Therefore they need to be dealt with from a broader regional and international perspective. Both organisations are therefore committed to enable this process and partners to grow towards a closer cooperation within their own regional setting. This will open up more opportunities for the members of the alliance to accumulate knowledge, advance learning capabilities, effectiveness and efficiency, enhance network building and access additional funding. During this policy period each of the regional alliances needs to find the best suitable form of organisation and internal management. Where possible and desirable the regional alliances of both organisations will be working closely together or even integrate.

If the networks of both organizations in their respective regional alliances opt for a growth model of closer cooperation, Woord en Daad and Red een Kind will adapt their organisational structures, processes and systems in order to facilitate such a development.

Since ownership is part of the development principles adhered to by Woord en Daad and Red een Kind (see section 4.2) the ultimate decision power with respect to cooperation, membership and developments within the alliances is the responsibility of the Alliance members.

d.1. INDICATOR REFERENCE SHEETS FOR SUBPROGRAM EDUCATION

Belongs to :

- **tab 6 – in particular criterion 5.2.3a (included as compulsory Appendix 3 in tab 12)**
- **tab 7 – in particular criterion 5.2.4a**

Outcome 1 – Access: Enrolment rates and literacy rate2
Outcome 2.1 – Utilization: Use of education for further education and/or a job4
Outcome 2.2 – Utilization: Use of non-formal and literacy courses in daily life7
Outcome 3 – Organization: Parents/community involvement score9
Outcome 4 – Organization: Social Capital score11
Outcome 5 – Quality: Quality score for schools / centres13
Outcome 6 – Quality: Number of countries / regions with improved education sector16
Output 7 – Service Delivery: Number of children / adults supported17
Output 8 – Civil Society Strengthening: People trained and capacity building plans19
Output 9 – Civil Society Strengthening: Number of relevant networks21
Output 10 – Advocacy: Number of organizations with that are active in advocacy23

Date : 28-06-2010

Outcome 1 – Access: Enrolment rates and literacy rate

Indicator Reference Sheet

Name of Key Indicator:

- a. Gross enrolment rates (GER) for marginalised groups, per type of education.
- b. Net enrolment rates (NER) for marginalised groups, per type of education. (MFS indicators 1a, 1c)
- c. Gender parity index (GPI) for marginalised groups, per type of education. (MFS indicators 1b, 1d)
- d. Adult literacy rate. (MFS indicator 1e)

Result to Which Indicator Responds:

Improved and equal access to pre-primary, primary and secondary education and literacy, for marginalised groups in the target regions.

Level of Indicator:

Outcome – Access

Description

Definition:

a. *Gross enrolment rate* (GER) means the total enrolment in a given level of education (see indicator 2.1), regardless of age, expressed as a percentage of the population in the official age group corresponding to this level (type) of education. The GER can exceed 100% due to early or late entry and/or grade repetition.

b. *Net enrolment rate* (NER) means the enrolment of the official age group for a given level (type) of education, expressed as a percentage of the population in that age group.

c. *Gender parity index* measures the relative access of males and females in pre-primary, primary and secondary education. (ratio of girls to boys. When the number of boys and girls is equal the GPI is 1). The GPI can be calculated for any other indicator (for GER and for NER). In this program, GPI is calculated for the NER, as 'number of girls in the official age group of a given level of education divided by the number of boys in the official age group of a given level of education'.

d. *Adult literacy rate* means the percentage of population aged 15 years and over who can both read and write with understanding a short simple statement on his/her everyday life. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations. (definition of UIS UNESCO 2009).

For *types of education* – see definitions in indicator 2.1

Types of education used for indicators a, b, c:

- pre-primary
- primary
- secondary

Marginalised groups: If programs of partner organisations include a focus on providing access, there is always a very specific focus on marginalised groups. The definition of 'marginalised' is made explicit by each partner organisation.

Unit of Measure:

a, b and d: Percentages of people. c: ratio of people

Disaggregated by:

a - c: type of education (pre-primary, primary, secondary) and marginalised vs not-marginalised

a, b, d: by gender

Justification/ Explanation:

Not all education programs have a focus on increasing access. Increasingly the focus is shifting toward the quality of education rather than the quantity (which is related to access). Nevertheless, in some contexts, access is still an issue and some programs do include a focus on providing access.

In order to do justice to this situation, measurement of access rates (indicators a, b, c) is done in two steps: first at national level. And only if access is still an issue (NER lower than 90%), then the access indicators are measured at the level of the intervention area where the program is active (see further: data collection)

The rationale to include indicator d (literacy rate) under the heading of access, is that providing (functional) literacy programs can be seen as facilitating access to literacy. In practice (see data collection), literacy levels will be measured together with levels of functional literacy (and use of literacy). This is a combination between the outcome categories access and utilization.

Data collection and aggregation

Data Collection Method & Tools:

a, b, c: In each country, these indicators are available at national level. The most recent indicator from the UNESCO database is used for this purpose. If the NER primary level is higher than 90%, then it is assumed that access to education is not a focus issue and the na-

tional level indicators are used for reporting without any further measurement on the level of the intervention areas where the partners intervene. The NER primary level is used as an overall indicator to determine whether access is an issue.

If the NER primary education is 90% or lower, then indicators a, b and c are measured as small scale surveys as a baseline in 2010 and in 2013 and 2015. For these surveys (outcome studies), a purposive sample of specific intervention areas is taken. This sample is taken in such a way that outcome studies of different programs and different indicators can be combined, but also in such a way that the sampled intervention areas are sufficiently representative for the whole program.

In each sampled intervention area, a random sample of households is taken, and in each household survey at least the following aspects are included, 1) household composition, 2) socio-economic criteria that determine whether a household can be classified as marginalised, 3) enrolment status of all children in the official age categories of the different types of education.

In the analysis and presentation of the results, the indicators are calculated separately for those classified as 'marginalised' and for those classified as 'not marginalised'.

In 2013 and 2015 (at least) the same areas are included in the sample in order to get insight in changes in these areas.

d. this indicator is also measured through specific studies in 2010, 2013 and 2015. These studies are combined with those of indicator 2.2. A sample of specific intervention areas is taken in each country where this program is implemented. In each sampled intervention area, a random sample of households is taken and all adults are tested on (perceived and actual) literacy according to an accepted national method, but aligned with the definition given above.

Data Aggregation Method:

GER, NER and GRI are reported as a range for those countries where national data are used. For those countries where specific studies are done, direct averages of the sampled intervention areas are taken. This means that aggregation over regions or countries takes place with an average weighed by number of sampled intervention zones.

Data Quality Issues

Known Data Limitations and Significance:

Problem of reliability: The size of the sample of intervention areas will be small because of financial reasons. As a result of this the degree of representativeness of the sample will likely be small.

Actions Taken or Planned to Address Data Limitations:

The same sample is repeated in 2013 and 2015, so that insight is gained in the increase or decrease of the indicators for those specific areas, and (hopefully) the contribution of the program to it. It is hoped that this insight will also be helpful for the whole program including the areas that are not included in the sample.

Internal Data Quality Assessments:

A data quality assessment for this indicator can only assess the analyses and aggregations done. It will not be possible to assess the quality of the surveys directly.

Plan for Data Analysis, Review & Reporting

Data Analysis:

Data are analysed per partner, per country, per region and overall. In 2013 and 2015 a comparison over time will be made.

A distinction will be made between countries where the indicator is based on national level data, and countries where specific studies are done at the level of specific intervention areas. The focus will be on the latter since the information is more precise and more directly linked to the interventions of the program.

Presentation and Reporting of Aggregated and Analysed Data:

Analysed data at the level of each region will be presented annually at the regional partners meeting including relevant analyses as mentioned above.

Review of Data:

The annual regional partners meeting where results are discussed will discuss these results and provide necessary follow up with regard to changes in program policy and focus, intervention areas, target groups.

Data are also reviewed by Woord en Daad program staff and feedback given to each partner. This feedback is also an input for the annual regional meeting.

This Sheet Last Updated On: see top of document

Outcome 2.1 – Utilization: Use of education for further education and/or a job

Indicator Reference Sheet

Name of Key Indicator:

- a. Number and percentages of students – per type of education – who have completed their education.
- b. Number and percentages of students - per type of education – who continue in further education and / or find a job. (MFS indicators 2a t/m 2c)

Result to Which Indicator Responds:

Children / youngsters / adults are empowered by applying the acquired knowledge and skills in their daily life, e.g.

- in further education
- for earning an income

Note: empowerment by applying acquired knowledge and skills for life – i.e. for personal development is included in results defined on the level of impact.

This indicator is only measured when the program has interventions in (pre-)primary, secondary or higher education.

Level of Indicator:

Outcome – Utilization

Description

Definition:

a. *Students who have completed their education* means

- the number of students who passed their exams (or graduated),
In order to get the percentage, this number is divided by:
- the number of students who participated in the exams.

In case there is no exam in the final year (e.g. in pre-primary education), completion means successful finishing of the year.

b. *Students who continue in further education* means

- the number of students who are enrolled in another type of education in the next school year,
In order to get the percentage, this number is divided by:
- the number of students who have completed their education.

Regular options for further education are:

From	To further education
Pre-primary education	Primary education
Primary education	- Secondary education - TVET
Secondary education	- TVET - Higher education
Higher education	n.a.

And / or find a job means that a student (graduate) from the final year found a job in the year following after an exam / graduation / completion.

This is the number of students who have finished the education and who have subsequently found salaried employment. The employment can be part time (at least 50% of full time employment) or full time, but should always be related to the education received.

Each country should make its own definition of 'job related to the education received'. The reason and logic for this list should be plausible e.g. becoming an agricultural day labourer after six years of secondary education is obviously not related to the education, since the person could have obtained this 'job' without the education as well, and **cannot** be counted as a person employed for this indicator. (This does not imply that in those cases the education did not have value, e.g. for personal development. It simply means that such cases cannot be counted as 'finding a job'.)

Types of education:

- pre-primary education
- primary education
- secondary education
- higher education

For the definitions of types of education the International Standard Classification of Education (ISCED; www.uis.unesco.org) is followed: Pre-primary – ISCED level 0, primary – ISCED level 1, secondary ISCED levels 2-3 and higher education ISCED levels 5-6:

- *Pre-primary education* are programmes at the initial stage of organized instruction, designed to introduce very young children, aged at least 3 years, to a school-type environment and provide a bridge between home and school. Various referred to as infant education, nursery education, pre-school education, kindergarten or early childhood education, such programmes are the more formal component of Early Childhood Care and Education (ECCE). Upon completion of these programmes, children continue their education in primary education.

- *Primary education* is normally designed on a unit (class) or project basis to give pupils a sound basic education in reading, writing and

mathematics, and an elementary understanding of subjects such as history, geography, natural sciences, social sciences, art and music. Primary education is also referred to as elementary education and it usually begins at ages five, six or seven.

• *Secondary education* is often made up of two stages: lower and upper secondary. Lower secondary education is designed to continue the basic programmes of the primary level but the teaching is typically more subject-focused, requiring more specialized teachers for each subject area. The end of this level often coincides with the end of compulsory education. In upper secondary education, the final stage of secondary education in most countries, instruction is often organized even more along subject lines and teachers typically need a higher or more subject-specific qualification.

• *Higher education* or tertiary education means those programmes with an education content more advanced than found in previous levels. The first stage of higher education is composed of largely theoretically based programmes intended to provide sufficient qualifications for gaining entry to advanced research programmes and professions with high skill requirements, but also those programmes that are generally more practical, technical and/or occupationally specific (bachelor level). The second stage of higher education comprises programmes devoted to advanced study and original research, and leading to the award of an advanced research qualification (master level).

For our programmes we define the duration of education per country as follows:

Country	Pre-primary Education	Primary Education	Secondary Education	Higher Education
Bangladesh	< before primary	1-5 + 6-8	9-10 + 11-12	> after secondary
India		1-5 + 6-7	8-10 + 11-12	
Sri Lanka		1-5 + 6-8	9-11 + 12-13	
Thailand		1-6	7-9 + 10-12	
Philippines		1-4 + 5-6	7-10	
Haiti		1-6	7-9 + 10-12/13/14	
Nicaragua		1-6	7-11	
Guatemala		1-6	7-9	
Honduras		1-6	7-9	
Colombia		1-5	6-9 + 10-11	
Burkina Faso		1-6	7-10 + 11-13	
Sierra Leone		1-6	7-9 + 10-12	
Chad		1-6	7-10 + 11-13	
Benin		1-6	7-10 + 11-13	
Ethiopia		1-4 + 5-8	9-10 + 11-12	
Zambia	1-7	8-9 + 10-12		
Uganda	1-7	8-11+12-13		
South Africa	1-6	7-9 + 10-12		

Data collection will be done per type of education. Sometimes this includes sub-categories within primary or secondary education.

For this overview the following assumptions are made: 1) primary education includes at least 5 years of education - as the indicator 'completion grade 5' is a regularly used indicator for primary education; 2) a division should be based on the existing school system per country; 3) forms of education that are not specifically job-oriented (general education) are included in secondary education; 4) Vocational training at a lower level is not included in this overview, but part of TVET-JBS programme.

Unit of Measure:

a + b: Persons = students (and percentages of persons)

Disaggregated by:

a + b: Gender and type of education (4 types mentioned above)

Justification/ Explanation:

These indicators focus on the use of education for either further education or for getting employment (and therefore income). It does not imply that this is the only use of education. Education also has its use for personal development which cannot easily be measured in indicators. This aspect will be included in project and program evaluations and in impact studies.

Data collection and aggregation

Data Collection Method & Tools:

Data for indicator a are always collected on a systematic basis. This requires information about the numbers of students who participated in exams and number of students who pass the exams.

For the b indicator each partner organisation has to make a choice whether to use systematic tracking (preferred) or tracking based on a random sample. In either case the data are collected annually by the partner organisation.

Data Aggregation Method:

The numbers can be summed.

Percentages have to be recalculated based on the numbers. (Or: percentages can be averaged, weighed by the variable in the denominator).

Data Quality Issues

Known Data Limitations and Significance:

The distinction between a job related to the education or not related to the education is somewhat subjective. It is not possible to create a universal definition.

Actions Taken or Planned to Address Data Limitations:

The definition of what is or is not related to education has to be made explicit and will be discussed between partners at regional meetings. In any case it is hoped that the extreme examples (day labourer, unpaid farm work, coolie, rickshaw puller, mine worker, etc.) are excluded as 'results'.

Internal Data Quality Assessments:

This indicator will be included in some of the regular data quality assessments.

Plan for Data Analysis, Review & Reporting

Data Analysis:

In the analysis, comparisons over time are made and comparisons between school type, between countries and regions. The analysis could combine the information about costs to calculate and benchmark the costs of different pathways to jobs.

Presentation and Reporting of Aggregated and Analysed Data:

Analysed data at the level of each region will be presented annually at the regional partners meeting including relevant analyses as mentioned above.

Review of Data:

The annual regional partners meeting where results are discussed will discuss these results and provide necessary follow up with regard to changes in program policy and focus, intervention areas, target groups.

Data are also reviewed by Woord en Daad program staff and feedback given to each partner. This feedback is also an input for the annual regional meeting.

This Sheet Last Updated On: see top of document

Outcome 2.2 – Utilization: Use of non-formal and literacy courses in daily life

Indicator Reference Sheet

Name of Key Indicator:

- a. Number and percentage of participants – per type of education – who have completed their education.\
- b. Number and percentage of participants – per type of education - who use the learned knowledge and skills in daily life. (MFS indicators 2d, 2e)

Result to Which Indicator Responds:

Children / youngsters / adults empowered by applying acquired knowledge and skills in their daily life e.g.

- in further education
- for earning an income

Note: empowerment by applying acquired knowledge and skills for life – i.e. for personal development is included in result defined for level of impact

This indicator is only measured when the program includes interventions in non-formal education or functional literacy.

Level of Indicator:

Outcome – Utilization

Description

Definition:

Participants mean students in non-formal education or functional literacy courses.

a. *Participants who have completed their education* means

- the number of students who passed their exams (or graduated),
In order to get the percentage, this number is divided by:
- the number of students who participated in the exams.

In case there is no exam in the final year,

- the number of students who successfully participated till the end of the course with at least 80% attendance
In order to get the percentage, this number is divided by:
- the total number of students who enrolled in the course

b. *Participants who use the learned knowledge and skills in daily life* means

For non-formal education: this is the total number of the following:

- 1) the number of students who are enrolled in another type of education in the next school year, or
- 2) the number of students who have finished the education and who have subsequently found salaried employment. The employment can be part time (at least 50% of full time employment) or full time, but should always be related to the education received. Each country should make its own definition of 'job related to the education received'. The reason and logic for this list should be plausible e.g. becoming an agricultural day labourer after six years of secondary education is obviously not related to the education, since the person could have obtained this 'job' without the education as well, and cannot be counted as a person employed for this indicator. (This does not imply that in those cases the education did not have value, e.g. for personal development. It simply means that such cases cannot be counted as 'finding a job'.), or
- 3) the number of students where there is specific evidence that the knowledge and skills as learnt in the non-formal education course are used in daily life. It should be possible to present this evidence for each student counted here.
In order to get the percentage, the sum of 1), 2) and 3) is divided by:
- the total number of students who have completed their non-formal education

For functional adult literacy courses:

- the learned skills of reading and writing are actually applied by the participants, either in further education and / or for earning an income or increasing an income or other ways in their daily life.

Non-formal education is generally contrasted with formal education and means learning activities that are organized outside the formal education system. In different contexts, non-formal education covers educational activities aimed at basic education for out-of-school children and youth (street children, drop-outs, over aged children), life skills, work skills, tuition classes and general culture. (In case of combined programmes which consist of formal education and non-formal education (e.g. after-school care), this programme will be included under Indicator 1 and excluded here.)

Literacy courses aim at learning of functional literacy for adults and youngsters. Literacy is the process of learning to read and write (text and numbers), reading and writing to learn, developing these skills and using them in a meaningful way in different contexts. Literacy is related to written language (script, print, digital), but also to oral communication, i.e. listening and speaking.

Unit of Measure:

a + b: persons = students (and percentages of students)

Disaggregated by:

Gender and type of education

Justification/ Explanation:

Data collection and aggregation

Data Collection Method & Tools:

For non formal education, the information is sent on an annual basis by partner organisations. Each organisation can make its choice (based on arguments) whether to use systematic monitoring or tracking of a representative sample.

For functional literacy, the information is not collected through the regular monitoring system of partners, but through specific outcome studies. In 2010, 2013 and 2015 a sample of intervention areas is taken in such a way that every partner who implements these program elements is included in the sample, and that the sample is as much as possible representative for the whole program (elements non formal education and functional literacy).

In each sampled intervention area, a random sample of households is taken (probably the same as for indicator 1.d.) and in the household all adults (> 15 years) are interviewed. A tool will be developed that measures functional literacy (for indicator 1.d) and the further use of literacy. The tool will still be developed, but the initial idea is to make use of the tool methodology developed by PIAAC (Program for International Assessment of Adult Competences) from OECD-DAC), combined with perception questions about use of literacy in daily life, where respondents are also asked for concrete examples of the perceived use in the past (e.g.) month. The tool itself will contain a method to combine the information of the survey and the PIAAC into a conclusion whether the particular person can be counted as a person "who uses the learned knowledge and skills in daily life".

Data Aggregation Method:

The numbers can be summed.

Percentages have to be recalculated based on the numbers. (Or: percentages can be averaged, weighed by the variable in the denominator).

For functional literacy the number of persons is calculated as the product of the percentage in the sample and the total population.

Data Quality Issues

Known Data Limitations and Significance:

Non-formal education is a collective term for a diverse range of activities. This makes it more difficult to aggregate the values and reduces the validity of the aggregated number.

Actions Taken or Planned to Address Data Limitations:

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

In the analysis, comparisons over time are made and comparisons between education type, between countries and regions.

The analysis could combine the information about costs to calculate and benchmark the costs of different pathways to jobs.

Presentation and Reporting of Aggregated and Analysed Data:

Analysed data at the level of each region will be presented annually at the regional partners meeting including relevant analyses as mentioned above.

Review of Data:

The annual regional partners meeting where results are discussed will discuss these results and provide necessary follow up with regard to changes in program policy and focus, intervention areas, target groups.

Data are also reviewed by Woord en Daad program staff and feedback given to each partner. This feedback is also an input for the annual regional meeting.

This Sheet Last Updated On: see top of document

Outcome 3 – Organization: Parents/community involvement score

Indicator Reference Sheet

Name of Key Indicator:

Parents/community involvement score. (MFS indicator 3)

Result to Which Indicator Responds:

Strengthened role of actors (parents, community) in education

Level of Indicator:

Outcome – Organization

Description

Definition:*Parent involvement*

Involvement in the learning process of the children (broader than only the school).

A score card will be developed that includes (all or most of) the following aspects of parents / communities' involvement in education.

This indicator will be measured in formal pre-primary, primary and secondary education.

1. Education of parents (literacy/ skills)
2. Parents understand the importance of education and the type of education for their children
3. Parents attend parents meetings (receiving information and giving information)
4. Parents contribute to the school financially/ voluntary work
5. Parents are involved in decision making (planning, implementation, monitoring and evaluation) / Parents participate in policy influencing activities (board/committee, parent-teacher-association, etc.)

It is also possible that the score card will be developed on the basis of the following aspects given by Ebstein.

1. Parenting: Help all families establish home environments to support children as students.
2. Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
3. Volunteering: Recruit and organize parent help and support.
4. Learning at home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
5. Decision making: Include parents in school decisions, developing parent leaders and representatives.
6. Collaborating with community: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

The score card will include descriptions of a four point scale for each aspect and (if needed) weighing factors for the different elements as well as a method to calculate the overall 'participation score'.

Unit of Measure:

Constructed score on a scale of 1 (weak) to 4 (strong)

Disaggregated by:

Type of education

Justification/ Explanation:

The tool will be developed together with partners and has a capacity building and awareness raising function as well as a measurement tool.

Data collection and aggregation

Data Collection Method & Tools:

To be elaborated.

This indicator is linked to the interventions of partner organisations.

A score card will be developed (see under definition).

Data Aggregation Method:

The scores can be averaged.

Data Quality Issues

Known Data Limitations and Significance:

Subjective assessment

Actions Taken or Planned to Address Data Limitations:

Use negotiated consensus in a FGD

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

In the analysis, comparisons over time are made and comparisons between education type, between countries and regions. The analysis could combine the information about costs to calculate and benchmark the costs of different pathways to jobs.

Presentation and Reporting of Aggregated and Analysed Data:

Analysed data at the level of each region will be presented annually at the regional partners meeting including relevant analyses as mentioned above.

Review of Data:

The annual regional partners meeting where results are discussed will discuss these results and provide necessary follow up with regard to changes in program policy and focus, intervention areas, target groups.

Data are also reviewed by Woord en Daad program staff and feedback given to each partner. This feedback is also an input for the annual regional meeting.

This Sheet Last Updated On: see top of document

Outcome 4 – Organization: Social Capital score

Indicator Reference Sheet

Name of key indicator:

Social Capital Score. (MFS indicator 4)

Result to Which Indicator Responds:

The target group organizes itself in different groups and associations, which leads to increased trust and reciprocity (social capital)

Level of Indicator:

Outcome – organization

Description

Definition:

The Social Capital Score is a constructed indicator that has no inherent meaning. It can only be used to compare situations between geographical regions and over time.

The elements included in the score are: 1) number of community structures present in the area where the research is held, 2) perception of workshop participants about the level of activity and usefulness of each structure, 3) perception of participants about the level of mutual trust and reciprocity (e.g. willingness to help each other) in the local society.

These elements are scored (on scales of 1 to 4), summed, averaged and weighted in order to obtain a single score according to the formula shown below.

$$Social\ Capital\ Score = \frac{n}{5} \cdot \frac{2 \cdot \sum_{CBO=1}^n (mentioned_{CBO} \cdot \overline{activity\ score}_{CBO})}{m \cdot n} + \overline{trust\ score}$$

n = number of CBO' s mentioned by any if the subgroups
m = number of subgroups in the workshop
subgroups = number of subgroups in the workshop
mentioned = number of subgroups that mention the CBO
activity score = score on scale 1 to 4 for activity of the CBO determined for each CBO in subgroup
trust score = score for trust and reciprocity determined in subgroup

Unit of Measure:

Artificial numerical score without inherent meaning

Disaggregated by:

None

Justification / Explanation:

The Theory of Change of Woord en Daad, Red een Kind and partners contains a people centred component that includes a focus on the six livelihood capitals, including the social / political capital. The context centred component focuses on complementarity between development actors. The mindset centred component of the Theory of Change is directly linked to the overall objective that is described as sustainable transformation of individuals, families and communities.

Based on the Theory of Change, a generic results framework (RFW) was developed from which each thematic program derived its specific RFW. One of the generic intended results at the level of outcome, is described as 'organisation of the target group'. The rationale is as follows: We work from the Theory of Change: having a wide focus, intervening in specific sectors and cooperating with a wide range of other actors, in a manner that includes a focus on mindset. By doing this, people are stimulated to cooperate in groups, form groups, participate in programs as groups, take their own initiative for projects as local group, take the lead in developing relations with other actors that could be helpful for them. The direct stimulus in the interventions to form or strengthen groups and community structures also leads to a spin off effect where more structures, relations and linkages are formed between people and groups of people. In other words: people organize themselves.

Theories about Social Capital (e.g. Stone 2001, Grootaerts et al., 2004) argue that this self-organisation leads to an increased trust and reciprocity among people. This increase in social capital is an asset, a livelihood capital for people and at the same time a capability that people actively use to enhance their own process of sustainable transformation.

The Worldbank has developed an extensive survey instrument to measure social capital (Grootaerts et al., 2004). For our purposes this is too time consuming and expensive. However, the core of this instrument is adapted to a participatory workshop format that makes use of negotiated consensus.

Data collection and aggregation

Data Collection Method & Tools:

A small sample of intervention areas is selected (purposive selection). In each of these areas 20-30 persons are invited to a half day participatory workshop. In subgroups, all forms of formal and informal community structures are listed, their activity and usefulness and the perception of the general level of trust and reciprocity in the area.

This tool is developed in Excel. Filename : 1002.Measurement tool Social Capital Score.xls

These studies will be done in 2010, 2013 and 2015

Method of data aggregation:

The score can be averaged in order to get a single number. However, there is no inherent meaning in the number and the size of the number is affected by the size of the intervention area as bigger areas are likely to have more community structures.

Data Quality Issues**Known Data Limitations and Significance:**

The construction of the indicator is done in such a way that the different elements (number of structures, activity and usefulness of structures, and level of trust) all contribute to the final number. In order to obtain this, some aspects have to be weighed in order to achieve a similar order of magnitude. This weighing is estimated (the factor 5 in the formula).

Actions Taken or Planned to Address Data Limitations:**Internal Data Quality Assessments:****Plan for Data Analysis, Review & Reporting****Data Analysis:**

For each area in the sample, a small report will be made, as well as an overall report for each round of studies (2010, 2013, 2015).

Comparison will be made between sampled areas in a region, between regions and over time (in 2013 and 2015).

The results will be compared with the output level results that are related to group formation, e.g. working with women groups, farmer groups, PTA's, health user groups, etcetera. This will be used to draw some careful conclusions about the contribution of the interventions to the development of social capital.

Presentation and Reporting of Aggregated and Analysed Data:

Report per region with information per intervention area is presented to partners involved, to the alliance team involved and to the regional alliance meeting following the study.

The aggregated figure is included in the monitoring protocol and annual report of Woord en Daad and Red een Kind.

Review of Data:

The partner organisation with the alliance team will review the study at the level of the intervention area.

The regional alliance will review the study at the level of the region and draw conclusions with regard to program policy.

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Outcome 5 – Quality: Quality score for schools / centres

Indicator Reference Sheet

Name of Key Indicator:

Quality indicators for schools / centres that are supported. (MFS indicator 5)

Result to Which Indicator Responds:

Improvement of the quality of schools / centres in the target regions

Level of Indicator:

Outcome – Quality

Description

Definition:

A score card will be developed that assesses various elements of quality of an education provider.

Some aspects will be defined as compulsory (always measured), other aspects are only measured if the particular type of support is provided.

School means an institution for pre-primary, primary, secondary or non-formal education, assisted through different types of support (for definitions see indicator 2.1). Centre means a centre for daycare or after-school care.

Aspects of quality that could be included in the Quality Score Card are the following. Some aspects could be combined, or the bullet points could be combined or prioritized.

Students:

- Promotion rate (optional)
- ** Drop out rate per type of education. Drop-outs are part of the 'annual number of left children'. This means the 'annual number of children who are transferred to another school' + 'annual number of drop-outs'. These numbers exclude children who leave the school with a diploma, but include children who do not come back after school holidays.
- Students absenteeism
- (Pass rate – is included in Indicator Reference Sheet 1)

Satisfaction (questions about whether satisfaction is regularly measured, and/or actual levels of satisfaction)

- Parents (evt. through PTA)
- Teachers (evt. through PTA)
- Students
- Graduates
- Assessment learning outcomes
- Inspection of the government (to be stimulated)

Teachers:

- **Number of fully trained and qualified teachers
- Improved teacher performance (does the school have a tool for this purpose?)

For teachers and school management

- A refresher course and/or extra training has been followed
- Absenteeism
- Salaries
- Staff turn-over

School management

- Qualified school leader (principal, administrator)
- School management committee is functioning
- Proper administrative systems in place
- Parent Teacher Association is functioning

Child friendly policies

- **Child Protection Policy (code of conduct)
- ** HIV-Aids mainstreaming policy
- ** Use of participatory teaching strategies (child centred methodologies)
- Gender policy
- Child rights policy
- Policies for students who have learning difficulties
- Policies for social emotional care and counselling

Healthy environment: infrastructure & facilities

- Constructed classrooms
- **Student classroom ratio

- **Student textbook ratio
- Furniture
- Availability of water
- Availability of sanitary facilities / latrines
- Fencing
- Availability of a library
- Availability of a laboratory (mainly secondary education)

Curriculum and relevance

- **Schools follow the government curriculum
- ** Inclusion of life skills in the curriculum
- Inclusion of pre-vocational skills in the curriculum
- Sufficient attention for sports
- Sufficient attention for arts
- Role of language in education and bilingual education (to be explored further)
- Religious education

Assessment of learning outcomes

Basic needs

- Nutrition
- Clothing
- Health care

Day and night care: hostels, boarding facilities

- Infrastructure
- Student ratio
- Qualified management
- Number of fully trained staff
- A refresher course and/or extra training has been followed by staffs
- Absenteeism
- Staff turn-over
- Leisure time and materials
- Social-emotional care
- Spiritual care

To be added: criteria for functional literacy courses

Definition *life skills*: Life skills are competences for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (WHO definition). In particular, life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathise with others, and cope with and manage their lives in a healthy and productive manner. Life skills may be directed toward personal actions or actions toward others, as well as toward actions to change the surrounding environment to make it conducive for one's own well being and that of others (Adapted from: World Health Organization, Aldinger, C., & Vince Whitman., C. (2003) WHO information Series on School Health: Skills-Based Health Education and Life Skills, p.8).

Unit of Measure:

School or centre

Disaggregated by:

type of education

Justification/ Explanation:

Data collection and aggregation

Data Collection Method & Tools:

Application of these instruments is combined with monitoring visits. Once per two years, each TVET and each JBS provider is being visited, in most cases by staff of REK / Woord en Daad and if possible a staff of one other partner organisation. The Quick Scan is used as a discussion tool and scores for each aspect are assigned according to a process of negotiated consensus between the partner concerned, the REK / W&D staff and (if present) the staff of the other organisation present.

All TVET and JBS providers are also externally evaluated (as part of the evaluation plan that all partners have that covers all projects). Each project evaluation is also discussed with Woord en Daad.

As a rule, the Quick Scan will be externally administered as part of an external project evaluation. This is meant as a cross check of the other method.

Data Aggregation Method:

Average of all scores of providers (not of partner organisations, but of schools / centres)

Data Quality Issues

Known Data Limitations and Significance:

Since the scores are assigned by negotiated consensus, data may not be completely objective. Several aspects to be scored need to be supported by evidence and are less vulnerable to subjectivity.

Actions Taken or Planned to Address Data Limitations:

The tool is used as a discussion tool, and the use of the tool itself is meant as capacity building (rather than only objective results measurement). By using negotiated consensus, it is hoped that inter-subjectivity is somewhat less liable to bias than the subjectivity of a self-assessment. Moreover, the scores of 1, 2, 3 and 4 are as clearly as possible described with indicators, in such a way that subjective interpretation is limited.

It is also assured that low scores do not directly have direct implications for funding. It is hoped that this will help create a more open atmosphere, which is better for the quality of the data, as well as for the openness for improvement.

The inclusion of the tool in project evaluations is also used as an additional check on the data, to see if systematic differences occur between data collected in this sample and the systematic data collection.

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

In the analysis, comparisons over time are made and comparisons between education type, between countries and regions. The analysis could combine the information about costs to calculate and benchmark the costs of different pathways to jobs.

Presentation and Reporting of Aggregated and Analysed Data:

The visit report of monitoring visits where the tool is administered will contain a specific section (annex) with the outcomes of the tool, scores for all aspects and conclusions and recommendations discussed.

Analysed data at the level of each region will be presented annually at the regional partners meeting including relevant analyses as mentioned above.

Review of Data:

During administration of the tool, the data are reviewed together and recommendations and follow up discussed and proposed.

The annual regional partners meeting where results are discussed will discuss these results and provide necessary follow up with regard to changes in program policy and focus, intervention areas, target groups.

Data are also reviewed by Woord en Daad program staff and feedback given to each partner. This feedback is also an input for the annual regional meeting.

This Sheet Last Updated On: see top of document

Outcome 6 – Quality: Number of countries / regions with improved education sector

Indicator Reference Sheet
Name of Key Indicator: Number of countries / regions where improvement on sector level took place. (MFS indicator 6)
Result to Which Indicator Responds: Improvement of the quality of schools and the educational sector in the target regions This indicator is only measured when there are specific interventions focusing on the education sector as a whole in the country.
Level of Indicator: Outcome – Quality
Description
Definition: <i>Improvement on sector level</i> means that there is evidence of improvement in at least one of the following domains: <ul style="list-style-type: none">- Formal teacher training provided- new or revised curricula are developed and implemented by more than one school.- at least one lobby issue is taken over or implemented by policy makers- schools have increased access to information about educational themes, such as school management, parent involvement etc.- activities of partners become more sustainable as integral part of the educational sector and/or are taken over by the government
Unit of Measure: country
Disaggregated by: None
Justification/ Explanation:
Data collection and aggregation
Data Collection Method & Tools: To be elaborated
Data Aggregation Method: To be elaborated
Data Quality Issues
Known Data Limitations and Significance:
Actions Taken or Planned to Address Data Limitations:
Internal Data Quality Assessments:
Plan for Data Analysis, Review & Reporting
Data Analysis:
Presentation and Reporting of Aggregated and Analysed Data:
Review of Data:
This Sheet Last Updated On: see top of document

Output 7 – Service Delivery: Number of children / adults supported

Indicator Reference Sheet EDUC Number 9

Name of Key Indicator:

- a. annual numbers of children / young people / adults per type of education who receive direct support. (MFS indicators 7a t/m 7f)
- b. annual numbers of children / young people / adults per type of education who receive indirect support. (MFS indicators 7a t/m 7f)

Result to Which Indicator Responds:

Support of:

- a) # children in pre-primary education
- b) # children in primary education
- c) # young people in secondary education
- d) # young people in higher education
- e) # young people in non-formal education
- f) # adults/ youngsters in functional literacy courses
- +
g) # of parents that are trained (not literacy courses)
(can be a sub-category: mostly parents of children in the school)

Level of Indicator:

Output – Service delivery

Description

Definition:

Under *type of education* we distinguish PPE, PE, SE, HE and NFE and literacy courses. See definitions of indicators 2.1 and 2.2.

Children/ young people / adults that receive support are selected from poor families and communities. Partner organisations have a written document (guideline) available which describes criteria and/or selection procedures and decision making mechanisms. These criteria should be context-specific, but when direct support is offered, they should focus on the most vulnerable persons.

With *support* we mean:

General types of support, to be distinguished per target group:

1. Quality input to community / government schools (e.g. teaching aids, textbooks, monitoring)
2. Assistance to operational costs of schools (teacher salaries, textbooks, etc.) or literacy courses
3. Provision of after-school support (including homework assistance or other additional teaching)
4. Provision of scholarships

Additional types of support, to be distinguished per target group:

5. Realisation of infrastructure (construction of new classrooms or schools, including furniture)
6. Realisation of improved facilities (e.g. library, learning materials, latrines, etc.)
7. Inclusion of pre-vocational skills and/or life skills in education (programmes for agriculture, sewing, life skills, hygiene, etc.)
8. Provision of basic needs (school feeding, clothing, health care, as relevant in a particular context)
9. Provision of day- and night-care (boarding school)
10. Others, to be specified.

Support types 5-10 are applicable if in the programme a substantial investment is made for these activities (time, financial, monitoring, etc.)

Annual numbers: number of children / young people / adults at the beginning of the school year or course and at the end of the school year or course, divided by two. This is the average number of students who received support in the particular year.

- a. *Direct support*: if at least support types 2 and/or 3 and/or 4 are provided
- b. *Indirect support*: other support types, not including 2, 3 or 4.

Unit of Measure:

Individual

Disaggregated by:

By gender, type of education (6 types) and type of support (10 types).
This will generate a 6 x 10 x 2 matrix

Justification/ Explanation:

Data collection and aggregation

Data Collection Method & Tools:

This information is based on the management information systems of partner organisations and is provided at least at an annual basis. Data collection forms are developed and available.

Data Aggregation Method:

Annual numbers can be summed over partners.

Aggregation over years is not possible because of double counting. For reporting over years the averages of the annual numbers are used to generate the average annual number of supported students. If the total number of supported students over several years needs to be known, it can be based on analysis of individual reports from partners, or (by approximation) by dividing each reported annual number by the duration of the education.

Data Quality Issues

Known Data Limitations and Significance:

It is difficult to decide whether dropped out students can be counted under this indicator. The approach taken is to take the average of the numbers at the beginning and at the end of the school year and take the average. Assuming that time of dropping out is evenly distributed over the year, this calculation is closest to the actual average number of students in a class or who receive support.

Actions Taken or Planned to Address Data Limitations:

Internal Data Quality Assessments:

Also included in monitoring visits (? Protocol to be redeveloped)

Plan for Data Analysis, Review & Reporting

Data Analysis:

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

This Sheet Last Updated On: see top of document

Output 8 – Civil Society Strengthening: People trained and capacity building plans

Indicator Reference Sheet EDUC Number 10

Name of Key Indicator:

- a. Number of training-units: training for teachers (long term and short term), school leaders, other staffs, government officers. (+ number of training days). (MFS indicator 8a)
- b. Number of institutions with an implemented capacity building plan. (MFS indicator 8b)
- c. Number of institutions that participate in a curriculum development process. (MFS indicator 8c)

Result to Which Indicator Responds:

Schools, partners and CBO's have developed and implemented training or capacity building plans.

Level of Indicator:

Output – strengthening of service providers

Description

Definition:

a. *Training-units*: the product of *the* number of trainings and the number of people that successfully completed the training

The following criteria are applicable:

- The training has a curriculum with stated objectives and timeframe is followed;
- An assessment (formal or informal) of the expected results had a positive outcome.
- A person is able to indicate how the learned knowledge and skills from the training affects its work

Teachers: teachers in pre-primary, primary, non-formal and secondary education

Long term training for teachers: a one-year training, possibly as part of a more-year-training, leading to an official qualification, in line with regulations of the national government

Short term training for teachers: this can include workshops and refresher courses, further see under '*trained*'. .

School leaders: administrators or principals coordinators and heads in pre-primary, primary, non-formal and secondary education

Other staffs: staff related to the support as given in the education programme (IRS 8-9), such as cooks, social workers, etc.

Government officers: officers from local educational offices and/or school inspectors

b. *Institutions*: different types of local committees that are involved in the education programme, such as school management committees, school construction committees, parent teacher associations, committees of parents, church committees, CBOs, schools, etc.

A *capacity building plan* meets the following requirements:

- Clear objectives for its target group, contributing to the results planned for the education programme on outcome level;
- A clear time frame;
- Someone is responsible for the implementation of the plan;
- The content can include elements of Human Resource development (training), but needs also to include aspects of Organisational Development (quality systems) and Institutional Development (networking)
- The activities in the plan are implemented.

c. Curriculum Development

Partners who actively (through financial and / or human contribution) participate in the development of textbooks and / or student learning materials based on an analysis of the needs and opportunities.

Unit of Measure:

Organisations

Disaggregated by:

None

Justification/ Explanation:

Data collection and aggregation

Data Collection Method & Tools:

Data Aggregation Method:

Data Quality Issues

Known Data Limitations and Significance:

Actions Taken or Planned to Address Data Limitations:

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

This Sheet Last Updated On: see top of document

Output 9 – Civil Society Strengthening: Number of relevant networks

Indicator Reference Sheet EDUC Number 11

Name of Key Indicator:

- a. Number of partners who participate in networks relevant for the program. (MFS indicator 9a)
- b. Number of networks relevant for the program. (MFS indicator 9b)
- c. Number of partners with an obvious link with TVET-JBS (vocational training and future employment). (MFS indicator 9c)

Result to Which Indicator Responds:

Increased networking with local actors and private and public sector actors

Level of Indicator:

Output – strengthening of service providers

Description

Definition:

a. *Networks are defined as cooperation trajectories with different actors, such as the government, unions, other (I)NGOs, networks, civil society and private sector. Networks can be formal or informal but should fulfil the criteria below. The networks should be related to the program. General NGO networks are not included in this indicator. Cooperation trajectories can be included in this indicator as long as there are at least three actors and the criteria below apply:*

- A clear objective is defined (linked to topics on outcome level) and interests of each actor are explored
- Clarity about the roles and responsibilities of all actors in the network/cooperation
- The contact should be regular.

b. *Number of networks.* This is the number of relevant networks that the partners participate in. The same definition as above applies.

c. An obvious link with TVET-JBS meets at least two of the following criteria:

- Per school year, attention is given to awareness raising and coaching for students to increase their knowledge about possibilities in the job market and vocational training
- Per school year, attention is given to improvement of the image of blue-colour jobs (mindset change) through e.g. inclusion of pre-vocational skills in the curriculum and contacts with professionals
- Partnership with other (educational) institutions (e.g. visits to each other) or internal cooperation with the TVET-JBS programme within the organisation, that includes at least one activity per year.
- Information from the education programme is exchanged with job and business services

Unit of Measure:

- a + c. partners
- b. networks

Disaggregated by:

None

Justification/ Explanation:

Data collection and aggregation

Data Collection Method & Tools:

This is based on the annual monitoring of the partner organisation.

For annual monitoring the following form is compulsory:

Name of network	Number of meetings	Outcome(s) of meeting
1		
2		
...		

The following form is suggested for internal use at the partner organisation, and in any case the information mentioned in this form should be available to be a basis for discussion.

Name of network	Status/ role of network (e.g. legal, non formal, formal)	Type of membership (e.g. temporary, permanent member, participant, board member)	Major objective/ aim of the network	Desired outcomes realized	Number of meetings	Outcome(s) of meeting
1.						
2.						
...						

Data Aggregation Method:

a + b + c: simple summation

Data Quality Issues

Known Data Limitations and Significance:

Partners may still interpret the definition of network differently.

Actions Taken or Planned to Address Data Limitations:

Regular exchange about the value (but also the definition) of networking.

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

For internal review and feedback from alliances / Woord en Daad to partners, the detailed information underlying the a and b indicators is much more interesting than the a and b indicators themselves.

This Sheet Last Updated On: see top of document

Output 10 – Advocacy: Number of organizations that are active in advocacy

Indicator Reference Sheet EDUC Number 12

Name of Key Indicator:

Number of partners/organizations with an implemented advocacy program or who are actively involved in the advocacy program of a network. (MFS indicator 10a)

Result to Which Indicator Responds:

Involvement of local and regional government in education and making national governments aware of their responsibility regarding education and taking organizations / networks seriously as counterpart.

Level of Indicator:

Output – Advocacy

Description

Definition:

Implemented advocacy plan means:

- The plan has clear objectives contributing to the education programme (see indicators on outcome level);
- Someone is responsible for the implementation of the plan;
- Provable, relevant and structural contacts with policy makers and/ or decision makers are in place;
- Activities from the plan (e.g. manifestation, publication, meeting, research, exposure visit) are carried out.

For this indicator each partner reports whether or not an advocacy plan is present.

In several cases, an organisation is actively involved in advocacy activities of a network of which the organisation is a member. These cases can also be included in this indicator under the conditions that the organisation is either actively involved in carrying out the advocacy activities, or in paying part of the costs of the advocacy program. Regular membership meetings of a network or regular membership fees for networks are not included if it cannot be proven that they are directly linked to the advocacy program of the network.

The advocacy program of the network should comply with the criteria mentioned above.

Unit of Measure:

Organisation

Disaggregated by:

None

Justification/ Explanation:

Data collection and aggregation

Data Collection Method & Tools:

Tools for monitoring advocacy activities by partners:

This information is obtained from the regular monitoring systems of partner organisations.

The form below is compulsory for annual reporting and is the basis to decide whether or not an organisation should be counted in this indicator.

Topic you are addressing ('advocacy issue') + own program or network program	Mode + number of activity (eg. 1 manifestation, 3 publications, 2 meetings with relevant government officials)	Outcome of activity (e.g. bill changed, relationship build)	Number of other organisations involved with the advocacy issue
1			
2			
...			

The following form is suggested for internal use at the partner organisation, and in any case the information mentioned in this form should be available to be a basis for discussion

Topic you are addressing ('advocacy issue')	Present: a. vision on advocacy b. appointed capable officer responsible for advocacy c. clear, SMART objective ('advocacy issue') d. clear road map	Mode + number of activity (eg. 1 manifestation, 3 publications, 2 meetings with relevant government officials)	Outcome of activity (e.g. bill changed, relationship build)
1.			
2.			

Data Aggregation Method:

Data Quality Issues

Known Data Limitations and Significance:

Actions Taken or Planned to Address Data Limitations:

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

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d.2. INDICATOR REFERENCE SHEETS FOR SUBPROGRAM TVET-JBS

Belongs to :

- **tab 6 – in particular criterion 5.2.3a (included as compulsory Appendix 3 in tab 12)**
- **tab 7 – in particular criterion 5.2.4a**

1. Outcome – Access: Percentage that work under fair labour conditions3

2. Outcome – Utilization: Number who find a job or continue education5

3. Outcome – Organization: Social Capital Score.....7

4. Outcome – Organization: Active network of ex-trainees (e.g. alumni association)9

5. Outcome – Quality: Quality score for TVET and JBS providers11

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11. Output – Advocacy: Number of providers / groups that are active in advocacy.....23

Date : 06-05-2010

General remarks

When working in a TVET and JBS setting many times courses, training or individual guidance is not regularly distributed throughout the year. When counting number of trainees or number of training hours that poses a problem. What do you count when a training starts in October and finishes in March the year after. Equally what do you do when you need to report on a quarterly basis and the training starts in January and end on the 3rd of April.

A guideline for all these issues is that the numbers (be it trainees, hours or whatever the case may be) will only be counted in the period in which the service finishes. So for the first example the numbers only get counted in March of the second year. In the second example even though the majority of the time is in the first quarter, it only counts in the second quarter.

So for all these issues: **Only count in the period the service finishes!**

1. Outcome – Access: Percentage that work under fair labour conditions

Indicator Reference Sheet
Name of Key Indicator: Percentage of TVET trainees and JBS clients that work under fair labour conditions
Result to Which Indicator Responds: Youngsters and adults in urban and rural areas are able to access fair labour after finishing their training
Level of Indicator: Outcome – Access
Description
Definition: Numerator: number of ex trainees (TVET and / or JBS) that is placed in jobs, or is self employed, where the conditions are 'fair'. This is measured with a Fair Labour Score Card that is developed (see Data Collection). The tool itself contains a threshold that defines the minimum requirements for 'fair conditions'. Reference is made to the document that describes the tool. Denominator: total number of ex trainees that has found employment or is self employed, as defined in indicator 2 a and b. TVET = Technical and Vocational Education and Training = Those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Technical and vocational understanding is further understood to be: (a) an integral part of general education; (b) a means of preparing for occupational fields and for effective participation in the world of work ; (c) an aspect of lifelong learning and a preparation for responsible citizenship; (d) an instrument for promoting environmentally sound sustainable development; (e) a method of facilitating poverty alleviation (UNESCO, ILO, 2002)
Unit of Measure: Percentage of persons: persons working under fair labour conditions / total persons working
Disaggregated by: None
Justification / Explanation: In reality, the fair labour score card provides a numerical score. The results for certain labour conditions are therefore not categorical (fair vs. not-fair), but numerical and progress can be monitored in terms of increase in the score.
Data collection and aggregation
Data Collection Method & Tools: Each partner organisation monitors this information annually and systematically and sends information at the level of each working location. The tool can be used in different ways, because it is not possible to use the Fair Labour Score Card in the same way in all contexts. Additionally there is a reporting format where the partner reports the conclusions at the level of working locations (not the details per location). The tool itself can be administered in the following ways: <ol style="list-style-type: none">1. Meet the HRM person or manager of a business and go through the score card (preferred)2. Provide the card to the HRM person or manager and ask for the score.3. Ask some questions (to the student and if possible to the HRM person/manager), do observations, and fill out the Score Card without help of the business.4. In case of self employment: the questions are asked to the ex trainee. The existing card will be adapted to be used for self employment. The card also contains information about the number of ex trainees working at the specific location. The score for a working location (and valid for all people working at the location) is calculated in the tool. Additionally there is a reporting tool where each partner organisation reports the data from different working locations. The percentage at the level of a partner organisation is calculated in this tool according to the definition above.
Data Aggregation Method: Aggregation over partner organisations is the average of the percentages, weighted by the total number of students for whom the data are collected.
Data Quality Issues
Known Data Limitations and Significance: Problem with validity: in practice, it is not possible to measure this indicator at all locations where ex trainees work. It is likely that the places where the data are collected have a more positive score than the places where the data cannot be collected (e.g. companies that

do not allow these questions to be asked). This means that the places where data are collected are not a representative sample of the total population and conclusions and averages are only valid for the places where the data are actually collected.

Problem with reliability: when the data depend on the inputs of the HRM person or manager of a company (or when the card is even filled in by them), data can easily be biased if these persons want to create a positive picture.

Actions Taken or Planned to Address Data Limitations:

No good solution.

Notwithstanding these limitations on validity and reliability, it is believed that the indicator still indicates whether or not ex trainees work under fair labour conditions and whether or not this percentage increases. The value of the indicator is also the function in monitoring and reviewing the data and thereby keeping the issue on the agenda, both with partner organisations and employers. In fact it is a kind of advocacy on small scale.

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

Data are analysed per partner and compared with targets, compared over time and benchmarked with other partners in the same country or the same region.

Annually, an analysis for this key indicator is made and presented to the regional alliance, as well as to major donors who are involved.

Presentation and Reporting of Aggregated and Analysed Data:

Annual presentation to the regional alliance meetings, with aggregated result on this indicator and comparisons over time, with target, and benchmarking between partners if relevant.

Review of Data:

Direct feed back to partner on the basis of annual report

Annual review at the level of the regional alliance based on an analysis of the reports

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2. Outcome – Utilization: Number who find a job or continue education

Indicator Reference Sheet
<p>Name of Key Indicator:</p> <ul style="list-style-type: none"> a. Number of TVET trainees and JBS clients who find employment b. Number of TVET trainees and JBS clients who are self employed c. Number of TVET trainees and JBS clients who continue in further education
<p>Result to Which Indicator Responds:</p> <p>Youngsters and adults are empowered through (self-) employment by applying the acquired knowledge and skills for earning an income and/or improved livelihood.</p>
<p>Level of Indicator:</p> <p>Outcome – utilization</p>
Description
<p>Definition:</p> <ul style="list-style-type: none"> a. <ul style="list-style-type: none"> - This is the number of trainees / clients who have finished the TVET, and / or have used JBS and who have subsequently found salaried employment. The employment can be part time (at least 50% of full time employment) or full time, but should always be related to the training received (in case the person has received training). - Each country should make its own definition of 'job related to the training received'. This will result in a list of potential jobs for each of the trainings offered in the country. The reason and logic for this list should be plausible (e.g. becoming an agricultural day labourer after a two year training on masonry is obviously not related to the training, and cannot be counted as a person employed for this indicator.) b. <ul style="list-style-type: none"> - This is the number of trainees / clients who have finished the TVET, and / or have used JBS and who have subsequently started their own (micro or small) enterprise. The skills they use in the enterprise should be related to those taught in the TVET or JBS. If general business skills were taught this is always the case. In other cases, the sector of the enterprise has to be related to the training (e.g. training on masonry and the person starts as an independent mason). - If people already have a business when they start using the services or training, the total production (agricultural) or revenues are noted at intake. If the total production or revenue is increased 6 months after the end of the training / services or after the subsequent harvesting season, they can be counted in this indicator. This indicates that the training / services had added value. If this is not the case, the persons cannot be counted in this key indicator. c. <ul style="list-style-type: none"> - This is the number of trainees / clients who have finished the TVET, and / or have used JBS and who subsequently continue in other education. - The education in which they continue should not have been possible without the TVET or JBS that they have received. In other words: if the person could also have started the continued education without the TVET or JBS that s/he has received, then the person cannot be counted in this indicator, because in that case the added value of the TVET / JBS received is not obvious. <p>See also data collection: a total overview of what ex trainees do after their training is part of the required data. This gives insight if ex trainees continue in other trainings that are unrelated to the TVET received.</p>
<p>Unit of Measure:</p> <p>a + b + c: persons</p>
<p>Disaggregated by:</p> <p>Red een Kind always reports results in two age categories: 16-25 years and > 25 years.</p>
<p>Justification / Explanation:</p> <p>TVET and JBS should by definition be market oriented. Therefore, this indicators measures one of the most prominent results of the whole program: whether people use the training or services received to find a job.</p> <p>The assumption is that this job, if it is related to the training, could not be had without the training, and therefore is at least partly attributable to the program. The assumption is also that the job provides income which leads to improved quality of life (impact level).</p>
Data collection and aggregation
<p>Data Collection Method & Tools:</p> <p>This information comes from the regular monitoring system of partner organisations. Annually, partners report these three indicators based on systematic monitoring.</p> <p>If systematic monitoring is not possible (e.g. in case of large numbers or wide geographical spread), monitoring should still be as systematic as possible, and the reported data should also include information about the percentage of ex trainees for whom information is available as part of all ex trainees.</p>
<p>Data Aggregation Method:</p>

Summation of numbers

Aggregated percentage can be recalculated on the basis of total numbers (similar to: average weighted by number or ex trainees)

Data Quality Issues

Known Data Limitations and Significance:

Problem of reliability: for existing self-employed persons, the data to be reported at intake (total production or revenues) are based on self-reporting and the measurement after the training as well. This could generate unreliable or biased information.

Problem of validity: in these cases, increase in production could also be due to other factors (e.g. world prices or weather), so causality is problematic.

Actions Taken or Planned to Address Data Limitations:

When financial information is either culturally sensitive or unreliable, information about volume of production could be used, since this is usually better known.

Problem of causality: no solution, but this should be taken into account with the analysis. The indicator is still needed to show as much as possible if the training / services had an added value.

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

The a, b and c indicators are added together to show the total number of ex trainees (also as a percentage) for whom the training / services has been useful.

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

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3. Outcome – Organization: Social Capital Score

Indicator Reference Sheet

Name of key indicator:

Social Capital Score

Result to Which Indicator Responds:

The target group organizes itself in different groups and associations, which leads to increased trust and reciprocity (social capital)

Level of Indicator:

Outcome – organization

Description

Definition:

The Social Capital Score is a constructed indicator that has no inherent meaning. It can only be used to compare situations between geographical regions and over time.

The elements included in the score are: 1) number of community structures present in the area where the research is held, 2) perception of workshop participants about the level of activity and usefulness of each structure, 3) perception of participants about the level of mutual trust and reciprocity (e.g. willingness to help each other) in the local society.

These elements are scored (on scales of 1 to 4), summed, averaged and weighted in order to obtain a single score according to the formula shown below.

$$Social\ Capital\ Score = \frac{n}{5} \cdot \frac{2 \cdot \sum_{CBO=1}^n (mentioned_{CBO} \cdot \overline{activity\ score}_{CBO})}{m \cdot n} + \overline{trust\ score}$$

n = number of CBO' s mentioned by any if the subgroups
m = number of subgroups in the workshop
subgroups = number of subgroups in the workshop
mentioned = number of subgroups that mention the CBO
activity score = score on scale 1 to 4 for activity of the CBO determined for each CBO in subgroup
trust score = score for trust and reciprocity determined in subgroup

Unit of Measure:

Artificial numerical score without inherent meaning

Disaggregated by:

None

Justification / Explanation:

The Theory of Change of Woord en Daad, Red een Kind and partners contains a people centred component that includes a focus on the six livelihood capitals, including the social / political capital. The context centred component focuses on complementarity between development actors. The mindset centred component of the Theory of Change is directly linked to the overall objective that is described as sustainable transformation of individuals, families and communities.

Based on the Theory of Change, a generic results framework (RFW) was developed from which each thematic program derived its specific RFW. One of the generic intended results at the level of outcome, is described as 'organisation of the target group'. The rationale is as follows: We work from the Theory of Change: having a wide focus, intervening in specific sectors and cooperating with a wide range of other actors, in a manner that includes a focus on mindset. By doing this, people are stimulated to cooperate in groups, form groups, participate in programs as groups, take their own initiative for projects as local group, take the lead in developing relations with other actors that could be helpful for them. The direct stimulus in the interventions to form or strengthen groups and community structures also leads to a spin off effect where more structures, relations and linkages are formed between people and groups of people. In other words: people organize themselves.

Theories about Social Capital (e.g. Stone 2001, Grootaerts et al., 2004) argue that this self-organisation leads to an increased trust and reciprocity among people. This increase in social capital is an asset, a livelihood capital for people and at the same time a capability that people actively use to enhance their own process of sustainable transformation.

The Worldbank has developed an extensive survey instrument to measure social capital (Grootaerts et al., 2004). For our purposes this is too time consuming and expensive. However, the core of this instrument is adapted to a participatory workshop format that makes use of negotiated consensus.

Data collection and aggregation

Data Collection Method & Tools:

A small sample of intervention areas is selected (purposive selection). In each of these areas 20-30 persons are invited to a half day participatory workshop. In subgroups, all forms of formal and informal community structures are listed, their activity and usefulness and the perception of the general level of trust and reciprocity in the area.

This tool is developed in Excel. Filename : 1002.Measurement tool Social Capital Score.xls

These studies will be done in 2010, 2013 and 2015

Method of data aggregation:

The score can be averaged in order to get a single number. However, there is no inherent meaning in the number and the size of the number is affected by the size of the intervention area as bigger areas are likely to have more community structures.

Data Quality Issues**Known Data Limitations and Significance:**

The construction of the indicator is done in such a way that the different elements (number of structures, activity and usefulness of structures, and level of trust) all contribute to the final number. In order to obtain this, some aspects have to be weighed in order to achieve a similar order of magnitude. This weighing is estimated (the factor 5 in the formula).

Actions Taken or Planned to Address Data Limitations:**Internal Data Quality Assessments:****Plan for Data Analysis, Review & Reporting****Data Analysis:**

For each area in the sample, a small report will be made, as well as an overall report for each round of studies (2010, 2013, 2015).

Comparison will be made between sampled areas in a region, between regions and over time (in 2013 and 2015).

The results will be compared with the output level results that are related to group formation, e.g. working with women groups, farmer groups, PTA's, health user groups, etcetera. This will be used to draw some careful conclusions about the contribution of the interventions to the development of social capital.

Presentation and Reporting of Aggregated and Analysed Data:

Report per region with information per intervention area is presented to partners involved, to the alliance team involved and to the regional alliance meeting following the study.

The aggregated figure is included in the monitoring protocol and annual report of Woord en Daad and Red een Kind.

Review of Data:

The partner organisation with the alliance team will review the study at the level of the intervention area.

The regional alliance will review the study at the level of the region and draw conclusions with regard to program policy.

Last updated: see top of document

4. Outcome – Organization: Active network of ex-trainees (e.g. alumni association)

Indicator Reference Sheet

Name of Key Indicator:

Number of partners who are TVET and/or JBS providers with an active network of ex-graduates (e.g. alumni association)

Result to Which Indicator Responds:

TVET and JBS providers have an active network of ex-trainees (e.g. an alumni association)

Level of Indicator:

Outcome - Organization

Description

Definition:

For institutional training providers, an alumni association is the most likely form of having such network of ex-trainees. Other examples, related to informal training, are: SHG federations, entrepreneurial associations, farmer associations. It is not strictly necessary that the partner organisation is the initiator of the network, but the partner organisation should have a relation with this network and should stimulate the ex-trainees to take part in such networks wherever relevant.

Being able to monitor the key activities of such network of ex-trainees is considered as an indicator that the partner has a network of ex-trainees.

Active is defined as having at least two activities per year. Such activities may target all ex-trainees or a specific subset, e.g. based on a specific trade or training. At least one of these two annual activities should be a meeting.

The number of partner organisations is counted and not the number of TVET or JBS providers (locations / institutes / centres).

Unit of Measure:

For partners: Number of specific activities

For overall reporting: Number of partners

Disaggregated by:

None

Justification / Explanation:

Having, developing or strengthening networks of ex-trainees is considered a good practice in the TVET sector. It can make the results of the training / services more sustainable, improves the quality of the training and service providers, since feedback from ex-trainees is usually more open than that of current students, and it is one way to keep in touch with the realities of the labour market.

Data collection and aggregation

Data Collection Method & Tools:

Each partner reports this information on an annual basis and makes use of a reporting tool based on the following example that gives insight in the level of activity between ex-trainees and the representativeness of these activities. This monitoring tool provides the basis to discuss developments related to these activities.

	Ex trainees	
Activities ex-trainees	Attending	Total ex trainees last 2 yrs
<i>Date + description Activity 1</i>		
<i>Date + description Activity 2</i>		
<i>Etc</i>		

Data Aggregation Method:

Simple summation of number of providers

Data Quality Issues

Known Data Limitations and Significance:

Definition of active network may notwithstanding the definition be liable to subjective interpretation.

Actions Taken or Planned to Address Data Limitations:

During regional exchanges and policy meetings this topic is regularly discussed and interpretations shared.

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

This Sheet Last Updated On: See top of document

5. Outcome – Quality: Quality score for TVET and JBS providers

Indicator Reference Sheet
<p>Name of Key Indicator:</p> <p>a. Quality score for TVET providers b. Quality score for JBS providers</p>
<p>Result to Which Indicator Responds:</p> <p>The TVET and JBS services provided are of high quality</p>
<p>Level of Indicator:</p> <p>Outcome – Quality</p>
Description
<p>Definition:</p> <p>a + b: The score is a number on a scale of 1 (low quality) to 4 (good quality). The score is the average of scores for a number of specific aspects of quality for TVET providers (a indicator) or JBS providers (b indicator). The specific aspects included in each of the two scores are being defined in the Quality tools: the TVET Quick Scan and the JBS Quick Scan and reference is made to these documents.</p>
<p>Unit of Measure:</p> <p>a + b: Score on a scale from 1 to 4.</p>
<p>Disaggregated by:</p> <p>a + b: none</p>
<p>Justification / Explanation:</p>
Data collection and aggregation
<p>Data Collection Method & Tools:</p> <p>a + b: Application of these instruments is combined with monitoring visits. Once per two years, each TVET and each JBS provider is being visited, in most cases by staff of REK / Woord en Daad and if possible a staff of one other partner organisation. The Quick Scan is used as a discussion tool and scores for each aspect are assigned according to a process of negotiated consensus between the partner concerned, the REK / W&D staff and (if present) the staff of the other organisation present.</p> <p>All TVET and JBS providers are also externally evaluated (as part of the evaluation plan that all partners have that covers all projects). Each project evaluation is also discussed with Woord en Daad.</p> <p>As a rule, the Quick Scan will be externally administered as part of an external project evaluation. This is meant as a cross check of the other method.</p>
<p>Data Aggregation Method:</p> <p>a + b: Average of all scores of providers (not of partner organisations, but of TVET or JBS providers).</p>
Data Quality Issues
<p>Known Data Limitations and Significance:</p> <p>Since the scores are assigned by negotiated consensus, data may not be completely objective. Several aspects to be scored need to be supported by evidence and are less vulnerable to subjectivity.</p>
<p>Actions Taken or Planned to Address Data Limitations:</p> <p>The tool is used as a discussion tool, and the use of the tool itself is meant as capacity building (rather than only objective results measurement). By using negotiated consensus, it is hoped that inter-subjectivity is somewhat less liable to bias than the subjectivity of a self assessment. Moreover, the scores of 1, 2, 3 and 4 are as clearly as possible described with indicators, in such a way that subjective interpretation is limited.</p> <p>It is also assured that low scores do not directly have direct implications for funding. It is hoped that this will help create a more open atmosphere, which is better for the quality of the data, as well as for the openness for improvement.</p> <p>The inclusion of the tool in project evaluations is also used as an additional check on the data, to see if systematic differences occur between data collected in this sample and the systematic data collection.</p>
<p>Internal Data Quality Assessments:</p>

Plan for Data Analysis, Review & Reporting

Data Analysis:

In the analysis, comparisons over time are made and comparisons between training or service type, between countries and regions. The analysis could combine the information about costs to calculate and benchmark the costs of different pathways to jobs.

Presentation and Reporting of Aggregated and Analysed Data:

The visit report of monitoring visits where the tool is administered will contain a specific section (annex) with the outcomes of the tool, scores for all aspects and conclusions and recommendations discussed.

Analysed data at the level of each region will be presented annually at the regional partners meeting including relevant analyses as mentioned above.

Review of Data:

During administration of the tool, the data are reviewed together and recommendations and follow up discussed and proposed.

The annual regional partners meeting where results are discussed will discuss these results and provide necessary follow up with regard to changes in program policy and focus, intervention areas, target groups.

Data are also reviewed by Woord en Daad program staff and feedback given to each partner. This feedback is also an input for the annual regional meeting.

This Sheet Last Updated On: See top of document

6. Outcome – Quality: Percentage of expenditure covered by project income

Indicator Reference Sheet
<p>Name of Key Indicator:</p> <p>a. The percentage of total expenditure of TVET projects that is covered by project income b. The percentage of total expenditure of JBS projects that is covered by project income</p>
<p>Result to Which Indicator Responds:</p> <p>The TVET and JBS providers and/or training institutions become more financial sustainable.</p>
<p>Level of Indicator:</p> <p>Outcome – Quality</p>
Description
<p>Definition:</p> <p>a + b: The percentage is measured by counting the total income of the program and calculate what percentage this is from the total costs of the TVET or JBS program. Examples of project income can be: sale of TVET products, job-orders, training provided for other target groups, repayments by ex-trainees, fees from current trainees, donations from within the country (not coming from other external donors to the country).</p> <p>Operational expenditure means: total expenditure without investments. Numerator: Income generated by the TVET or JBS provider expressed in local currency or Euro. Denominator: Total costs of the TVET or JBS provider minus the costs for investments, expressed in the same currency. Total costs includes overhead of the partner organisation.</p> <p>The indicator can be defined for any planning or reporting period, e.g. per year or per five year period.</p>
<p>Unit of Measure:</p> <p>a + b: Percentage of costs</p>
<p>Disaggregated by:</p> <p>None</p>
<p>Justification / Explanation:</p> <p>This indicator is included in the category Quality, because it is assumed that the capacity to generate income is related to the quality of the provider, because of the market discipline involved.</p>
Data collection and aggregation
<p>Data Collection Method & Tools:</p> <p>This is reported by partners and based on their internal (and audited) financial administration.</p>
<p>Data Aggregation Method:</p> <p>An overall percentage of internal income is calculated by dividing the total internal income by the total budget (minus investments) of all providers. (In other words: an average of the percentages, weighted by the total budget (minus investment costs)).</p>
Data Quality Issues
<p>Known Data Limitations and Significance:</p> <p>Definition of overhead costs can be different between different partners. However, the influence of these differences on the percentage calculated in this indicator is small.</p>
<p>Actions Taken or Planned to Address Data Limitations:</p>
<p>Internal Data Quality Assessments:</p>
Plan for Data Analysis, Review & Reporting
<p>Data Analysis:</p> <p>Data are always analysed against the background of the cost level in the country, e.g. By using PPP corrections. And percentages internal income are also related to the total costs (and total level of internal income)</p>
<p>Presentation and Reporting of Aggregated and Analysed Data:</p>

Review of Data:

With benchmarking between partners in annual regional meetings.

This Sheet Last Updated On: See top of document

7. Output – Service Delivery: Number of trainees

Indicator Reference Sheet	
Name of Key Indicator:	
a. Nr of trainees who are enrolled in a TVET program	
b. Nr of TVET trainees who graduated / successfully completed a training in a TVET program	
Result to Which Indicator Responds:	
To provide effective and high quality TVET	
Level of Indicator:	
Output – Service Delivery	
Description	
Definition:	
a + b:	
<ul style="list-style-type: none"> • Definition TVET: Technical and Vocational Education and Training = Those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Technical and vocational understanding is further understood to be: (a) an integral part of general education; (b) a means of preparing for occupational fields and for effective participation in the world of work ; (c) an aspect of lifelong learning and a preparation for responsible citizenship; (d) an instrument for promoting environmentally sound sustainable development; (e) a method of facilitating poverty alleviation (UNESCO, ILO, 2002) • Training of trainers is also included in this definition • A part-time training will be counted by the hours really spent in the training. (e.g. an evening training of 40 weeks, 6 hours per week, will be filled in category 1) 	
a:	<ul style="list-style-type: none"> • Nr of trainees is the calculation of the average between the number of enrolled students at the start of the training and the number of enrolled students at the end of the training. • The training only counts in the year that the training ends.
b:	<ul style="list-style-type: none"> • "Graduated" means passing a formal exam and receiving a certificate • "Successfully completed" means meeting the locally defined minimum requirements without necessarily getting a certificate.
<p>Trainees should only be counted in the year that they graduate or successfully complete a training.</p> <p>If a training is longer than a year and trainees have started before the reporting period, but finish in the reporting period, they should be counted (even if the biggest part of their training was received before the reporting period). Likewise, if trainees have received almost all of their training in the reporting period, but have not yet finished, they cannot be counted but should be counted in the subsequent reporting period.</p>	
Unit of Measure:	
a + b: Students	
Disaggregated by:	
a + b:	
<ul style="list-style-type: none"> • Gender • Training duration <ul style="list-style-type: none"> ○ Training ≤ 3 months (or 0 – 360 hours) ○ Training > 3 ≤ 12 months (or 360 hours – 1440 hours) ○ Training > 1 yr (or up to 1440 hours) 	
Red een Kind also always reports results in two age categories: 16-25 years and > 25 years.	
Justification / Explanation:	
This is basic output for a training provider.	
Data collection and aggregation	
Data Collection Method & Tools:	
a + b:	
<ul style="list-style-type: none"> • This information will be collected through the regular monitoring system of the partner organisation and will be collected annually per region and globally. • Partners need to have their internal data collection tools, based on the format below: 	

TVET location (urban/rural)	Training No.	Trainees			
		Enrolled (in final year)		Graduated / completed	
		M	F	M	F
Training ≤ 3 months (or 0 – 360 hours)					
Training > 3 ≤ 12 months (or 360 hours – 1440 hours)					
Training > 1 yr (or up to 1440 hours)					

If the training is longer than a year, only students in the final year are reported here. In this way, results can be aggregated without double counting.

For budget purposes, total numbers of students are also needed.

Data Aggregation Method:

- a. direct summation
- b. direct summation

Data Quality Issues

Known Data Limitations and Significance:

Even though double counting of trainees is excluded by the instruction to count only when they finish, it is possible that this instruction is not followed and double counting occurs. Also when academic years do not match reporting periods, difficulties may appear.

Actions Taken or Planned to Address Data Limitations:

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

This Sheet Last Updated On: see top of document

8. Output – Service Delivery: Number of JBS Clients

Indicator Reference Sheet		
Name of Key Indicator:		
Nr of JBS Clients per year		
Result to Which Indicator Responds:		
To provide effective and high quality JBS		
Level of Indicator:		
Output – Service Delivery		
Description		
Definition:		
<ul style="list-style-type: none"> • Number of clients who obtained an individual service from a JBS provider per year. • Clients include trainees of a VTC, jobless people, entrepreneurs etc • An individual service: individual guidance of at least one hour. In most cases this will include more than one session (but clients are only counted once). 		
<p>JBS clients can be counted in each year they are client. E.g. if a trainee receives guidance during two years, the person is counted in both years. (This implies that numbers cannot be aggregated over years, because double counting would occur, but it gives a truer picture of what the JBS provider has done in a certain year.)</p>		
Unit of Measure:		
persons		
Disaggregated by:		
gender		
Red een Kind also always reports results in two age categories: 16-25 years and > 25 years.		
Justification / Explanation:		
Data collection and aggregation		
Data Collection Method & Tools:		
<ul style="list-style-type: none"> • Information is collected in the regular monitoring system of the partner. • Every JBS provider should keep a register in which clients that receive individual guidance can be entered. In that register at least the name, gender, status (VTC student, jobless, entrepreneur etc) and the service provided should be given. Every year the numbers should be added in an annual report. • For every training or group coaching a form should be kept that states the purpose of the training and the amount of hours of training. Totals of training hours 		
<p>As data collection tool, the form below is to be used by partners. They contain other activities that JBS provider usually carry out in order to get a more complete picture of JBS outputs, even though not all information can be summarized in the key indicators above.</p>		
<p>For each of the activities more detailed forms are available on which e.g. information per area can be entered.</p>		
Activity	Nr. in report period	Comments
Job market survey		
Hours training for VTC group (counted as hours of the JBS manager)		
Hours training for other target group (e.g. entrepreneurs)		
Meeting with student who is placed in job		
Meeting with student who is placed in apprenticeship / OJT		
Meeting with student for individual guidance workshop assessment		
Meeting with company for job /apprenticeship / OJT opportunity		
Meeting with VTC staff for feedback		
Curricula reviewed		
Active Linkages with MFI's		

Active Linkages with TVET providers		
Active Linkages with Government		
Active Linkages with other stakeholders		

Data Aggregation Method:

Aggregation between partners within a year: direct summation.

Aggregation over years: no summation is possible (because clients can be counted in two years), so average number of clients per year is used. Direct average over years and over partners can be used.

If the total number of JBS clients is to be calculated, all double counting has to be excluded first.

Data Quality Issues

Known Data Limitations and Significance:

People are counted in any year they receive a service. One time services and year long services are counted together. So, the concept 'client' is rather diverse.

Risk that annual numbers are summed in order to get total numbers of clients over years (while this is not possible).

Actions Taken or Planned to Address Data Limitations:

Require reporting on the key activities of the JBS provider (see data collection): this gives insight in what has been provided to the clients.

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

This Sheet Last Updated On: See top of document

9. Output – Civil Society Strengthening: Number of staff training units

Indicator Reference Sheet
<p>Name of Key Indicator: Number of staff capacity development training units</p>
<p>Result to Which Indicator Responds: To strengthen the capacities of TVET and JBS providers and CBO's</p>
<p>Level of Indicator: Output – Civil Society Strengthening</p>
Description
<p>Definition:</p> <ul style="list-style-type: none"> • Staff Capacity Development Training means: <ul style="list-style-type: none"> ○ A curriculum for the training with stated objectives and timeframe is followed; ○ An assessment (formal or informal) of the expected results had a positive outcome. ○ A person is able to indicate how the learned knowledge and skills from the training affects its work • One training unit is one training completed by one person • To make difference between a training of one day and a training of one month, also person-days training is measured. A person-day training is one day training for one person. Half a day training for one person is counted as half. Training less than half a day is not included in this indicator.
<p>Unit of Measure: Training unit (defined above). This is equivalent to persons, but a person can be counted twice if s/he completed two separate trainings. Also the number of person-days training is measured.</p>
<p>Disaggregated by: TVET or JBS</p>
<p>Justification / Explanation:</p>
Data collection and aggregation
<p>Data Collection Method & Tools: Partner organisations monitor this information. Data collection tools include the names of persons being trained, duration of the training and information whether or not the training is successfully completed. Totals of the completed number of trainings and number of person-days training is sent annually. Information on the objectives, timeframe and curriculum for each training must be available as source documentation.</p>
<p>Data Aggregation Method: Summation</p>
Data Quality Issues
<p>Known Data Limitations and Significance: The element of the definition 'person is able to indicate how the learned knowledge and skills from the training affect its work' is difficult to measure, and is very liable to subjectivity (reliability problem). However it is retained in the definition in order to keep the intention for training clear. Different types of training are aggregated: trainings of 1 day and part time studies of 3 years. This poses a validity problem for the indicator. For this reason, the sub-indicator is added, since the number of person-days provides more detail on this aspect.</p>
<p>Actions Taken or Planned to Address Data Limitations: Sub-indicator for person-days of training added.</p>
<p>Internal Data Quality Assessments:</p>
Plan for Data Analysis, Review & Reporting
<p>Data Analysis:</p>

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

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10. Output – Civil Society Strengthening: Number of relevant networks

Indicator Reference Sheet

Name of Key Indicator:

- a. Number of partners who participate in networks relevant for the program
- b. Number of networks relevant for the program

Result to Which Indicator Responds:

Increased networking with other actors

Level of Indicator:

Output – Civil Society Strengthening

Description

Definition:

a. *Networks are defined as cooperation trajectories with different actors, such as the government, unions, other (I)NGOs, networks, civil society and private sector. Networks can be formal or informal but should fulfil the criteria below. The networks should be related to the program. General NGO networks are not included in this indicator. Cooperation trajectories can be included in this indicator as long as there are at least three actors and the criteria below apply:*

- A clear objective is defined (linked to topics on outcome level) and interests of each actor are explored
- Clarity about the roles and responsibilities of all actors in the network/cooperation
- The contact should be regular.

b. *Number of networks.* This is the number of relevant networks that the partners participate in. The same definition as above applies.

Unit of Measure:

- a. partners
- b. networks

Disaggregated by:

None

Justification / Explanation:

Networking and cooperation is considered important for organisations to remain relevant, be complementary to others, be more effective through learning and exchange in networks.

Data collection and aggregation

Data Collection Method & Tools:

This is based on the annual monitoring of the partner organisation.

For annual monitoring the following form is compulsory:

Name of network	Number of meetings	Outcome(s) of meeting
1		
2		
...		

The following form is suggested for internal use at the partner organisation, and in any case the information mentioned in this form should be available to be a basis for discussion.

Name of network	Status/ role of network (e.g. legal, non formal, formal)	Type of membership (e.g. temporary, permanent member, participant, board member)	Major objective/ aim of the network	Desired outcomes realized	Number of meetings	Outcome(s) of meeting
1.						
2.						
...						

Data Aggregation Method:

a + b: simple summation

Data Quality Issues

Known Data Limitations and Significance:

Partners may still interpret the definition of network differently.

Actions Taken or Planned to Address Data Limitations:

Regular exchange about the value (but also the definition) of networking.

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

For internal review and feedback from alliances / Woord en Daad to partners, the detailed information underlying the a and b indicators is much more interesting than the a and b indicators themselves.

This Sheet Last Updated On: See top of document

11. Output – Advocacy: Number of providers / groups that are active in advocacy

Indicator Reference Sheet			
Name of Key Indicator:			
Number of partners/organizations with an implemented advocacy program or who are actively involved in the advocacy program of a network			
Result to Which Indicator Responds:			
Relevant advocacy initiatives are actively undertaken by TVET and JBS providers and by rural communities			
Level of Indicator:			
Output - advocacy			
Description			
Definition:			
<i>Implemented advocacy plan</i> means:			
<ul style="list-style-type: none"> The plan has clear objectives contributing to the education programme (see indicators on outcome level); Someone is responsible for the implementation of the plan; Provable, relevant and structural contacts with policy makers and/ or decision makers are in place; Activities from the plan (e.g. manifestation, publication, meeting, research, exposure visit) are carried out. 			
For this indicator each partner reports whether or not an advocacy plan is present.			
In several cases, an organisation is actively involved in advocacy activities of a network of which the organisation is a member. These cases can also be included in this indicator under the conditions that the organisation is either actively involved in carrying out the advocacy activities, or in paying part of the costs of the advocacy program. Regular membership meetings of a network or regular membership fees for networks are not included if it cannot be proven that they are directly linked to the advocacy program of the network. The advocacy program of the network should comply with the criteria mentioned above.			
Unit of Measure:			
Organisation			
Disaggregated by:			
None			
Justification / Explanation:			
Data collection and aggregation			
Data Collection Method & Tools:			
This information is obtained from the regular monitoring systems of partner organisations.			
The form below is compulsory for annual reporting and is the basis to decide whether or not an organisation should be counted in this indicator.			
Topic you are addressing ('advocacy issue')	Mode + number of activity (eg. 1 manifestation, 3 publications, 2 meetings with relevant government officials)	Outcome of activity (e.g. bill changed, relationship build)	Number of other organisations involved with the advocacy issue
+ own program or network program			
1			
2			
...			
The following form is suggested for internal use at the partner organisation, and in any case the information mentioned in this form should be available to be a basis for discussion			
Topic you are addressing ('advocacy issue')	Present: a. vision on advocacy b. appointed capable officer responsible for advocacy c. clear, SMART objective ('advocacy issue')	Mode + number of activity (eg. 1 manifestation, 3 publications, 2 meetings with relevant government officials)	Outcome of activity (e.g. bill changed, relationship build)
	d. clear road map		
1.			
2.			
Data Aggregation Method:			

summation

Data Quality Issues

Known Data Limitations and Significance:

Actions Taken or Planned to Address Data Limitations:

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

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d.3. INDICATOR REFERENCE SHEETS FOR SUBPROGRAM ENTERPRISE DEVELOPMENT

Belongs to :

- **tab 6 – in particular criterion 5.2.3a (included as compulsory Appendix 3 in tab 12)**
- **tab 7 – in particular criterion 5.2.4a**

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2. Outcome – General – Increase in turnover and profit of the enterprise.....4

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8. Output – FS – Number of enterprises supported13

9. Output – BDS – Number of enterprises trained.....14

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11. Output – Civil Society Strengthening: Networking16

12. Output – General – Advocacy18

Date : 07-05-2010

1. Outcome – General – Access to services and resources

Indicator Reference Sheet:

Name of key indicator:

Access to services and resources

Result to Which Indicator Responds:

To develop enterprises that empower different economic actors which stimulate economic growth and reduce poverty by

- Empowering (poor) entrepreneurs
- Improving efficiency/competitiveness
- Creating sustainable jobs and income
- Increasing access to finance and resources

And:

- Linking/organizing actors in the chain to increase (pro poor distribution)
 - Insert disadvantages groups in mainstream markets/value chains
 - Strengthen rural entrepreneurs & micro entrepreneurs to have access to markets and finance
 - Representation of groups & empowerment of chain actors

This indicator is measured for all ED interventions

Level of Indicator:

Outcome – access

Description

Definition:

The perceived possibility that individuals or enterprises can access services within the sphere of intervention of our partner financial service providers, or resources related to the production factors relevant to the enterprise (e.g. inputs, land, labour, equipment).

The percentage of access is calculated as those with sufficient access divided by the total number of enterprises included in the survey.

Unit of Measure: % of persons

Disaggregated by:

Clients and non-clients

Clients are disaggregated in the same categories as in indicator 8 (Number of enterprises supported)

Justification / Explanation:

Indicator 8 shows differences between clients who did or did not earlier obtain a financial loan. The fraction of first time clients provides an indication of increase in access to financial services. This indicator is measured in the intervention area: clients as well as non-clients and gives an overall indication of perceived increase in access. The combination of this indicator with the output indicator 8 gives insight in the contribution of the program to the increase in access.

Data collection and aggregation

Data Collection Method & Tools:

External survey among enterprises (not only clients) with questions about perception of access in 2010, 2013 and 2015.

This will be done in a sample of intervention areas (purposive selection).

A survey instrument will be developed with perception questions about access. The tool will include instructions how to determine for each enterprise whether there is sufficient access to services and resources.

Method of data aggregation:

The percentages of the different intervention areas where the survey is done, will be presented as a range (e.g. "between 30 and 55%"). Calculating weighted averages presupposes a level of precision that is not present in the method that is followed.

Data Quality Issues

Known Data Limitations and Significance:

It is rather difficult to differentiate between no access and voluntary non-users

Actions Taken or Planned to Address Data Limitations:

This should be differentiated in the survey tool that is to be developed.

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

Always in combination with the realisations of indicator 8 (number of enterprises supported)

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

Targets

2. Outcome – General – Increase in turnover and profit of the enterprise

Indicator Reference Sheet

Name of Key Indicator:

- a. Increase in sales revenue of the enterprise
- b. Increase in net profit

Result to Which Indicator Responds:

To develop enterprises that empower different economic actors which stimulate economic growth and reduce poverty by

- Empowering (poor) entrepreneurs
- Improving efficiency/competitiveness
- Creating sustainable jobs and income
- Increasing access to finance and resources

And

- Value chain competitiveness - sales/profit increase of the value chain (= growth and/or efficiency gains)

This indicator is measured for all ED interventions

Level of Indicator: Outcome - utilization

Description

Definition:

a. increase in sales revenue of enterprise as result of intervention

This is calculated as the difference in sales revenue at the most recent completed year before the start of the intervention, and the sales revenue at the last completed year before the time of measurement.

The annual sales revenue is determined by calculating the income that your enterprise received during the year in question from its sales and services. Sales revenue should not include value added tax (VAT) or other indirect taxes. In formula: No. of goods sold x price sold. This value has to be indicated in USD, using commercial exchange rate.

b. increase in net profit of enterprise as result of intervention

This is calculated as the difference in net profit at the most recent completed year before the start of the intervention, and the net profit at the last completed year before the time of measurement.

The annual net profit is determined by calculating the sales revenue – cost of sales and other direct costs – overhead and other indirect costs – interests – tax. This value has to be indicated in USD, using commercial exchange rate.

Unit of Measure:

- a. USD
- b. USD

Disaggregated by:

a + b. Enterprises will be classified as follows:

1. Enterprises which business plans are evaluated and financed on a case by case base
2. Enterprises which are funded out of a (loan) fund to the partner (commonly for microenterprises and SMED-Small)
3. Enterprise that only receive BDS
4. Chains that are assisted with CO-activities.

Justification / Explanation:

Total increase in sales revenue and profit is used. Data about numbers of enterprises (per type), initial turnover and profit and about costs of the interventions is also available through the data collection tools used / the budgets. This makes it possible to calculate: 1) return on investment and 2) relative increase in turnover / profit (per type of enterprise).

Data collection and aggregation

Data Collection Method & Tools:

a + b. For Disaggregation 1:

Financial figures of the business plan compared to last financial statements before finishing loan period, or once in three years, whichever is less

For Disaggregation 2:

At the end of every year the partner raise a sample and interviews about perceived increase in sales revenue and net profit.

For Disaggregation 3:

Latest financial figures from before the intervention compared to latest financial figures after CO/ BDS is implemented / 1 year after BDS, whichever is less

For disaggregation 4: Sales revenue between a link before and after the intervention

Data Aggregation Method:

a + b. Direct summation of increase in sales revenue and profit. Since all is recalculated in USD, results can be summed. For (additional) calculation of relative increase in turnover / profit, results are weighted by initial sales revenue / profit.

Data Quality Issues

Known Data Limitations and Significance:

Enterprises that receive BDS are not always tracked

Regarding perceived increase in sales revenue and net profit, there might be a underestimations, especially when the financial service providers executes the interview.

Actions Taken or Planned to Address Data Limitations:

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

3. Outcome – General – Number of jobs created

Indicator Reference Sheet

Name of Key Indicator: *Number of jobs created*

Result to Which Indicator Responds:

To develop enterprises that empower different economic actors which stimulate economic growth and reduce poverty by

- Empowering (poor) entrepreneurs
- Improving efficiency/competitiveness
- Creating sustainable jobs and income
- Increasing access to finance and resources

This indicator is measured for all ED interventions

Level of Indicator: *Outcome - utilization*

Description

Definition: *Amount of labour created expressed in full time jobs at the enterprises or chains assisted. The amount of labour is calculated as the difference between the amount of labour present at the moment of measurement and the amount present at the start of an intervention.*

Amount of labour present: part time jobs or seasonal labour are recalculated toward full time job units (260 man days per year).

Unit of Measure: *Number of full time Job units (260 man days per year equals one full time job)*

Disaggregated by:

1. *number of new jobs where salaries improve (salary before getting the job and salary after getting the job) – perspective of the employee*
2. *number of jobs created with a salary that is at or above the minimum standards of the country / specific sector Marktconform*

<i>number of jobs created for people that were jobless before getting the new job # ftu's</i>	job before				no job before	
	salary improved		salary not improved		salary improved	
	salary >= minimum	salary < minimum	salary >= minimum	salary < minimum	salary >= minimum	salary < minimum

Justification / Explanation:

- *Number of jobs is an easy, straightforward way of measuring impact. Quality of the jobs, nonetheless is more difficult to measure but hence very important.*
- *Number of jobs maintained in not included in this indicator*
- *Reporting indirect job creation in only allowed to report when a straight and logic relation can be proved between the intervention and the job creation (e.g. increased export of produce expressed in containers, related to labour involved in producing a container of produce)*

Data collection and aggregation

Data Collection Method & Tools:

Data collection method based on type of enterprise according to the following disaggregation:

1. *Enterprises which business plans are evaluated and financed on a case by case base*
2. *Enterprises which are funded out of a (loan) fund to the partner (commonly for microenterprises and SMED-Small)*
3. *Enterprise that only receive BDS*
4. *Chains that are assisted with CO-activities.*

For enterprises from type 1

For group number 2:

Report on number of jobs created based allocation of revolving fund

For group 3 and 4: Action Plan of partner on chain organization actual number of jobs vs number of jobs at the end of the of the loan period, or once in three years, whichever is less

Data Aggregation Method:

- *Sum number of jobs (ftu's) created per partner*
- *Qualitative description of kind of jobs created based on samples and surveys*

Data Quality Issues

Known Data Limitations and Significance:

Actions Taken or Planned to Address Data Limitations:

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

Calculate cost per job created

Analyse type of jobs created

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

This Sheet Last Updated: see top of document

4. Outcome – FS – Assets of the enterprise

Indicator Reference Sheet:
Name of key indicator: Growth in total assets of micro, small and medium enterprises (balance sheet, household level)
Result to Which Indicator Responds:
<ul style="list-style-type: none"> To promote financial inclusion from an ethical banking perspective, not excluding actors which are strategic to the values and strategies of W&D- EDG / important for poverty reduction (in the chain) or sustainability of the Financial Service Providers (“Generate income to invest in enterprise development”) To promote increase/leverage scale/growth of growth oriented clients
This indicator is measured for all ED interventions that included financial services
Level of Indicator: Outcome
Description
Definition: Growth of assets (both movable and fixed) at enterprise or household level
Unit of Measure: USD
Disaggregated by:
<ol style="list-style-type: none"> Enterprises whose business plans are evaluated on a case by case base Enterprises that are funded out of a (loan) fund to the partner (commonly for microenterprises and SMED-Small)
Justification / Explanation:
Data collection and aggregation
Data Collection Method & Tools:
Category 1: Compare the last balance before intervention compared to last balance sheet before end of the intervention. This is based on the regular monitoring system of the partner organization and is done systematically for all enterprises and reported annually.
Category 2: External survey of growth of assets both at enterprise and household level, based on perception of entrepreneur. This is done through an outcome study with a sample of intervention areas and a sample of entrepreneurs in each sampled area. A tool is being developed for this survey. The tool includes perception of the current assets, perception of the increase in assets since the intervention and methods for calculating assets in monetary value (USD).
Method of data aggregation: Total asset growth per type of enterprises and partner/ alliance/ EDG
Data Quality Issues
Known Data Limitations and Significance:
Actions Taken or Planned to Address Data Limitations:
Internal Data Quality Assessments:
Plan for Data Analysis, Review & Reporting
Data Analysis: Analysis is always related to the volume of the investment.
Presentation and Reporting of Aggregated and Analysed Data:
Review of Data:
Last updated: see top of document

5. Outcome – BDS – Score for BDS implementation by enterprises

Indicator Reference Sheet
<p>Name of Key Indicator: Score for of implementation of BDS by the enterprise</p>
<p>Result to Which Indicator Responds:</p> <ul style="list-style-type: none"> To create functional, competitive , sustainable, business structures (enterprises, associations, cooperatives) To build capacity of entrepreneurs & empowerment / mindset change -> entrepreneurial attitude <p>This indicator is measured for all ED interventions that included Business Development Services</p>
<p>Level of Indicator: Outcome – quality</p>
Description
<p>Definition: Extent to which concepts offered in BDS are implemented by the enterprise as a result of BDS-delivery Systems / concepts taught / offered >: Action/procedures/investments/systems which are delivered/offered during BDS-delivery and are to be implemented at the enterprise have to be implemented or executed on base of the received business development services A number of issues related to BDS is measured with a score card. For each issue, a score is assigned on a 0-4 scale: (0 not applicable, 1 not implemented, 2 partly implemented, 3 implemented but no quality compliance, 4 totally implemented.) The score for an enterprise is the average score of all aspects that are scored 1 – 4 (only the issues that are applicable). The score reported is the average of the scores of the enterprises where this indicator is measured</p>
<p>Unit of Measure: Score with 0-4 scale: 0 not applicable, 1 not implemented, 2 partly implemented, 3 implemented but no quality compliance, 4 totally implemented</p>
<p>Disaggregated by:</p>
<p>Justification / Explanation:</p>
Data collection and aggregation
<p>Data Collection Method & Tools:</p> <p>Tools: Development of a scorecard, which will result in 0-4 scores for different aspects and types.</p> <p>Method:</p> <ol style="list-style-type: none"> BDS type 1 (Tailor made BDS) scorecard applied to all assisted enterprises, end 2012 and 2015 by the partner organisation BDS type 2 (Group training/regular enterprise visits) random sample, end 2012 and 2015
<p>Data Aggregation Method:</p> <p>Average at partner level is direct average of the scores of the enterprises where the indicator is measured. Overall average of the score is the average of the scores of partners, weighted by the number of enterprises that received the BDS from the partner.</p>
Data Quality Issues
<p>Known Data Limitations and Significance:</p> <ul style="list-style-type: none"> At aggregated level, score provides limited information, only a broad indication of extend of implementation
<p>Actions Taken or Planned to Address Data Limitations: At lower aggregation levels, composition of the score can provide useful input for monitoring and product improvement</p>
<p>Internal Data Quality Assessments:</p> <ol style="list-style-type: none"> Ex-ante, scorecard revision Ex-post, revision of scores on different levels
Plan for Data Analysis, Review & Reporting
<p>Data Analysis: Partner: review scores and sections and adapts products accordingly</p>
<p>Presentation and Reporting of Aggregated and Analysed Data:</p>
<p>Review of Data:</p>
Targets

6. Outcome – General – Social Capital Score

Indicator Reference Sheet

Name of key indicator:

Social Capital Score

Result to Which Indicator Responds:

The target group organizes itself in different groups and associations, which leads to increased trust and reciprocity (social capital)

Level of Indicator:

Outcome – organization

Description

Definition:

The Social Capital Score is a constructed indicator that has no inherent meaning. It can only be used to compare situations between geographical regions and over time.

The elements included in the score are: 1) number of community structures present in the area where the research is held, 2) perception of workshop participants about the level of activity and usefulness of each structure, 3) perception of participants about the level of mutual trust and reciprocity (e.g. willingness to help each other) in the local society.

These elements are scored (on scales of 1 to 4), summed, averaged and weighted in order to obtain a single score according to the formula shown below.

$$Social\ Capital\ Score = \frac{n}{5} \cdot \frac{2 \cdot \sum_{CBO=1}^n (mentioned_{CBO} \cdot \overline{activity\ score}_{CBO})}{m \cdot n} + \frac{trust\ score}{3}$$

n = number of CBO's mentioned by any of the subgroups

m = number of subgroups in the workshop

subgroups = number of subgroups in the workshop

mentioned = number of subgroups that mention the CBO

activity score = score on scale 1 to 4 for activity of the CBO determined for each CBO in subgroup

trust score = score for trust and reciprocity determined in subgroup

Unit of Measure:

Artificial numerical score without inherent meaning

Disaggregated by:

None

Justification / Explanation:

The Theory of Change of Woord en Daad, Red een Kind and partners contains a people centred component that includes a focus on the six livelihood capitals, including the social / political capital. The context centred component focuses on complementarity between development actors. The mindset centred component of the Theory of Change is directly linked to the overall objective that is described as sustainable transformation of individuals, families and communities.

Based on the Theory of Change, a generic results framework (RFW) was developed from which each thematic program derived its specific RFW. One of the generic intended results at the level of outcome, is described as 'organisation of the target group'. The rationale is as follows: We work from the Theory of Change: having a wide focus, intervening in specific sectors and cooperating with a wide range of other actors, in a manner that includes a focus on mindset. By doing this, people are stimulated to cooperate in groups, form groups, participate in programs as groups, take their own initiative for projects as local group, take the lead in developing relations with other actors that could be helpful for them. The direct stimulus in the interventions to form or strengthen groups and community structures also leads to a spin off effect where more structures, relations and linkages are formed between people and groups of people. In other words: people organize themselves.

Theories about Social Capital (e.g. Stone 2001, Grootaerts et al., 2004) argue that this self-organisation leads to an increased trust and reciprocity among people. This increase in social capital is an asset, a livelihood capital for people and at the same time a capability that people actively use to enhance their own process of sustainable transformation.

The Worldbank has developed an extensive survey instrument to measure social capital (Grootaerts et al., 2004). For our purposes this is too time consuming and expensive. However, the core of this instrument is adapted to a participatory workshop format that makes use of negotiated consensus.

Data collection and aggregation

Data Collection Method & Tools:

A small sample of intervention areas is selected (purposive selection). In each of these areas 20-30 persons are invited to a half day

participatory workshop. In subgroups, all forms of formal and informal community structures are listed, their activity and usefulness and the perception of the general level of trust and reciprocity in the area.

This tool is developed in Excel. Filename : 1002.Measurement tool Social Capital Score.xls

These studies will be done in 2010, 2013 and 2015

Method of data aggregation:

The score can be averaged in order to get a single number. However, there is no inherent meaning in the number and the size of the number is affected by the size of the intervention area as bigger areas are likely to have more community structures.

Data Quality Issues

Known Data Limitations and Significance:

The construction of the indicator is done in such a way that the different elements (number of structures, activity and usefulness of structures, and level of trust) all contribute to the final number. In order to obtain this, some aspects have to be weighed in order to achieve a similar order of magnitude. This weighing is estimated (the factor 5 in the formula).

Actions Taken or Planned to Address Data Limitations:

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

For each area in the sample, a small report will be made, as well as an overall report for each round of studies (2010, 2013, 2015).

Comparison will be made between sampled areas in a region, between regions and over time (in 2013 and 2015).

The results will be compared with the output level results that are related to group formation, e.g. working with women groups, farmer groups, PTA's, health user groups, etcetera. This will be used to draw some careful conclusions about the contribution of the interventions to the development of social capital.

Presentation and Reporting of Aggregated and Analysed Data:

Report per region with information per intervention area is presented to partners involved, to the alliance team involved and to the regional alliance meeting following the study.

The aggregated figure is included in the monitoring protocol and annual report of Woord en Daad and Red een Kind.

Review of Data:

The partner organisation with the alliance team will review the study at the level of the intervention area.

The regional alliance will review the study at the level of the region and draw conclusions with regard to program policy.

Last updated: see top of document

7. Outcome – General – Operational and financial self sustainability

Indicator Reference Sheet
<p>Name of Key Indicator:</p> <p>a. Operational Sustainability Service Provider (Business Development Organisations BDO and Financial Institutions FI)</p> <p>b. Financial Self Sustainability Service Provider (FI)</p>
<p>Result to Which Indicator Responds:</p> <ul style="list-style-type: none"> To create functional, competitive, sustainable, business structures (enterprises, associations, cooperatives) <p>This indicator is measured for all ED interventions that included financial services and / or BDS</p>
<p>Level of Indicator: Outcome – Quality</p>
Description
<p>Definition:</p> <p>a. Extent to which BDO is able to maintain its operations: Total operational income/Total operational costs</p> <p>b. Adjusted operating revenue/ (Financial expense + Loan loss provision expense + Operating expense + Expense adjustments)</p> <p>Measures how well an Financial Service Provider can cover its costs, taking into account a number of adjustments to operating revenues and expenses. The purpose of most of these adjustments is to model how well the Financial Service Provider could cover its costs if its operations were unsubsidized and it were funding its expansion with commercial-cost liabilities (CGAP). Calculations has to be explained in reports.</p>
<p>Unit of Measure: a and b: %</p>
<p>Disaggregated by: -</p> <p>a. Operational Self Sufficiency:</p> <p>1 operational income/operational costs (Both BDO and FI)</p> <p>For BDO:</p> <ul style="list-style-type: none"> % costs paid by clients % costs paid by non target group clients (corporations etc.) % costs paid by (Inter)national cooperation % cost is subsidy % other, specify <p>2 operational income- subsidy/operational costs (Both BDO and FI)</p> <p>3 operational income-Subsidy-loan loss provision / operational costs (only FI)</p>
<p>Justification / Explanation: Indicates Sustainability of the service provider to continuously impact the target group. Also indicator of quality. Market mechanism automatically punishes poor quality services.</p>
Data collection and aggregation
<p>Data Collection Method & Tools:</p> <p>a. From administration system BDO/FI</p> <p>b. Each FI reports it yearly based on financial statements</p>
<p>Data Aggregation Method:</p> <p>a. Report on number of BDO/FI that has OSS>100% (operational income-Subsidy-loan loss provision / operational costs)</p> <p>b. Report on number of BDO/FI that has FSS>80%</p>
Data Quality Issues
<p>Known Data Limitations and Significance:</p>
<p>Actions Taken or Planned to Address Data Limitations:</p>
<p>Internal Data Quality Assessments:</p>
Plan for Data Analysis, Review & Reporting
<p>Data Analysis:</p>
<p>Presentation and Reporting of Aggregated and Analysed Data:</p>
<p>Review of Data:</p>

8. Output – FS – Number of enterprises supported

Indicator Reference Sheet
Name of Key Indicator: <i># of enterprises to which financial product/services were disbursed</i>
Result to Which Indicator Responds: <ul style="list-style-type: none"> To promote financial inclusion from an ethical banking perspective, not excluding actors which are strategic to the values and strategies of W&D- EDG / important for poverty reduction (in the chain) or sustainability of the Financial Service Providers (“Generate income to invest in enterprise development”) To promote increase/leverage scale/growth of growth oriented clients <p>This indicator is measured for all ED interventions that include financial services</p>
Level of Indicator: <i>Output</i>
Description
Definition: <i>Number of enterprises/ private entrepreneurs/groups (in case of group loan) to which a productive financial product or service has been delivered during the reported time period (only taking into account the first delivery of a product, so indicator is different from active clients)</i> <i>Product/service: any productive financial service/product, ranging from loan to equity and saving</i>
Unit of Measure: # number of enterprises
Disaggregated by: Disaggregation 1: <i># of enterprises that gets its first product/service with a financial institution</i> Disaggregation 2: <i># of enterprise that are ONLY served by partner at the moment that it receives the financial service/product</i> Disaggregation 3: <i>Histogram of loan size: disaggregated in the following size (in currency USD): 0-50, 50-100, 100-250, 250-500, 500-1,000, 1,000-3,000, 3000-7,500, 7,500-25,000, 25,000-50,000, 50,000-100,000, over 100,000. (Automatic Excel format to be developed in which actual loans are exchanged to USD and Histogram produced)</i>
Justification / Explanation: Financial inclusion is to measure about access people have to financial resources. Nonetheless, not only number of enterprises that have access is important, but also the loan type (size as represented in histogram)
Data collection and aggregation
Data Collection Method & Tools: <i>Annual reporting per partner, MIS systems provide these data or should adapted</i>
Data Aggregation Method: Adding data from different partners, by using weighted averages for the disaggregation. For the general indicator: sum number
Data Quality Issues
Known Data Limitations and Significance: Just inclusion in measured, not sustainability of it, no growth can be measured per client
Actions Taken or Planned to Address Data Limitations: Combine client retention indicators with different histograms over time.
Internal Data Quality Assessments: Core data of FI, part of MIS, always externally audited
Plan for Data Analysis, Review & Reporting
Data Analysis: Inclusion is analysed by number of clients that for the first time get a financial service/product from a formal FI
Presentation and Reporting of Aggregated and Analysed Data:
Review of Data:

9. Output – BDS – Number of enterprises trained

Indicator Reference Sheet
Name of Key Indicator: # of enterprises assisted with business development services
Result to Which Indicator Responds:
<ul style="list-style-type: none"> To create functional, competitive, sustainable, business structures (enterprises, associations, cooperatives) To build capacity of entrepreneurs & empowerment / mindset change -> entrepreneurial attitude
This indicator is measured for all ED interventions that included Business Development Services
Level of Indicator: Output
Description
Definition: Number of enterprises that received one or more business development services for the first time during the reported year
Unit of Measure: Number of enterprises assisted
Disaggregated by:
Disaggregated by type of BDS, in the following three categories:
<ol style="list-style-type: none"> Tailor made, individual BDS (BDS-agents spent time with a specific entrepreneurs on a specific theme of the business (e.g. BP preparation, increasing production efficiency) General BDS to single enterprises on a regular base (e.g. monthly visits of BDS-agents to enterprises) Standardized group training (BDS-agent provides a training on a theme to a group)
Justification / Explanation:
Standard BDS-training is normally given to micro-entrepreneurs/smallholders. Tailor made BDS to entrepreneurs from bigger enterprises, for BP-design, process improvements etc.
Data collection and aggregation
Data Collection Method & Tools:
<i>Method:</i> Yearly reporting on base of the executed activities
<i>Tools:</i>
<ul style="list-style-type: none"> Attendance sheet (type 2,3) BDS contracts (type 1)
Data Aggregation Method: Input in monitoring evaluation sheet
Direct summation of numbers
Data Quality Issues
Known Data Limitations and Significance: Double counting of same entrepreneurs that assist various BD-sessions
Actions Taken or Planned to Address Data Limitations: Request specific information that each year at least there is no double counting, though there will be over the years.
Internal Data Quality Assessments:
Plan for Data Analysis, Review & Reporting
Data Analysis: Partner and EDG:
<ul style="list-style-type: none"> Monitor outreach of BDS-provider Monitor type of BDS provided Monitor type of clients attended
Presentation and Reporting of Aggregated and Analysed Data: Partners: Information about the type of training, hours of training provided, figures, comments, etc.
Review of Data: Plan/budget comparison, feedback to partner.,
This Sheet Last Updated: see top of document

10. Output – CO – Number of linkages facilitated

Indicator Reference Sheet
Name of Key Indicator: <i>Number of linkages between actors facilitated</i>
Result to Which Indicator Responds: <ul style="list-style-type: none">• Promote/create platforms of trust – investing in reliable/sustainable business relations (mindset, ethics, transparency on prices/contracts)• Value chain competitiveness - sales/profit increase of the value chain (= growth and/or efficiency gains)• Linking/organizing actors in the chain to increase (pro poor distribution)<ul style="list-style-type: none">○ Insert disadvantages groups in mainstream markets/value chains○ Strengthen rural entrepreneurs & micro entrepreneurs to have access to markets and finance○ Representation of groups & empowerment of chain actors
This indicator is measured for all ED interventions that with an aspect of Chain Organisation
Level of Indicator: <i>Output</i>
Description
Definition: Linkages include any connection that is made during the intervention that complies with the following criteria: <ul style="list-style-type: none">- A connection between different types of actors (usually in a chain). This can include linkages between individuals and a cooperative, between a cooperative or farmers group and a supplier, etc.- A connection can be formal (contract / agreement) or informal- In any type of connection there has been at least an actual flow of services, money or goods between the connected actors (e.g. a delivery, purchase, loan, etc.). For formal contracts this means: executed contracts. In all cases this excludes sleeping or non-functional connections.- Each connection of a micro enterprises or survivalist to a cooperative is also included in this definition. If the cooperative establishes a connection with a processing plant, this is counted as one single connection (even if the individual members of the cooperative benefit from the connection).
Unit of Measure: <i># contracts/ agreements</i>
Disaggregated by: <i>Disaggregate in cross table per category of clients (survivalists, microenterprises, small enterprises, associative enterprises; other company/business) and per type of contract (delivery, purchase, services, other)</i>
Justification / Explanation: <i>Disaggregation needed in order to evaluate how most benefitted from contracts</i>
Data collection and aggregation
Data Collection Method & Tools: Report on partner level each year according to disaggregation <i>contracts in place and contracts executed should be available, and in other cases: proof that each connection has resulted in at least one concrete transaction.</i>
Data Aggregation Method: Sum of disaggregated number of connections.
Data Quality Issues
Known Data Limitations and Significance: Only number of contract, not contract size is measured
Actions Taken or Planned to Address Data Limitations: Increase in traded volume is measured by another indicator
Internal Data Quality Assessments:
Plan for Data Analysis, Review & Reporting
Data Analysis:
Presentation and Reporting of Aggregated and Analysed Data:
Review of Data:
This Sheet Last Updated: see top of document

11. Output – Civil Society Strengthening: Networking

Indicator Reference Sheet

Name of Key Indicator:

- Number of partners that participate in networks relevant for the Enterprise Development program
- Number of networks relevant for the program

Result to Which Indicator Responds:

ED partner organisations participate in relevant and active networks

This indicator is measured for all ED interventions

Level of Indicator: Output – Civil Society Strengthening

Description

Definition:

a. *Networks are defined as cooperation trajectories with different actors, such as the government, unions, other (I)NGOs, networks, civil society and private sector. Networks can be formal or informal but should fulfil the criteria below. The networks should be related to the program. General NGO networks are not included in this indicator. Cooperation trajectories can be included in this indicator as long as there are at least three actors and the criteria below apply:*

- A clear objective is defined (linked to topics on outcome level) and interests of each actor are explored
- Clarity about the roles and responsibilities of all actors in the network/cooperation
- The contact should be regular.

b. *Number of networks.* This is the number of relevant networks that the partners participate in. The same definition as above applies.

Unit of Measure:

- partners
- networks

Disaggregated by:

None

Justification / Explanation:

Networking and cooperation is considered important for organisations to remain relevant, be complementary to others, be more effective through learning and exchange in networks.

Data collection and aggregation

Data Collection Method & Tools:

This is based on the annual monitoring of the partner organisation.

For annual monitoring the following form is compulsory:

Name of network	Number of meetings	Outcome(s) of meeting
1		
2		
...		

The following form is suggested for internal use at the partner organisation, and in any case the information mentioned in this form should be available to be a basis for discussion.

Name of network	Status/ role of network (e.g. legal, non formal, formal)	Type of membership (e.g. temporary, permanent member, participant, board member)	Major objective/ aim of the network	Desired outcomes realized	Number of meetings	Outcome(s) of meeting
1.						
2.						
...						

Data Aggregation Method:

a + b: simple summation

Data Quality Issues

Known Data Limitations and Significance:

Partners may still interpret the definition of network differently.

Actions Taken or Planned to Address Data Limitations:

Regular exchange about the value (but also the definition) of networking.

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

This Sheet Last Updated: see top of document

12. Output – General – Advocacy

Indicator Reference Sheet:

Name of key indicator:

Number of partners/organizations with an implemented advocacy program or who are actively involved in the advocacy program of a network

Result to Which Indicator Responds:

To advocate with the government or other decision makers for Enterprise Develop mentor other relevant issues

This indicator is measured for all ED interventions

Level of Indicator:

Output – advocacy

Description

Definition:

Implemented advocacy plan means:

- The plan has clear objectives contributing to the education programme (see indicators on outcome level);
- Someone is responsible for the implementation of the plan;
- Provable, relevant and structural contacts with policy makers and/ or decision makers are in place;
- Activities from the plan (e.g. manifestation, publication, meeting, research, exposure visit) are carried out.

For this indicator each partner reports whether or not an advocacy plan is present.

In several cases, an organisation is actively involved in advocacy activities of a network of which the organisation is a member. These cases can also be included in this indicator under the conditions that the organisation is either actively involved in carrying out the advocacy activities, or in paying part of the costs of the advocacy program. Regular membership meetings of a network or regular membership fees for networks are not included if it cannot be proven that they are directly linked to the advocacy program of the network. The advocacy program of the network should comply with the criteria mentioned above.

Unit of Measure:

Organisation

Disaggregated by:

None

Justification / Explanation:

Data collection and aggregation

Data Collection Method & Tools:

This information is obtained from the regular monitoring systems of partner organisations.

The form below is compulsory for annual reporting and is the basis to decide whether or not an organisation should be counted in this indicator.

Topic you are addressing ('advocacy issue') + own program or network program	Mode + number of activity (eg. 1 manifestation, 3 publications, 2 meetings with relevant government officials)	Outcome of activity (e.g. bill changed, relationship build)	Number of other organisations involved with the advocacy issue
1			
2			
...			

The following form is suggested for internal use at the partner organisation, and in any case the information mentioned in this form should be available to be a basis for discussion

Topic you are addressing ('advocacy issue')	Present: a. vision on advocacy b. appointed capable officer responsible for advocacy c. clear, SMART objective ('advocacy issue') d. clear road map	Mode + number of activity (eg. 1 manifestation, 3 publications, 2 meetings with relevant government officials)	Outcome of activity (e.g. bill changed, relationship build)
1.			
2.			

Data Aggregation Method:

summation

Data Quality Issues

Known Data Limitations and Significance:

Actions Taken or Planned to Address Data Limitations:

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

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d.4. INDICATOR REFERENCE SHEETS FOR SUBPROGRAM AGRIBUSINESS DEVELOPMENT

Belongs to :

- **tab 6 – in particular criterion 5.2.3a (included as compulsory Appendix 3 in tab 12)**
- **tab 7 – in particular criterion 5.2.4a**

1. Outcome – General – Access to services and resources2

2. Outcome – General – Increase in turnover and profit of the enterprise.....4

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Date : 07-05-2010

1. Outcome – General – Access to services and resources

Indicator Reference Sheet:

Name of key indicator:

Access to services and resources

Result to Which Indicator Responds:

To develop enterprises that empower different economic actors which stimulate economic growth and reduce poverty by

- Empowering (poor) entrepreneurs
- Improving efficiency/competitiveness
- Creating sustainable jobs and income
- Increasing access to finance and resources

And:

- Linking/organizing actors in the chain to increase (pro poor distribution)
 - Insert disadvantages groups in mainstream markets/value chains
 - Strengthen rural entrepreneurs & micro entrepreneurs to have access to markets and finance
 - Representation of groups & empowerment of chain actors

This indicator is measured for all ED interventions

Level of Indicator:

Outcome – access

Description

Definition:

The perceived possibility that individuals or enterprises can access services within the sphere of intervention of our partner financial service providers, or resources related to the production factors relevant to the enterprise (e.g. inputs, land, labour, equipment).

The percentage of access is calculated as those with sufficient access divided by the total number of enterprises included in the survey.

Unit of Measure: % of persons

Disaggregated by:

Clients and non-clients

Clients are disaggregated in the same categories as in indicator 8 (Number of enterprises supported)

Justification / Explanation:

Indicator 8 shows differences between clients who did or did not earlier obtain a financial loan. The fraction of first time clients provides an indication of increase in access to financial services. This indicator is measured in the intervention area: clients as well as non-clients and gives an overall indication of perceived increase in access. The combination of this indicator with the output indicator 8 gives insight in the contribution of the program to the increase in access.

Data collection and aggregation

Data Collection Method & Tools:

External survey among enterprises (not only clients) with questions about perception of access in 2010, 2013 and 2015.

This will be done in a sample of intervention areas (purposive selection).

A survey instrument will be developed with perception questions about access. The tool will include instructions how to determine for each enterprise whether there is sufficient access to services and resources.

Method of data aggregation:

The percentages of the different intervention areas where the survey is done, will be presented as a range (e.g. “between 30 and 55%”). Calculating weighted averages presupposes a level of precision that is not present in the method that is followed.

Data Quality Issues

Known Data Limitations and Significance:

It is rather difficult to differentiate between no access and voluntary non-users

Actions Taken or Planned to Address Data Limitations:

This should be differentiated in the survey tool that is to be developed.

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

Always in combination with the realisations of indicator 8 (number of enterprises supported)

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

Targets

2. Outcome – General – Increase in turnover and profit of the enterprise

Indicator Reference Sheet

Name of Key Indicator:

- a. Increase in sales revenue of the enterprise
- b. Increase in net profit

Result to Which Indicator Responds:

To develop enterprises that empower different economic actors which stimulate economic growth and reduce poverty by

- Empowering (poor) entrepreneurs
- Improving efficiency/competitiveness
- Creating sustainable jobs and income
- Increasing access to finance and resources

And

- Value chain competitiveness - sales/profit increase of the value chain (= growth and/or efficiency gains)

This indicator is measured for all ED interventions

Level of Indicator: Outcome - utilization

Description

Definition:

a. increase in sales revenue of enterprise as result of intervention

This is calculated as the difference in sales revenue at the most recent completed year before the start of the intervention, and the sales revenue at the last completed year before the time of measurement.

The annual sales revenue is determined by calculating the income that your enterprise received during the year in question from its sales and services. Sales revenue should not include value added tax (VAT) or other indirect taxes. In formula: No. of goods sold x price sold. This value has to be indicated in USD, using commercial exchange rate.

b. increase in net profit of enterprise as result of intervention

This is calculated as the difference in net profit at the most recent completed year before the start of the intervention, and the net profit at the last completed year before the time of measurement.

The annual net profit is determined by calculating the sales revenue – cost of sales and other direct costs – overhead and other indirect costs – interests – tax. This value has to be indicated in USD, using commercial exchange rate.

Unit of Measure:

- a. USD
- b. USD

Disaggregated by:

a + b. Enterprises will be classified as follows:

1. Enterprises which business plans are evaluated and financed on a case by case base
2. Enterprises which are funded out of a (loan) fund to the partner (commonly for microenterprises and SMED-Small)
3. Enterprise that only receive BDS
4. Chains that are assisted with CO-activities.

Justification / Explanation:

Total increase in sales revenue and profit is used. Data about numbers of enterprises (per type), initial turnover and profit and about costs of the interventions is also available through the data collection tools used / the budgets. This makes it possible to calculate: 1) return on investment and 2) relative increase in turnover / profit (per type of enterprise).

Data collection and aggregation

Data Collection Method & Tools:

a + b. For Disaggregation 1:

Financial figures of the business plan compared to last financial statements before finishing loan period, or once in three years, whichever is less

For Disaggregation 2:

At the end of every year the partner raise a sample and interviews about perceived increase in sales revenue and net profit.

For Disaggregation 3:

Latest financial figures from before the intervention compared to latest financial figures after CO/ BDS is implemented / 1 year after BDS, whichever is less

For disaggregation 4: Sales revenue between a link before and after the intervention

Data Aggregation Method:

a + b. Direct summation of increase in sales revenue and profit. Since all is recalculated in USD, results can be summed. For (additional) calculation of relative increase in turnover / profit, results are weighted by initial sales revenue / profit.

Data Quality Issues

Known Data Limitations and Significance:

Enterprises that receive BDS are not always tracked

Regarding perceived increase in sales revenue and net profit, there might be a underestimations, especially when the financial service providers executes the interview.

Actions Taken or Planned to Address Data Limitations:

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

3. Outcome – General – Number of jobs created

Indicator Reference Sheet

Name of Key Indicator: *Number of jobs created*

Result to Which Indicator Responds:

To develop enterprises that empower different economic actors which stimulate economic growth and reduce poverty by

- Empowering (poor) entrepreneurs
- Improving efficiency/competiveness
- Creating sustainable jobs and income
- Increasing access to finance and resources

This indicator is measured for all ED interventions

Level of Indicator: *Outcome - utilization*

Description

Definition: *Amount of labour created expressed in full time jobs at the enterprises or chains assisted. The amount of labour is calculated as the difference between the amount of labour present at the moment of measurement and the amount present at the start of an intervention.*

Amount of labour present: part time jobs or seasonal labour are recalculated toward full time job units (260 man days per year).

Unit of Measure: *Number of full time Job units (260 man days per year equals one full time job)*

Disaggregated by:

1. *number of new jobs where salaries improve (salary before getting the job and salary after getting the job) – perspective of the employee*
2. *number of jobs created with a salary that is at or above the minimum standards of the country / specific sector Marktconform*

<i>number of jobs created for people that were jobless before getting the new job # ftu's</i>	job before				no job before	
	salary improved		salary not improved		salary improved	
	salary >= minimum	salary < minimum	salary >= minimum	salary < minimum	salary >= minimum	salary < minimum

Justification / Explanation:

- *Number of jobs is an easy, straightforward way of measuring impact. Quality of the jobs, nonetheless is more difficult to measure but hence very important.*
- *Number of jobs maintained in not included in this indicator*
- *Reporting indirect job creation in only allowed to report when a straight and logic relation can be proved between the intervention and the job creation (e.g. increased export of produce expressed in containers, related to labour involved in producing a container of produce)*

Data collection and aggregation

Data Collection Method & Tools:

Data collection method based on type of enterprise according to the following disaggregation:

1. *Enterprises which business plans are evaluated and financed on a case by case base*
2. *Enterprises which are funded out of a (loan) fund to the partner (commonly for microenterprises and SMED-Small)*
3. *Enterprise that only receive BDS*
4. *Chains that are assisted with CO-activities.*

For enterprises from type 1

For group number 2:

Report on number of jobs created based allocation of revolving fund

For group 3 and 4: Action Plan of partner on chain organization actual number of jobs vs number of jobs at the end of the of the loan period, or once in three years, whichever is less

Data Aggregation Method:

- *Sum number of jobs (ftu's) created per partner*
- *Qualitative description of kind of jobs created based on samples and surveys*

Data Quality Issues

Known Data Limitations and Significance:

Actions Taken or Planned to Address Data Limitations:

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

Calculate cost per job created

Analyse type of jobs created

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

This Sheet Last Updated: see top of document

4. Outcome – FS – Assets of the enterprise

Indicator Reference Sheet:
Name of key indicator: Growth in total assets of micro, small and medium enterprises (balance sheet, household level)
Result to Which Indicator Responds:
<ul style="list-style-type: none"> To promote financial inclusion from an ethical banking perspective, not excluding actors which are strategic to the values and strategies of W&D- EDG / important for poverty reduction (in the chain) or sustainability of the Financial Service Providers (“Generate income to invest in enterprise development”) To promote increase/leverage scale/growth of growth oriented clients
This indicator is measured for all ED interventions that included financial services
Level of Indicator: Outcome
Description
Definition: Growth of assets (both movable and fixed) at enterprise or household level
Unit of Measure: USD
Disaggregated by:
<ol style="list-style-type: none"> Enterprises whose business plans are evaluated on a case by case base Enterprises that are funded out of a (loan) fund to the partner (commonly for microenterprises and SMED-Small)
Justification / Explanation:
Data collection and aggregation
Data Collection Method & Tools:
Category 1: Compare the last balance before intervention compared to last balance sheet before end of the intervention. This is based on the regular monitoring system of the partner organization and is done systematically for all enterprises and reported annually.
Category 2: External survey of growth of assets both at enterprise and household level, based on perception of entrepreneur. This is done through an outcome study with a sample of intervention areas and a sample of entrepreneurs in each sampled area. A tool is being developed for this survey. The tool includes perception of the current assets, perception of the increase in assets since the intervention and methods for calculating assets in monetary value (USD).
Method of data aggregation: Total asset growth per type of enterprises and partner/ alliance/ EDG
Data Quality Issues
Known Data Limitations and Significance:
Actions Taken or Planned to Address Data Limitations:
Internal Data Quality Assessments:
Plan for Data Analysis, Review & Reporting
Data Analysis: Analysis is always related to the volume of the investment.
Presentation and Reporting of Aggregated and Analysed Data:
Review of Data:
Last updated: see top of document

5. Outcome – BDS – Score for BDS implementation by enterprises

Indicator Reference Sheet
Name of Key Indicator: Score for of implementation of BDS by the enterprise
Result to Which Indicator Responds:
<ul style="list-style-type: none"> To create functional, competitive , sustainable, business structures (enterprises, associations, cooperatives) To build capacity of entrepreneurs & empowerment / mindset change -> entrepreneurial attitude
This indicator is measured for all ED interventions that included Business Development Services
Level of Indicator: Outcome – quality
Description
<p>Definition: Extent to which concepts offered in BDS are implemented by the enterprise as a result of BDS-delivery Systems / concepts taught / offered >: Action/procedures/investments/systems which are delivered/offered during BDS-delivery and are to be implemented at the enterprise have to be implemented or executed on base of the received business development services</p> <p>A number of issues related to BDS is measured with a score card. For each issue, a score is assigned on a 0-4 scale: (0 not applicable, 1 not implemented, 2 partly implemented, 3 implemented but no quality compliance, 4 totally implemented.)</p> <p>The score for an enterprise is the average score of all aspects that are scored 1 – 4 (only the issues that are applicable).</p> <p>The score reported is the average of the scores of the enterprises where this indicator is measured</p>
Unit of Measure: Score with 0-4 scale: 0 not applicable, 1 not implemented, 2 partly implemented, 3 implemented but no quality compliance, 4 totally implemented
Disaggregated by:
Justification / Explanation:
Data collection and aggregation
Data Collection Method & Tools:
Tools:
Development of a scorecard, which will result in 0-4 scores for different aspects and types.
Method:
<ol style="list-style-type: none"> BDS type 1 (Tailor made BDS) scorecard applied to all assisted enterprises, end 2012 and 2015 by the partner organisation BDS type 2 (Group training/regular enterprise visits) random sample, end 2012 and 2015
Data Aggregation Method:
Average at partner level is direct average of the scores of the enterprises where the indicator is measured.
Overall average of the score is the average of the scores of partners, weighted by the number of enterprises that received the BDS from the partner.
Data Quality Issues
Known Data Limitations and Significance:
<ul style="list-style-type: none"> At aggregated level, score provides limited information, only a broad indication of extend of implementation
Actions Taken or Planned to Address Data Limitations: At lower aggregation levels, composition of the score can provide useful input for monitoring and product improvement
Internal Data Quality Assessments:
<ol style="list-style-type: none"> Ex-ante, scorecard revision Ex-post, revision of scores on different levels
Plan for Data Analysis, Review & Reporting
Data Analysis: Partner: review scores and sections and adapts products accordingly
Presentation and Reporting of Aggregated and Analysed Data:
Review of Data:
Targets

6. Outcome – General – Social Capital Score

Indicator Reference Sheet

Name of key indicator:

Social Capital Score

Result to Which Indicator Responds:

The target group organizes itself in different groups and associations, which leads to increased trust and reciprocity (social capital)

Level of Indicator:

Outcome – organization

Description

Definition:

The Social Capital Score is a constructed indicator that has no inherent meaning. It can only be used to compare situations between geographical regions and over time.

The elements included in the score are: 1) number of community structures present in the area where the research is held, 2) perception of workshop participants about the level of activity and usefulness of each structure, 3) perception of participants about the level of mutual trust and reciprocity (e.g. willingness to help each other) in the local society.

These elements are scored (on scales of 1 to 4), summed, averaged and weighted in order to obtain a single score according to the formula shown below.

$$Social\ Capital\ Score = \frac{n}{5} \cdot \frac{2 \cdot \sum_{CBO=1}^n (mentioned_{CBO} \cdot \overline{activity\ score}_{CBO})}{m \cdot n} + \frac{trust\ score}{3}$$

n = number of CBO's mentioned by any of the subgroups

m = number of subgroups in the workshop

subgroups = number of subgroups in the workshop

mentioned = number of subgroups that mention the CBO

activity score = score on scale 1 to 4 for activity of the CBO determined for each CBO in subgroup

trust score = score for trust and reciprocity determined in subgroup

Unit of Measure:

Artificial numerical score without inherent meaning

Disaggregated by:

None

Justification / Explanation:

The Theory of Change of Woord en Daad, Red een Kind and partners contains a people centred component that includes a focus on the six livelihood capitals, including the social / political capital. The context centred component focuses on complementarity between development actors. The mindset centred component of the Theory of Change is directly linked to the overall objective that is described as sustainable transformation of individuals, families and communities.

Based on the Theory of Change, a generic results framework (RFW) was developed from which each thematic program derived its specific RFW. One of the generic intended results at the level of outcome, is described as 'organisation of the target group'. The rationale is as follows: We work from the Theory of Change: having a wide focus, intervening in specific sectors and cooperating with a wide range of other actors, in a manner that includes a focus on mindset. By doing this, people are stimulated to cooperate in groups, form groups, participate in programs as groups, take their own initiative for projects as local group, take the lead in developing relations with other actors that could be helpful for them. The direct stimulus in the interventions to form or strengthen groups and community structures also leads to a spin off effect where more structures, relations and linkages are formed between people and groups of people. In other words: people organize themselves.

Theories about Social Capital (e.g. Stone 2001, Grootaerts et al., 2004) argue that this self-organisation leads to an increased trust and reciprocity among people. This increase in social capital is an asset, a livelihood capital for people and at the same time a capability that people actively use to enhance their own process of sustainable transformation.

The Worldbank has developed an extensive survey instrument to measure social capital (Grootaerts et al., 2004). For our purposes this is too time consuming and expensive. However, the core of this instrument is adapted to a participatory workshop format that makes use of negotiated consensus.

Data collection and aggregation

Data Collection Method & Tools:

A small sample of intervention areas is selected (purposive selection). In each of these areas 20-30 persons are invited to a half day

participatory workshop. In subgroups, all forms of formal and informal community structures are listed, their activity and usefulness and the perception of the general level of trust and reciprocity in the area.

This tool is developed in Excel. Filename : 1002.Measurement tool Social Capital Score.xls

These studies will be done in 2010, 2013 and 2015

Method of data aggregation:

The score can be averaged in order to get a single number. However, there is no inherent meaning in the number and the size of the number is affected by the size of the intervention area as bigger areas are likely to have more community structures.

Data Quality Issues

Known Data Limitations and Significance:

The construction of the indicator is done in such a way that the different elements (number of structures, activity and usefulness of structures, and level of trust) all contribute to the final number. In order to obtain this, some aspects have to be weighed in order to achieve a similar order of magnitude. This weighing is estimated (the factor 5 in the formula).

Actions Taken or Planned to Address Data Limitations:

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

For each area in the sample, a small report will be made, as well as an overall report for each round of studies (2010, 2013, 2015).

Comparison will be made between sampled areas in a region, between regions and over time (in 2013 and 2015).

The results will be compared with the output level results that are related to group formation, e.g. working with women groups, farmer groups, PTA's, health user groups, etcetera. This will be used to draw some careful conclusions about the contribution of the interventions to the development of social capital.

Presentation and Reporting of Aggregated and Analysed Data:

Report per region with information per intervention area is presented to partners involved, to the alliance team involved and to the regional alliance meeting following the study.

The aggregated figure is included in the monitoring protocol and annual report of Woord en Daad and Red een Kind.

Review of Data:

The partner organisation with the alliance team will review the study at the level of the intervention area.

The regional alliance will review the study at the level of the region and draw conclusions with regard to program policy.

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7. Outcome – General – Operational and financial self sustainability

Indicator Reference Sheet
<p>Name of Key Indicator:</p> <p>a. Operational Sustainability Service Provider (Business Development Organisations BDO and Financial Institutions FI)</p> <p>b. Financial Self Sustainability Service Provider (FI)</p>
<p>Result to Which Indicator Responds:</p> <ul style="list-style-type: none"> To create functional, competitive, sustainable, business structures (enterprises, associations, cooperatives)
<p>This indicator is measured for all ED interventions that included financial services and / or BDS</p>
<p>Level of Indicator: Outcome – Quality</p>
Description
<p>Definition:</p> <p>a. Extent to which BDO is able to maintain its operations: Total operational income/Total operational costs</p> <p>b. Adjusted operating revenue/ (Financial expense + Loan loss provision expense + Operating expense + Expense adjustments)</p> <p>Measures how well an Financial Service Provider can cover its costs, taking into account a number of adjustments to operating revenues and expenses. The purpose of most of these adjustments is to model how well the Financial Service Provider could cover its costs if its operations were unsubsidized and it were funding its expansion with commercial-cost liabilities (CGAP). Calculations has to be explained in reports.</p>
<p>Unit of Measure: a and b: %</p>
<p>Disaggregated by: -</p> <p>a. Operational Self Sufficiency:</p> <p>1 operational income/operational costs (Both BDO and FI)</p> <p>For BDO:</p> <ul style="list-style-type: none"> % costs paid by clients % costs paid by non target group clients (corporations etc.) % costs paid by (Inter)national cooperation % cost is subsidy % other, specify <p>2 operational income- subsidy/operational costs (Both BDO and FI)</p> <p>3 operational income-Subsidy-loan loss provision / operational costs (only FI)</p>
<p>Justification / Explanation: Indicates Sustainability of the service provider to continuously impact the target group. Also indicator of quality. Market mechanism automatically punishes poor quality services.</p>
Data collection and aggregation
<p>Data Collection Method & Tools:</p> <p>a. From administration system BDO/FI</p> <p>b. Each FI reports it yearly based on financial statements</p>
<p>Data Aggregation Method:</p> <p>a. Report on number of BDO/FI that has OSS>100% (operational income-Subsidy-loan loss provision / operational costs)</p> <p>b. Report on number of BDO/FI that has FSS>80%</p>
Data Quality Issues
<p>Known Data Limitations and Significance:</p>
<p>Actions Taken or Planned to Address Data Limitations:</p>
<p>Internal Data Quality Assessments:</p>
Plan for Data Analysis, Review & Reporting
<p>Data Analysis:</p>
<p>Presentation and Reporting of Aggregated and Analysed Data:</p>
<p>Review of Data:</p>

8. Output – FS – Number of enterprises supported

Indicator Reference Sheet
Name of Key Indicator: <i># of enterprises to which financial product/services were disbursed</i>
Result to Which Indicator Responds: <ul style="list-style-type: none"> To promote financial inclusion from an ethical banking perspective, not excluding actors which are strategic to the values and strategies of W&D- EDG / important for poverty reduction (in the chain) or sustainability of the Financial Service Providers (“Generate income to invest in enterprise development”) To promote increase/leverage scale/growth of growth oriented clients <p>This indicator is measured for all ED interventions that include financial services</p>
Level of Indicator: <i>Output</i>
Description
Definition: <i>Number of enterprises/ private entrepreneurs/groups (in case of group loan) to which a productive financial product or service has been delivered during the reported time period (only taking into account the first delivery of a product, so indicator is different from active clients)</i> <i>Product/service: any productive financial service/product, ranging from loan to equity and saving</i>
Unit of Measure: # number of enterprises
Disaggregated by: Disaggregation 1: <i># of enterprises that gets its first product/service with a financial institution</i> Disaggregation 2: <i># of enterprise that are ONLY served by partner at the moment that it receives the financial service/product</i> Disaggregation 3: <i>Histogram of loan size: disaggregated in the following size (in currency USD): 0-50, 50-100, 100-250, 250-500, 500-1,000, 1,000-3,000, 3000-7,500, 7,500-25,000, 25,000-50,000, 50,000-100,000, over 100,000. (Automatic Excel format to be developed in which actual loans are exchanged to USD and Histogram produced)</i>
Justification / Explanation: Financial inclusion is to measure about access people have to financial resources. Nonetheless, not only number of enterprises that have access is important, but also the loan type (size as represented in histogram)
Data collection and aggregation
Data Collection Method & Tools: <i>Annual reporting per partner, MIS systems provide these data or should adapted</i>
Data Aggregation Method: Adding data from different partners, by using weighted averages for the disaggregation. For the general indicator: sum number
Data Quality Issues
Known Data Limitations and Significance: Just inclusion in measured, not sustainability of it, no growth can be measured per client
Actions Taken or Planned to Address Data Limitations: Combine client retention indicators with different histograms over time.
Internal Data Quality Assessments: Core data of FI, part of MIS, always externally audited
Plan for Data Analysis, Review & Reporting
Data Analysis: Inclusion is analysed by number of clients that for the first time get a financial service/product from a formal FI
Presentation and Reporting of Aggregated and Analysed Data:
Review of Data:

9. Output – BDS – Number of enterprises trained

Indicator Reference Sheet
Name of Key Indicator: # of enterprises assisted with business development services
Result to Which Indicator Responds: <ul style="list-style-type: none">To create functional, competitive, sustainable, business structures (enterprises, associations, cooperatives)To build capacity of entrepreneurs & empowerment / mindset change -> entrepreneurial attitude
This indicator is measured for all ED interventions that included Business Development Services
Level of Indicator: Output
Description
Definition: Number of enterprises that received one or more business development services for the first time during the reported year
Unit of Measure: Number of enterprises assisted
Disaggregated by: Disaggregated by type of BDS, in the following three categories: <ol style="list-style-type: none">Tailor made, individual BDS (BDS-agents spent time with a specific entrepreneurs on a specific theme of the business (e.g. BP preparation, increasing production efficiency)General BDS to single enterprises on a regular base (e.g. monthly visits of BDS-agents to enterprises)Standardized group training (BDS-agent provides a training on a theme to a group)
Justification / Explanation: Standard BDS-training is normally given to micro-entrepreneurs/smallholders. Tailor made BDS to entrepreneurs from bigger enterprises, for BP-design, process improvements etc.
Data collection and aggregation
Data Collection Method & Tools: <i>Method:</i> Yearly reporting on base of the executed activities <i>Tools:</i> <ul style="list-style-type: none">Attendance sheet (type 2,3)BDS contracts (type 1)
Data Aggregation Method: Input in monitoring evaluation sheet Direct summation of numbers
Data Quality Issues
Known Data Limitations and Significance: Double counting of same entrepreneurs that assist various BD-sessions
Actions Taken or Planned to Address Data Limitations: Request specific information that each year at least there is no double counting, though there will be over the years.
Internal Data Quality Assessments:
Plan for Data Analysis, Review & Reporting
Data Analysis: Partner and EDG: <ul style="list-style-type: none">Monitor outreach of BDS-providerMonitor type of BDS providedMonitor type of clients attended
Presentation and Reporting of Aggregated and Analysed Data: Partners: <i>Information about the type of training, hours of training provided, figures, comments, etc.</i>
Review of Data: Plan/budget comparison, feedback to partner.,
This Sheet Last Updated: see top of document

10. Output – CO – Number of linkages facilitated

Indicator Reference Sheet
Name of Key Indicator: <i>Number of linkages between actors facilitated</i>
Result to Which Indicator Responds: <ul style="list-style-type: none">• Promote/create platforms of trust – investing in reliable/sustainable business relations (mindset, ethics, transparency on prices/contracts)• Value chain competitiveness - sales/profit increase of the value chain (= growth and/or efficiency gains)• Linking/organizing actors in the chain to increase (pro poor distribution)<ul style="list-style-type: none">○ Insert disadvantages groups in mainstream markets/value chains○ Strengthen rural entrepreneurs & micro entrepreneurs to have access to markets and finance○ Representation of groups & empowerment of chain actors
This indicator is measured for all ED interventions that with an aspect of Chain Organisation
Level of Indicator: <i>Output</i>
Description
Definition: Linkages include any connection that is made during the intervention that complies with the following criteria: <ul style="list-style-type: none">- A connection between different types of actors (usually in a chain). This can include linkages between individuals and a cooperative, between a cooperative or farmers group and a supplier, etc.- A connection can be formal (contract / agreement) or informal- In any type of connection there has been at least an actual flow of services, money or goods between the connected actors (e.g. a delivery, purchase, loan, etc.). For formal contracts this means: executed contracts. In all cases this excludes sleeping or non-functional connections.- Each connection of a micro enterprises or survivalist to a cooperative is also included in this definition. If the cooperative establishes a connection with a processing plant, this is counted as one single connection (even if the individual members of the cooperative benefit from the connection).
Unit of Measure: <i># contracts/ agreements</i>
Disaggregated by: <i>Disaggregate in cross table per category of clients (survivalists, microenterprises, small enterprises, associative enterprises; other company/business) and per type of contract (delivery, purchase, services, other)</i>
Justification / Explanation: <i>Disaggregation needed in order to evaluate how most benefitted from contracts</i>
Data collection and aggregation
Data Collection Method & Tools: Report on partner level each year according to disaggregation <i>contracts in place and contracts executed should be available, and in other cases: proof that each connection has resulted in at least one concrete transaction.</i>
Data Aggregation Method: Sum of disaggregated number of connections.
Data Quality Issues
Known Data Limitations and Significance: Only number of contract, not contract size is measured
Actions Taken or Planned to Address Data Limitations: Increase in traded volume is measured by another indicator
Internal Data Quality Assessments:
Plan for Data Analysis, Review & Reporting
Data Analysis:
Presentation and Reporting of Aggregated and Analysed Data:
Review of Data:
This Sheet Last Updated: see top of document

11. Output – Civil Society Strengthening: Networking

Indicator Reference Sheet

Name of Key Indicator:

- Number of partners that participate in networks relevant for the Enterprise Development program
- Number of networks relevant for the program

Result to Which Indicator Responds:

ED partner organisations participate in relevant and active networks

This indicator is measured for all ED interventions

Level of Indicator: Output – Civil Society Strengthening

Description

Definition:

a. *Networks are defined as cooperation trajectories with different actors, such as the government, unions, other (I)NGOs, networks, civil society and private sector. Networks can be formal or informal but should fulfil the criteria below. The networks should be related to the program. General NGO networks are not included in this indicator. Cooperation trajectories can be included in this indicator as long as there are at least three actors and the criteria below apply:*

- A clear objective is defined (linked to topics on outcome level) and interests of each actor are explored
- Clarity about the roles and responsibilities of all actors in the network/cooperation
- The contact should be regular.

b. *Number of networks.* This is the number of relevant networks that the partners participate in. The same definition as above applies.

Unit of Measure:

- partners
- networks

Disaggregated by:

None

Justification / Explanation:

Networking and cooperation is considered important for organisations to remain relevant, be complementary to others, be more effective through learning and exchange in networks.

Data collection and aggregation

Data Collection Method & Tools:

This is based on the annual monitoring of the partner organisation.

For annual monitoring the following form is compulsory:

Name of network	Number of meetings	Outcome(s) of meeting
1		
2		
...		

The following form is suggested for internal use at the partner organisation, and in any case the information mentioned in this form should be available to be a basis for discussion.

Name of network	Status/ role of network (e.g. legal, non formal, formal)	Type of membership (e.g. temporary, permanent member, participant, board member)	Major objective/ aim of the network	Desired outcomes realized	Number of meetings	Outcome(s) of meeting
1.						
2.						
...						

Data Aggregation Method:

a + b: simple summation

Data Quality Issues

Known Data Limitations and Significance:

Partners may still interpret the definition of network differently.

Actions Taken or Planned to Address Data Limitations:

Regular exchange about the value (but also the definition) of networking.

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

Presentation and Reporting of Aggregated and Analysed Data:

Review of Data:

This Sheet Last Updated: see top of document

12. Output – General – Advocacy

Indicator Reference Sheet:

Name of key indicator:

Number of partners/organizations with an implemented advocacy program or who are actively involved in the advocacy program of a network

Result to Which Indicator Responds:

To advocate with the government or other decision makers for Enterprise Develop mentor other relevant issues

This indicator is measured for all ED interventions

Level of Indicator:

Output – advocacy

Description

Definition:

Implemented advocacy plan means:

- The plan has clear objectives contributing to the education programme (see indicators on outcome level);
- Someone is responsible for the implementation of the plan;
- Provable, relevant and structural contacts with policy makers and/ or decision makers are in place;
- Activities from the plan (e.g. manifestation, publication, meeting, research, exposure visit) are carried out.

For this indicator each partner reports whether or not an advocacy plan is present.

In several cases, an organisation is actively involved in advocacy activities of a network of which the organisation is a member. These cases can also be included in this indicator under the conditions that the organisation is either actively involved in carrying out the advocacy activities, or in paying part of the costs of the advocacy program. Regular membership meetings of a network or regular membership fees for networks are not included if it cannot be proven that they are directly linked to the advocacy program of the network. The advocacy program of the network should comply with the criteria mentioned above.

Unit of Measure:

Organisation

Disaggregated by:

None

Justification / Explanation:

Data collection and aggregation

Data Collection Method & Tools:

This information is obtained from the regular monitoring systems of partner organisations.

The form below is compulsory for annual reporting and is the basis to decide whether or not an organisation should be counted in this indicator.

Topic you are addressing ('advocacy issue') + own program or network program	Mode + number of activity (eg. 1 manifestation, 3 publications, 2 meetings with relevant government officials)	Outcome of activity (e.g. bill changed, relationship build)	Number of other organisations involved with the advocacy issue
1			
2			
...			

The following form is suggested for internal use at the partner organisation, and in any case the information mentioned in this form should be available to be a basis for discussion

Topic you are addressing ('advocacy issue')	Present: a. vision on advocacy b. appointed capable officer responsible for advocacy c. clear, SMART objective ('advocacy issue') d. clear road map	Mode + number of activity (eg. 1 manifestation, 3 publications, 2 meetings with relevant government officials)	Outcome of activity (e.g. bill changed, relationship build)
1.			
2.			

Data Aggregation Method:

summation

Data Quality Issues

Known Data Limitations and Significance:

Actions Taken or Planned to Address Data Limitations:

Internal Data Quality Assessments:

Plan for Data Analysis, Review & Reporting

Data Analysis:

Presentation and Reporting of Aggregated and Analysed Data:

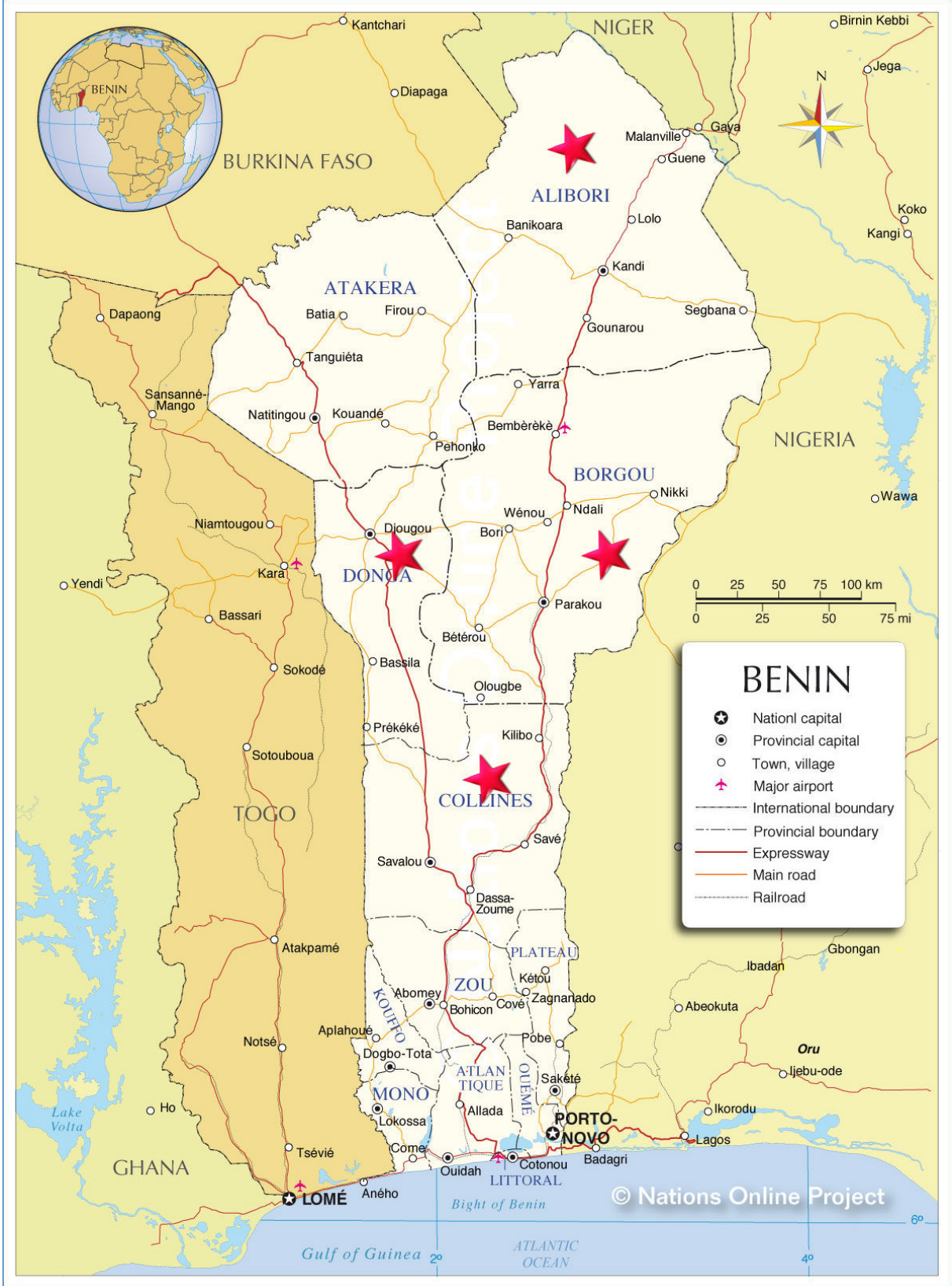
Review of Data:

Last updated: see top of document

13.e.01. Target areas of operation – Bangladesh



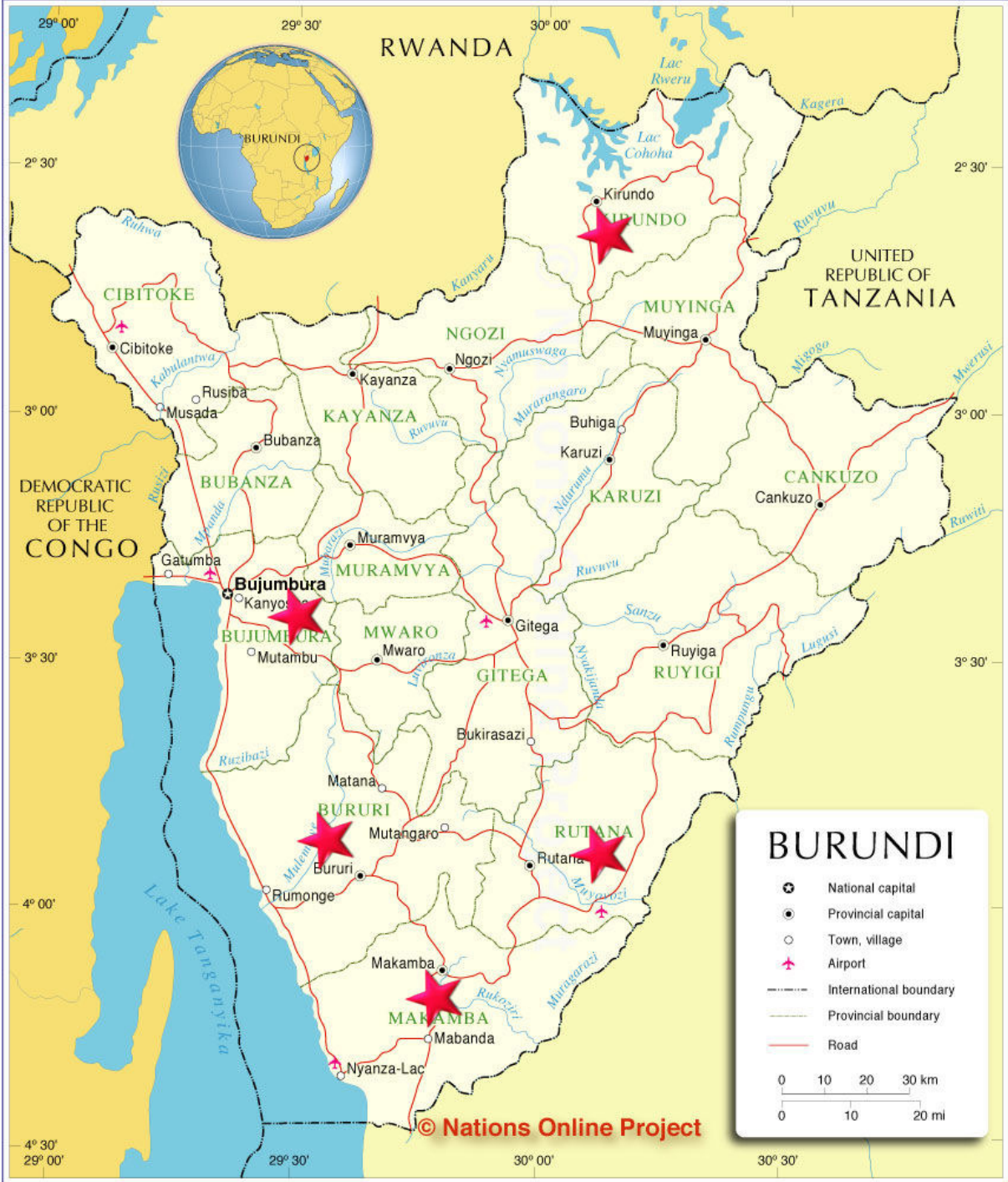
13.e.02. Target areas of operation – Benin



13.e.03. Target areas of operation – Burkina Faso



13.e.04. Target areas of operation – Burundi



13.e.05. Target areas of operation – Chad



13.e.06. Target areas of operation – Colombia



13.e.07. Target areas of operation – Ethiopia



13.e.08. Target areas of operation – Guatemala



13.e.09. Target areas of operation – Haiti



Tab 13.e.09.Haiti – page 1

13.e.10. Target areas of operation – India



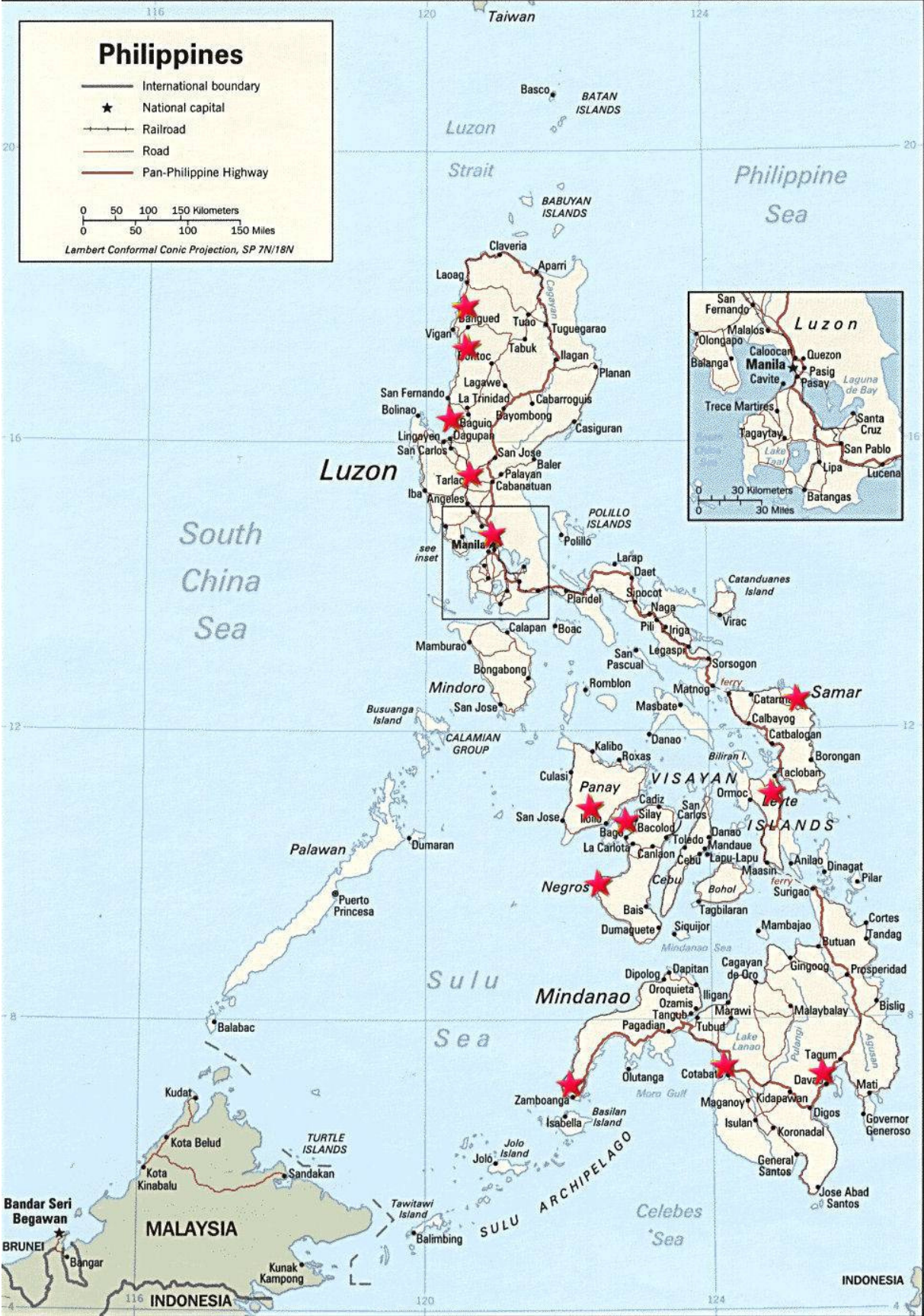
13.e.11. Target areas of operation – Kenya



13.e.12. Target areas of operation – Nicaragua

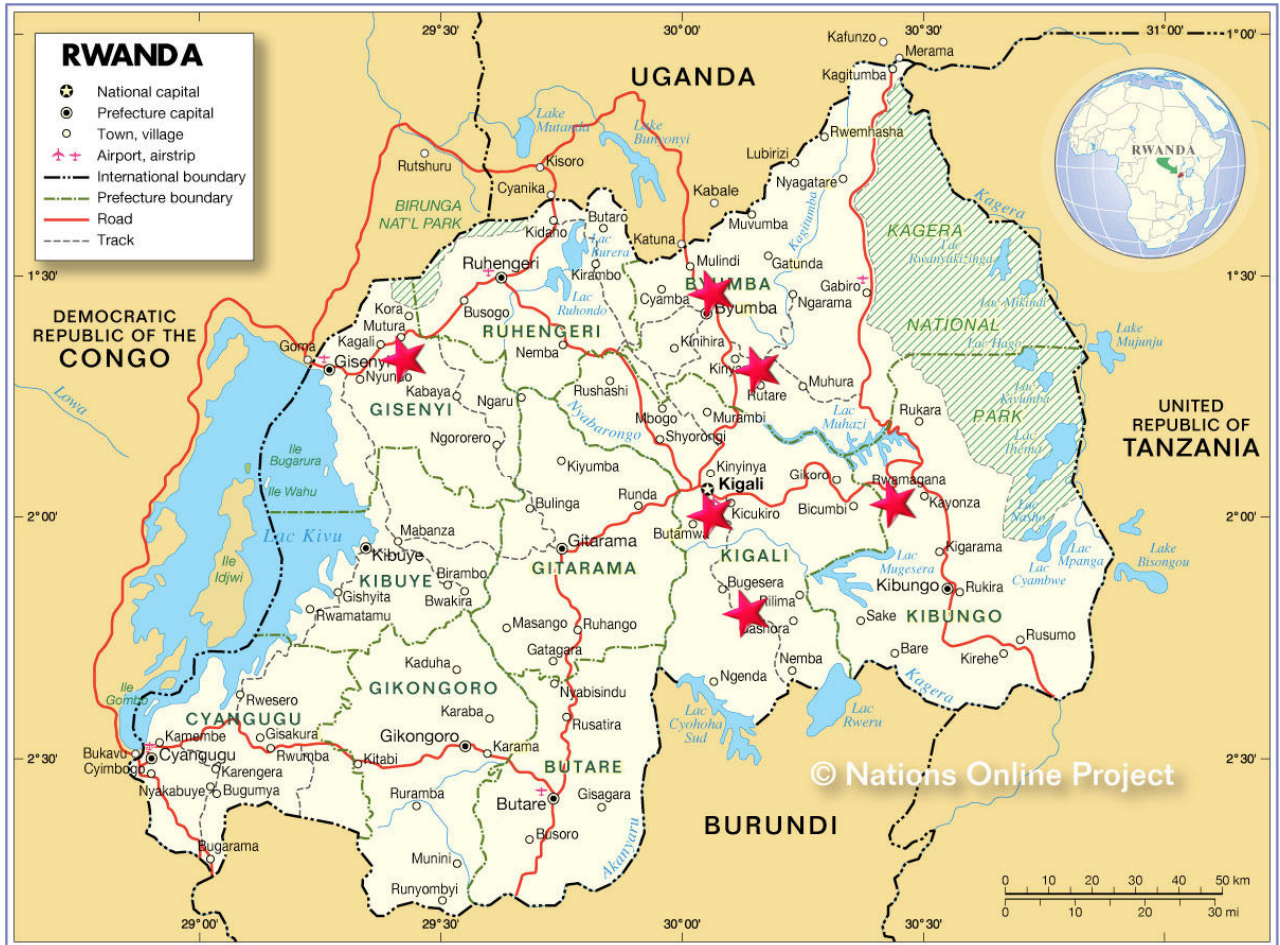


13.e.13. Target areas of operation – Philippines



Tab 13.e.13.Philippines – page 1

13.e.14. Target areas of operation – Rwanda



13.e.15. Target areas of operation – Sierra Leone



13.e.18. Target areas of operation – Sudan



13.e.19. Target areas of operation – Uganda



13.e.20. Target areas of operation – Zambia



f. OVERALL PLANNING FOR ALL ELEMENTS OF PMEL (Planning, Monitoring, Evaluation, Learning) FOR THE REGIONAL ALLIANCES ARA, CLARA, GHARA, GLARA, SARA, WARA

Belongs to:

- **tab 7 – Monitoring, accountability and evaluation**

ANNEX 13.f

Overall PMEL planning ARA

	2011 W&D-REK	2012 W&D-REK	2013 W&D-REK	2014 W&D-REK	2015 W&D-REK	Total W&D-REK	% of MFS II budget of W&D-REK	
Base line studies*	5 countries 20 locations € 60.933						€ 60.933	0,16%
Outcome studies			5 countries 40 locations € 121.867		5 countries 40 locations € 121.867		€ 243.733	0,64%
Project evaluations	Every multi annual plan per partner evaluated once during this period. See							
	€ 39.900	€ 66.500	€ 39.900	€ 53.200	€ 66.500	€ 266.000	0,70%	
Data quality audits, PMEL systems assessment	Each partner 2 DQA's combining different programs. See detail planning							
	€ 14.000	€ 6.000	€ 500	€ 3.000	€ 15.000	€ 38.500	0,10%	
OCA's (+)	Each partner 1 OCA (+) in 2013 or 2014							
	€ 3.000	€ -	€ 14.000	€ 6.000	€ -	€ 23.000	0,06%	
Program evaluations	Enterprise Development (global)	Literacy (global)	Strengthening partner network (output level)	Education, TVET-JBS, EAP and ED, based on outcome studies (+) (globally)	Strengthening partner network (outcome level)			
	€ 10.000	€ 3.000	€ 20.000	€ 40.000	€ 30.000	€ 103.000	0,27%	
Impact evaluations	Location(s) to be chosen							
	€ 30.000		€ 30.000		€ 60.000		0,16%	
Research projects	new context analyses							
	€ 25.000	€ 25.000	€ 25.000	€ 25.000	€ 25.000	€ 125.000	0,33%	
Knowledge Programs	Plan per alliance or global? If global, then contribution from PMEL funds of the alliances							
	€ 25.000	€ 25.000	€ 25.000	€ 25.000	€ 25.000	€ 125.000	0,33%	
Totals	€ 177.833	€ 155.500	€ 246.267	€ 182.200	€ 283.367	€ 1.045.167	2,73%	

* Baseline studies will be executed in last quarter of 2010, before the program starts

€ 38.258.302 MFS-budget ARA (program costs + overhead partners)
--

ANNEX 13.f

Overall PMEL planning CLARA

	2011	2012	2013	2014	2015	Total	% of MFS II budget of W&D-REK		
	W&D-REK	W&D-REK	W&D-REK	W&D-REK	W&D-REK	W&D-REK			
Base line studies*	4 countries 12 location € 54.000						€ 54.000	0,12%	
Outcome studies	4 countries 24 locations € 108.000						€ 108.000	0,50%	
Project evaluations	Every multi annual plan per partner evaluated once during this period. See detail planning						€ 37.800 € 63.000 € 37.800 € 50.400 € 63.000 € 252.000	0,58%	
Data quality audits, PMEL systems assessment	Each partner 2 DQA's combining different programs. See detail planning						€ 20.000 € 7.000 € 6.000 € 9.000 € - € 42.000	0,10%	
OCA's (+)	Each partner 1 OCA (+) in 2013 or 2014						€ - € - € 21.000 € - € - € 21.000	0,05%	
Program evaluations	Enterprise Development (global)	Literacy (global)	Strengthening partner network (output level)	Education, TVET-JBS, AD and ED, based on outcome studies (+) (globally)	Strengthening partner network (outcome level)	€ 15.000 € 3.000 € 15.000 € 40.000 € 25.000 € 98.000	0,23%		
Impact evaluations	1 location, PADEV study € 30.000						€ 30.000	€ 60.000	0,14%
Research projects	new context analyses						€ 25.000 € 25.000 € 25.000 € 25.000 € 25.000 € 125.000	0,29%	
Knowledge Programs	Plan per alliance or global? If global, then contribution from PMEL funds of the alliances						€ 25.000 € 25.000 € 25.000 € 25.000 € 25.000 € 125.000	0,29%	
Totals	€ 176.800	€ 153.000	€ 237.800	€ 179.400	€ 246.000	€ 993.000	2,28%		

* Baseline studies will be executed in last quarter of 2010, before the program starts

€ 43.524.528
MFS-budget CLARA
(program costs + overhead partners)

ANNEX 13.f

Overall PMEL planning GHARA

	2011 W&D-REK	2012 W&D-REK	2013 W&D-REK	2014 W&D-REK	2015 W&D-REK	Total W&D-REK	% of MFS II budget of W&D-REK	
Base line studies*	4 countries 12 locations € 32.840						€ 32.840	0,12%
Outcome studies	4 countries 24 locations € 65.680						€ 65.680	0,50%
Project evaluations	Every multi annual plan per partner evaluated once during this period. See detail planning € 18.000 € 30.000 € 18.000 € 24.000 € 30.000 € 120.000						€ 120.000	0,46%
Data quality audits, PMEL systems assessment	Each partner 2 DQA's combining different programs. See detailed planning € 14.000 € - € 6.000 € 8.000 € - € 28.000						€ 28.000	0,11%
OCA's (+)	Each partner 1 OCA (+) in 2013 or 2014 € 9.500 € - € 17.000 € 1.000 € - € 27.500						€ 27.500	0,10%
Program evaluations	Enterprise Development (global)	Literacy (global)	Strengthening partner network (output level)	Education, TVET-JBS, EAP and ED, based on outcome studies (+) (globally)	Strengthening partner network (outcome level)	€ 10.000 € 8.000 € 15.000 € 40.000 € 25.000 € 98.000		0,37%
Impact evaluations	1 location, PADEV study € 6.000						€ 6.000	0,05%
Research projects	new context analyses € 25.000 € 25.000 € 25.000 € 25.000 € 25.000 € 125.000						€ 125.000	0,47%
Knowledge Programs	Plan per alliance or global? If global, then contribution from PMEL funds of the alliances € 25.000 € 25.000 € 25.000 € 25.000 € 25.000 € 125.000						€ 125.000	0,47%
Totals	€ 134.340	€ 94.000	€ 171.680	€ 129.000	€ 170.680	€ 699.700	2,66%	

* Baseline studies will be executed in last quarter of 2010, before the program starts

€ 26.322.188 MFS-budget GHARA (program costs + overhead partners)
--

ANNEX 13.f

Overall PMEL planning GLARA

	2011 W&D-REK	2012 W&D-REK	2013 W&D-REK	2014 W&D-REK	2015 W&D-REK	Total W&D-REK	% of MFS II budget of W&D-REK	
Base line studies*	3 countries 6 locations € 16.420						€ 16.420	0,33%
Outcome studies	3 countries 12 locations € 32.840						3 countries 12 locations € 32.840	€ 65.680 1,33%
Project evaluations	Every multi annual plan per partner evaluated once during this period. € 4.500 € 7.500 € 4.500 € 6.000 € 7.500						€ 30.000	0,68%
Data quality audits, PMEL systems assessment	Each partner 2 DQA's combining different programs. See detail planning € 4.500 € - € 4.500 € - € -						€ 9.000	0,15%
OCA's (+)	Each partner 1 OCA (+) in 2013 or 2014 € 3.000 € - € 4.500 € - € -						€ 7.500	0,27%
Program evaluations	Enterprise Development (global)	Literacy (global)	Strengthening partner network (output level)	Education, TVET-JBS, EAP and ED, based on outcome studies (+) (globally)	Strengthening partner network (outcome level)	€ 2.000 € 3.000 € 8.000 € 5.000 € 18.000 0,36%		
Impact evaluations	1 location, PADEV study € 6.000						1 location PADEV study € 6.000	€ 12.000 0,20%
Research projects	€ 5.000 € 5.000 € 5.000 € 5.000 € 5.000						new context analyses € 25.000	0,51%
Knowledge Programs	Plan per alliance or global? If global, then contribution from PMEL € 5.000 € 5.000 € 5.000 € 5.000 € 5.000						€ 25.000	0,51%
Totals	€ 38.420	€ 25.500	€ 59.340	€ 30.000	€ 55.340	€ 208.600	3,55%	

* Baseline studies will be executed in last quarter of 2010, before the program starts

€ 5.877.475
MFS-budget GLARA
(program costs + overhead partners)

ANNEX 13.f

Overall PMEL planning SARA

	2011 W&D-REK	2012 W&D-REK	2013 W&D-REK	2014 W&D-REK	2015 W&D-REK	Total W&D-REK	% of MFS II budget of W&D-REK					
Base line studies*	2 countries 6 locations € 16.420						€ 16.420	0,14%				
Outcome studies	2 countries 12 locations € 32.840						€ 32.840	0,56%				
Project evaluations	Every multi annual plan per partner evaluated once during this period. See detail planning						€ 156.000	1,33%				
Data quality audits, PMEL systems assessment	Each partner 2 DQA's combining different programs. See detail planning						€ 19.000	0,16%				
OCA's (+)	Each partner 1 OCA (+) in 2013 or 2014						€ 16.500	0,14%				
Program evaluations	Enterprise Development (global)	Literacy (global)	Strengthening partner network (output level)	Education, TVET-JBS, AD and ED, based on outcome studies (+) (globally)	Strengthening partner network (outcome level)	€ 4.000	€ 3.000	€ 6.000	€ 15.000	€ 10.000	€ 38.000	0,32%
Impact evaluations	1 location, PADEV study						€ 6.000	0,05%				
Research projects	new context analyses						€ 50.000	0,43%				
Knowledge Programs	Plan per alliance or global? If global, then contribution from PMEL funds of the alliances						€ 50.000	0,43%				
Totals	€ 70.820	€ 66.000	€ 101.740	€ 74.200	€ 104.840	€ 417.600	3,56%					

* Baseline studies will be executed in last quarter of 2010, before the program starts

<p>€ 11.720.248 MFS-budget SARA (program costs + overhead partners)</p>
--

ANNEX 13.f

Overall PMEL planning WARA

	2011 W&D-REK	2012 W&D-REK	2013 W&D-REK	2014 W&D-REK	2015 W&D-REK	Total W&D-REK	% of MFS II budget of W&D-REK	
Base line studies*	4 countries 12 location					€ 32.840	€ 32.840	0,12%
Outcome studies	4 countries 24 locations			4 countries 24 locations		€ 65.680	€ 131.360	0,49%
Project evaluations	Every multi annual plan per partner evaluated once during this period. See detail planning							
	€ 33.600	€ 56.000	€ 33.600	€ 44.800	€ 56.000	€ 224.000	0,84%	
Data quality audits, PMEL systems assessment	Each partner 2 DQA's combining different programs. See detail planning							
	€ 7.000	€ 7.000	€ 3.000	€ 5.000	€ 7.000	€ 29.000	0,11%	
OCA's (+)	Each partner 1 OCA (+) in 2013 or 2014							
	€ -	€ -	€ 11.000	€ 10.000	€ -	€ 21.000	0,08%	
Program evaluations	Enterprise Development (global)	Literacy (global)	Strengthening partner network (output level)	Education, TVET-JBS, EAP and ED, based on outcome studies (+) (globally)	Strengthening partner network (outcome level)			
	€ 10.000	€ 8.000	€ 15.000	€ 40.000	€ 25.000	€ 98.000	0,37%	
Impact evaluations	1 location, PADEV study			1 location PADEV study			€ 60.000	0,22%
		€ 30.000		€ 30.000				
Research projects	new context analyses							
	€ 25.000	€ 25.000	€ 25.000	€ 25.000	€ 25.000	€ 125.000	0,47%	
Knowledge Programs	Plan per alliance or global? If global, then contribution from PMEL funds of the alliances							
	€ 25.000	€ 25.000	€ 25.000	€ 25.000	€ 25.000	€ 125.000	0,47%	
Totals	€ 133.440	€ 151.000	€ 178.280	€ 179.800	€ 203.680	€ 846.200	3,17%	

* Baseline studies will be executed in last quarter of 2010, before the program starts

€ 26.667.778 MFS-budget WARA (program costs + overhead partners)

Plesmanstraat 64
3905 KZ Veenendaal
Postbus 888
3900 AW Veenendaal
t 0318 559 559
f 0318 559 569

veenendaal@roza.nl
www.roza.nl

Stichting Reformatorische Hulpactie Woord en Daad
To the attention of Mr. ir. J. Lock
Postbus 560-e
4200 AN GORINCHEM

Veenendaal, 29 June 2010
Ref.nr.: 27051077CK
Subject: Overhead costs

Dear Mr. Lock,

Herewith we report our findings regarding our work relating to the overhead costs for the alliance (Woord en Daad and Red een Kind). This is for the purpose of MFS II application.

The cost structure (overhead costs) is calculated for the year 2011 as a basis for the cost structure for the period 2011-2015 and is set out in paragraph 5.2.6.a. The text of paragraph 5.2.6.a relating to the costs structure, where I refer to in this letter, is attached as an stamped attachment to this letter.

Based on our work we can say that the calculation of the cost structure is done right (note: the cost structure is not reviewed or audited by us in case of a formal review or audit engagement), because of:

- The personnel costs are related to the right costs centres (based on the decision of the management which people will be settled in which costs centres); and
- The costs centres 2011 (costs structure) are in accordance with the new structure with regional alliances, based on the memo 'cost structure' that was approved by the management. However, in our opinion the split of the costs for 2011 to these costs centres is in accordance with the recommendations of the VFI (costs of Management & Administration) and the 'Richtlijn RJ 650 Fondsenwervende instellingen'; and
- The personnel costs and other costs 2011 are documented, approved by the management and seems reasonable (in relation to the year 2010 and the new structure).

The final budget 2011 (and the costs) will be calculated later, but in our opinion the result of the actions as described above give a reasonable outcome of the cost structure (overhead costs) for 2011.

We have discussed this with the organization Red een Kind: their first calculation in this way of new costs centres confirms that they have the same costs percentages as Woord en Daad.

We hope that we have informed you sufficiently.

Yours sincerely,
Roza Audit & Assurance BV



Drs. J. Snoei RA

Roza Audit & Assurance BV is aangesloten bij SRA en INAA Group en is ingeschreven in het register van de Kamer van Koophandel onder nummer 30164419. Op al onze diensten zijn algemene voorwaarden van toepassing, welke zijn gedeponeerd bij de Kamer van Koophandel te Utrecht onder nummer 40481496.

h.1. ORGANISATIONAL CAPACITY ASSESSMENTS OF WOORD EN DAAD AND 31 OF ITS PARTNER ORGANISATIONS

Belongs to :

- tab 5 – in particular for subprogram Strengthening Partner Network

A synthesis report of process and outcomes

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PRE-Final version: June 2010

Project number: 9194011
Wouter Rijnveld
Cees Oosterhuis

1. Introduction

Woord en Daad has been active in funding capacity building activities since a number of years. However, this activity was mainly program oriented and much less organization oriented and has not been a major focus of the organization, nor was it based on insight in the overall performance of partner organizations. Organizational analyses were only done on request or in special circumstances.

However, since 2007, the need was felt to have a more integrated insight in the capacities of partner organizations. This need was reinforced through conclusions of program evaluations, where consultants concluded that Woord en Daad did have much information about their partners in an informal and unstructured way, but very little structured insight in the functioning and performance of their partners.

In 2007 and 2008, the authors of this report have studied existing models and methods for doing organizational analyses. A MBA student also did a survey of the literature on this topic. Several ideas and proposals were discussed and changed.

In 2008 an internal inventory of partner performance was done. Woord en Daad staff responded to some twenty questions regarding partner performance. This was meant to get a temporary internal document that would at least give some overview of where the most important organizational focus points were.

In September 2008, USAID came to do an organizational capacity assessment at Woord en Daad. This experience was the first for Woord en Daad and it was experienced as a positive process that helped to give us insight in performance in various management aspects. In this way, this practical experience helped more to stimulate the acceptance of doing organizational analyses than the several more theoretical proposals that were made until then. Consequently it was decided to adapt the tool that was used by USAID for the purposes of Woord en Daad¹. This tool was simply called Organizational Capacity Assessment (OCA).

During an international partners' conference in Nairobi (March 2009), different modalities of doing organizational analyses were discussed with all partners. At the same conference it became clear that regional alliances were going to be formed between Woord en Daad and selected partner organisations, with clear criteria for membership and that some tool was needed to determine whether or not organizations fulfilled these criteria.

The objectives of getting overall insight in organizational capacities as a basis for capacity building and having a tool to determine criteria for alliance membership were combined and together became the driving force behind the 32 OCA processes that were done between June and October 2009.

The authors want to acknowledge PSO for the funds that were made available for the whole process of doing 32 OCA's; Initiatives Inc. and John Snow Inc. for giving permission to adapt their OCA tool; Rebecca Furth, for giving a one day training to Woord en Daad staff and MDF facilitators; the MDF team of facilitators and the W&D

¹ Permission for this adaptation was obtained. The reference of the tool is: Initiatives Inc. (2009) Organizational Capacity Assessment Tool. Boston, MA: Published by Initiatives Inc. for the U.S. Agency for International Development New Partner's Initiative Technical Assistance Project and the U.S. Department of Health and Human Services New Partner's Initiative Technical Assistance Project.

OCA team. Most of all, we want to acknowledge the 31 partners who made time, staff documents and energy available to go through the OCA process in a constructive way. Input on this report from Niek Bakker and Sjoerd Zanen (MDF) is also acknowledged.

Objectives

The introduction has mentioned the developments that led to the OCA process and some of the objectives for doing this process. The TOR for the OCA process (annex 3) also mentions the objectives. With hindsight, the different objectives of the OCA can be classified as follows:



At the overall objective level the whole process could be described as a process to create a common understanding of organisational standards and ideals and a common vision to work from a common motivation at the organisational and institutional levels to improve capacities. The four more specific objectives are all related to this.

The results related to the four specific objectives are reported in the chapter on outcomes, while the realisation of the overall objective is discussed in the chapter on conclusions.

2. Methodology

The total costs of the 32 OCA's were €180,260. This was supported from PSO funds. The Woord en Daad project number was 9194011.

The OCA process

Based on Woord en Daad's core value of interdependence, Woord en Daad and partner organizations jointly decided in Nairobi that the whole OCA process should be as much as possible a mutual, fair and equal process where the influence of the donor – receiver relation would be minimized.

Therefore, the methodology we used was negotiated consensus. For each topic, perceptions of the organization and of Woord en Daad were compared, confronted and argued, based (as much as possible) on concrete evidence. Based on these arguments a common and agreed upon score would be assigned for the actual situation or performance of the organization with regard to that topic.

From Woord en Daad, one person was present at each OCA and in some (5) cases a financial expert was present as well. From the side of the partner broad participation was encouraged and generally all key staff participated. For different sections, different staff could be present. In most cases, board members were also present, at least for the section on governance.

In order to ensure the fairness of the negotiation and argumentation process, each OCA process was facilitated by an external facilitator. The role of the facilitator was purely related to the process: ensuring fairness and refocusing the discussion back to the evidence as much as possible. The facilitator could also explain some conceptual issues related to the topic under discussion. The role of the facilitator was not to give the final judgment or to decide on any score. A team of MDF consultants was contracted for this role. See annex 1 for an overview of all OCA's and names of facilitators and W&D representatives.

The OCA process was also done at Woord en Daad. For this OCA process, representatives of the partners from four regions were chosen to represent the partners' perception. During a conference with all partner directors, all partners were asked to give inputs for the assessment of Woord en Daad to their regional representatives, so that their views could be presented during the assessment. For one region (Asia), the partners' representative could not be present and the Woord en Daad regional coordinator for Asia fulfilled this role.

Each OCA process lasted three days, starting with a general introduction for all involved, sessions for each of the topics and the last half day for making a concrete action plan based on the findings of the days before. A brief guide was available with topics to discuss during the introduction session. These topics included the objectives of the OCA, the wider framework of developments of Woord en Daad and partners as discussed at the Nairobi conference, and an explanation of the development of the tool.

During the process, several facilitation techniques have been used. The major techniques are listed below:

1. Construct the three “smiley chart” and ask all participants to vote on a number of linked subcomponents to get a first impression of where major improvements are necessary. Then deal with each subcomponent separately in awarding the score.
2. Ask participants to mention all strong points w.r.t. 1 sub component. Write on meta cards and put on the wall. Read aloud and then award score plus justification
3. Do the same but then with major points for improvement.
4. Divide participants in groups of 2. One defend score 1 and the other score 4. In five minutes they have to come to one score plus justification. Share plenary and determine final score.

5. Explain shortly subcomponent; make one round of what is strong about the component. Let all read score sheet. Do a quick round of scoring. If no difference fine. If differences; let the extremes justify and do a second round -> repeat until consensus.
6. Divide participants in groups of two. Each group a different subcomponent. Five minutes to award a score together. Present score plus justification and let plenary decide whether the object. Discuss objections and -> consensus.
7. Let the experts in the sub component be examined by the other participants by asking questions on the subcomponent to understand it's strength and weakness. After one or two question round award the score. Start with the ones who asked questions
8. Let the experts in the subcomponent explain and advocate their score and give each other participant on minute to shoot holes in the argument. Award score after one round. If necessary another round.
9. Discussion about a section (e.g. Financial management) in a sub-group. This group presents their scores and arguments in the plenary meeting where they are compared with the Woord en Daad perceptions. This helps speed up the process.
10. Writing subsections of one section on a flipchart and giving each participant one or two votes for a 'strong' subsection and one or two votes (different colour) for a 'weak' subsection. Start discussion with the strongest (most votes) and then the weakest (most votes) subsection.
11. Draw a pie with subsections of a section as parts of the pie. Give each participant a sticker for each part of the pie and ask them to place the sticker in each part of the pie in such a way that the centre represents the ideal and the outer edge the opposite of ideal. The spread of stickers for one subsection shows how much consensus there is.
12. In different ways it is possible to ask participants to ask for three words that come to mind for a subsection. This can be written down anonymously and for several subsections and can form the basis for discussion.

The OCA tool

The OCA tool is comprised of the following seven sections:

1. General policy and theory of change
2. Governance
3. Administration
4. Human resource management
5. Financial management
6. Organizational management
7. Project and program management

Annex 2 contains the subsections that are included in each of these seven sections.

Each subsection was given a score. The score system used was a four point scale (1 – 4) with the following meanings assigned: 1 = low capacity, 2 = basic capacity, 3 = moderate capacity, 4 = strong capacity.

The scores of the subsections resulted in an average score for each of the seven sections and the scores of all subsections resulted in the overall average score.

Half scores were allowed, not as a means of negotiation, but if some elements of two different scores were applicable.

The tool has a basic document with a description for each subsection for each of the four scores. Assigning a score can be done by reading the four descriptions and determining which description is most applicable. The tool also has a score guide. This guide spells out the different criteria for scoring explicitly and has checklists for many of the subsections that can help determine whether the organization fulfills some criteria completely.

For most subsections, the criteria were some of the following: documentation, completeness, compliance to standards set at the Nairobi conference or some other recognized standard, dissemination and staff awareness, application in practice, regular updating process.

Additional to the three day process, short staff and board questionnaires were being used that provided additional, but qualitative information. These were distributed to the partner organization and filled in prior to the OCA days. During the OCA discussions, the questionnaires were used as input.

Most of these sections were adapted from the original tool from Initiatives Inc. The first section was newly developed, based on discussion at the 2009 Nairobi conference and in the last section, specific subsections were added for each of the thematic areas where Woord en Daad partners could be active.

The preparation

As a preparation of the OCA's, the OCA tool and the score guide were shared and commented upon by the W&D OCA team and four regional representatives of partners. Based on these comments, the final version for this round was made.

A one day training was held with all facilitators and the whole W&D OCA team. This training was facilitated by Dr Rebecca Furth from Initiatives Inc. The training focused a little on contents but mainly on the process and facilitation techniques. Particularly the roles of each of the three actors for the negotiated consensus process were emphasized². During the training all formats for expected products were shared.

Apart from the training, for each partner organization, a set of three to six documents was prepared for the facilitator. These were documents with general information about the partner and one or two summaries of typical evaluations. Some general Woord en Daad documents that were referred to in the tool (e.g. the project manual) were also included in this package.

Partners received detailed information about the preparation that was expected from them (e.g. getting files ready, informing staff, logistics, distributing board and staff questionnaires). The Woord en Daad representative contacted the partner a week before the session, in order to verify if all was clear and if preparations were being made.

The OCA products

Each OCA resulted in the following products, some of which can be regarded as temporary working documents.

² The ppt file summarizing this training is available.

1. Notes and Justification. This document was kept during the process. For each subsection, the score and the argumentation was recorded. This document formed the basis for the report.
2. Score list. A one page score list with the scores for each subsection and the average scores was signed at the end of the process, in order to ensure mutual clarity about final scores.
3. Action plan. During the last half day of each OCA, a concrete action plan, according to a prescribed format was made. This action list was based on notes made during the three day process and action points were mainly directly linked to lower OCA scores. For each proposed action, the responsible person and the time line is also noted, as well as the priority (high, medium, low). This action list could then form the basis for an integrated organizational development plan.
4. Process report. Immediately after each OCA a very brief process report was sent round to all W&D OCA persons and all facilitators, with ideas and thoughts about what went well and what did not go so well. This was meant to stimulate learning as a team and help avoid repetition of mistakes.
5. Final OCA report. The facilitator made an OCA report for each OCA, according to a prescribed format. The score list and the action plan are included as annexes in these reports in most cases. The OCA report was sent to partners for acceptance prior to finalization.

Apart from these products per OCA, brief quantitative comparisons of (average) scores per section and subsection were made across the five regions: Latin America and Caribbean, Asia, Southern Africa, West Africa and Greater Horn of Africa.

Methodological observations

Based on the 32 process reports and oral reports from most Woord en Daad colleagues and most MDF facilitators, the following methodological observations can be made:

1. Conflicting objectives

The original objective of doing OCA's was to obtain overall insight in the organizational and institutional capacities of an organization as a baseline to work with partners on focused capacity building, especially organizational development and institutional development. Based on this objective, it would be in the interest of partners to be open about areas where they would like to strengthen themselves.

The second objective that was added later was to determine alliance membership (partly) based on the OCA. Based on this objective, and assuming that a partner wanted to become a member of the regional alliance, it would be in the interest of the partner to have high scores.

The potential conflict between these two objectives was realized and was discussed during the training day. It was decided that the learning objective should have priority and in the introduction sessions, partners were encouraged to share openly. However, this did not remove the tension between these two objectives. The impression exists that the tendency to get higher results was somewhat stronger after the Apeldoorn conference, which was held in August 2009, halfway the OCA series. This was due to the sharing of OCA experiences among partners and with partners who still had an OCA process ahead of them. However, this impression cannot be confirmed by the debriefing reports or by comparing the level of scores before and after the Apeldoorn conference.

In practice, organizations (including Woord en Daad) can all be placed on a continuum with two extremes: an open, self-critical and learning attitude on the one hand (focusing on the issues to be improved) and a closed, defensive attitude on the other hand (focusing on the strong points only). Both extremes were present but most organizations could be placed somewhere in the middle. There were differences between individual staff of organizations. In some cases the director was more on the learning side and in other cases the director was more on the defensive side than his staff. Sometimes, the attitude shifted in the course of the three days from the defensive side to the open side and sometimes the attitude differed between the different sections of the OCA.

One of the factors that determined where an organization could be placed on the continuum is how they perceived the two objectives. Sometimes, a refocusing on the first objective helped to move the organization more toward the learning side. There was no relation with the length of the partnership. Both older and newer partners found themselves on both sides of the continuum. In some cases, special circumstances influenced the position of partners, e.g. when in recent years great strides forward were made, the partner would more often tend to prove the progress rather than look at the remaining ambitions.

2. Greater differences than expected

Much effort was given to ensure a similar approach to the OCA process by the different facilitators and the different Woord en Daad persons. The day of training was organized to make sure that all persons involved would follow the same approach.

In practice however, many more differences appeared than anticipated. Facilitators had different personalities, experiences, personal focus areas and approaches. Some alternated between a facilitator's role and a trainer's role; some asked more critical questions and asked for more evidence than others.

Woord en Daad persons showed similar differences. Moreover, their level of knowledge of the partners differed. In general Woord en Daad staff had most knowledge about those aspects or programs, they were most involved in themselves.

Apart from different persons, there were also different interpretations of OCA texts, sometimes because of internal inconsistencies in the text or unclear definitions. The most obvious differences appeared in the following sub-sections:

- For several sub-sections there has been confusion between the project level and the organizational level. The subsections Annual Workplan and Annual Organizational Report (both under Organizational management) have sometimes been interpreted as referring to project level plans (SMAPs) and project reports. In some cases, after seeing that organization level plans and reports did not exist, scoring has been given for the existence and quality of the project level plans and reports. Another example of this confusion is when a situation in one program has been scored, rather than the situation for the organization as a whole. E.g. for monitoring and evaluation, an example for one project was discussed and used as a basis for scoring, without asking the question if the organization has overall systems for M&E, or whether the same situation existed for all projects.
- Theory of Change. The different components of the TOC have been interpreted differently, according to the reports. For example, the people centered component is in some cases interpreted as 'do you take people at the centre of your interventions?' (which usually resulted in a higher score) and in some cases more explicitly as 'do you explicitly pay attention to the levels of individual, family, community, and do you explicitly pay attention to the six capitals?' (usually resulting in a more modest score). The other elements of the TOC have received equally different treatments.

- Supervision and monitoring. The meaning of these two sub-sections was not clearly distinguished in the tool. In some cases, they were treated as being more or less the same. In other cases, the distinction was made that monitoring refers to the collection of data (without interference with activities), and supervision to giving feed back to project staff about their activities (usually by a superior).
- Quality Assurance (and to a lesser degree also Standards). In some cases this sub-section was interpreted as 'are your projects of a sufficient quality', and in other cases, the sub-section was interpreted as referring to a quality management system in which processes are described, monitored and adapted (such as an ISO system). The standards were sometimes interpreted as formal standards (such as government standards) and sometimes as more informal ideas about what the organization itself wants to achieve (more like objectives).
- Policy Influencing. It was not clear whether this sub-section was optional (to be done only if a partner had a specific program for policy influencing) or compulsory (which meant in many cases a score of 1 if the partner did not have a more formal policy influencing program).
- Equity. The exact definition of this financial parameter was not clear for everyone, and the score description had an obvious error (smaller than instead of bigger than), which was corrected by some and not by others. In some cases, the sub-section was skipped completely.

Differences in interpretation were sometimes also related to the varying quality of the French and Spanish translations. Especially key technical terms were sometimes translated in a confusing manner and there had not been time to sufficiently review the translations.

Notwithstanding these differences in persons and in interpretations, it remains clear that the factor that accounts for the greatest variance in scores is the capacity of the partner. Before starting the OCA was viewed (by some more than by others) as a tool to retrieve objective information about organizational capacities. It seems fair to say however, that the OCA approach uses different perceptions of capacity, and through argumentation and as much as possible through references to concrete evidence, tries to come as close as possible to 'truth'. Any OCA results should therefore not be seen as objective facts, but as negotiated and argued perceptions.

3. Other observations

In some cases it was felt that the necessary background knowledge about organizational development and management concepts was insufficient to follow this approach. Because too much explanation about the concepts was needed, it was difficult to expect realistic self-scoring, and the roles of trainer and neutral facilitator became somewhat mingled.

Not all Woord en Daad partners have been included in the OCA process. Special partnership relations, such as network partners (FONHEP) or Enterprise Development partners without a shared identity with the alliances to be, were not included.

Apart from the major observations and the sub-sections above, a multitude of smaller comments were made on the text of the tool and the score guide. The French and Spanish translations appeared to be very far from perfect and need a complete overhaul. Several references to US Government requirements are still left in the documents. In several cases, the descriptions of the four scores are not consistent, or show too great jumps between two individual scores. For specific enterprise development partners, the tool is not fully applicable.

One idea was to develop the scores in a different way. Now the scores are often defined as: 1 = no criteria fulfilled, 2 = one of the criteria fulfilled, 3 = two or three criteria fulfilled, 4 = all four criteria fulfilled. The new idea would be assign e.g. one point for each criterion (e.g. max 1 point for documentation, max 1 point for application in practice, max 1 point for staff awareness and max 1 point for continuous adaptation). This would allow giving points for each criterion independent from other criteria; e.g. to assign points for application, even when there is no documentation.

As an overall conclusion it is proposed to do a complete revision of the text of the OCA tool and score guide, merge or better distinguish some sub-sections, but in such a way that comparability with the current 2009 version is retained. See further the paragraph with conclusions.

3. Outcomes of the OCA process

The outcomes of the OCA process reported here are related to the four specific objectives of the OCA process mentioned at page 3.

Scores and Analysis

The first specific objective was to have an assessment of all partner organizations according to uniform standards in order to have insight in the actual level of capacities of each organization. The scores are reported and analyzed below.

Average Scores

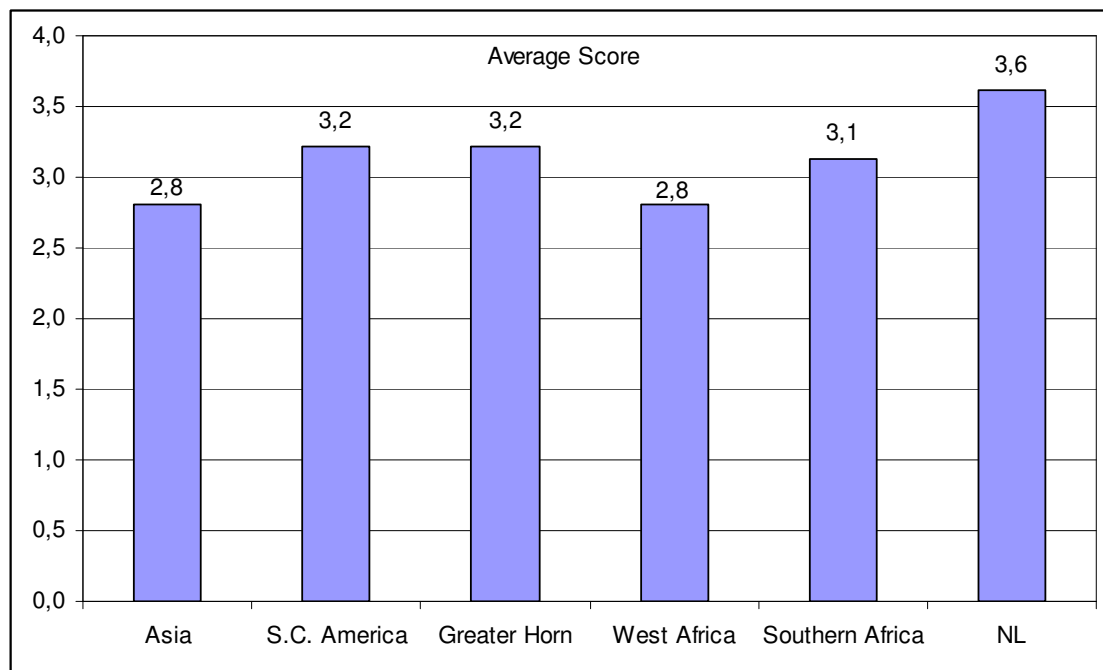


Figure 1. Average scores per region

Annex 4 contains a table with the scores for all sub-sections (with averages per section) for all partners (with averages per region). All results in figure 1 and below are derived from this master table.

Figure 1 shows the differences in average scores between the regions. For interpretation of these data it is good to keep in mind that the region NL consists of just one organization (Woord en Daad), Greater Horn and Southern Africa each three, West Africa seven, South and Central America eight and Asia ten partners that were included in the OCA process.

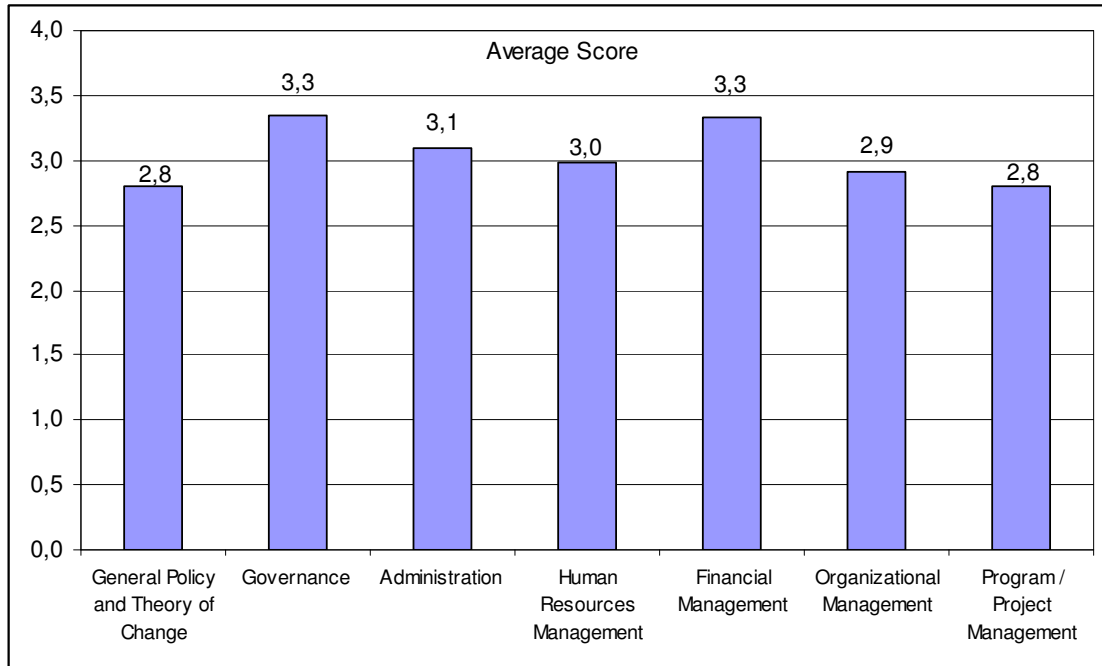


Figure 2.. Average scores per section

Figure 2 shows that on average, the highest scores were obtained in the sections Governance and Financial management and the lowest in General policy and Theory of Change and Program and project management.

The table below shows the average scores for each of the subsections.

General Policy and Theory of Change	Core Values	3,1
	Development Principles	2,7
	Cross Cutting Issues	2,6
	Theory of Change	2,8
Average General Policy and Theory of Change		2,8
Governance	Vision/Mission	3,5
	Organizational Structure	3,1
	Board Composition and Responsibility	3,1
	Legal Status	4,0
	Succession Planning	3,1
Average Governance		3,3
Administration	Operational Policies, Procedures and Systems	2,9
	Travel Policies and Procedures	3,2
	Procurement	3,0

	Fixed Assets Control	3,2
Average Administration		3,1
Human Resources Management	Job Descriptions	3,2
	Recruitment and Retention	2,7
	Staffing Levels	2,8
	Personnel Policies	2,9
	Staff Professional and Salary History	
	Documentation	3,4
	Staff Salaries and Benefits Policy	3,1
	Staff Performance Management	2,8
Average Human Resources Management		3,0
Financial Management	Financial Systems	3,4
	Financial Controls	3,4
	Financial Documentation	3,5
	Audits	3,5
	Financial Reporting	3,4
	Overhead	3,1
	Equity	2,9
Average Financial Management		3,3
Organizational Management	Strategic Planning	2,9
	Annual workplan Development	2,9
	Annual organizational Report	2,7
	Change Management	2,7
	Knowledge Management	2,7
	Stakeholder Involvement	3,0
	Diversification of new funding resources	2,4
	Internal Communication	3,4
	Decision Making	3,5
	External Positioning	2,9
Average Organizational Management		2,9
Program / Project Management	Institutional fund (IF) / grant management	1,9
	Technical Reporting	2,8
	Community / Target Group Involvement	3,2
	Culture and Gender	2,8
	Standards for project implementation	3,2
	Internal supervision of project implementation	3,0
	Monitoring and Evaluation	2,4
	Quality Assurance	2,9
	Policy Influencing	2,2
	Education program	3,3
	Basic Needs program	3,2
	TVET and JBC program	2,8
	Relief / Disaster management program	2,6
	Enterprise Development program	3,2
Average Program / Project Management		2,8
Average		3,0

Table 1. Overview of all scores per sub section.

If all average scores from Table 1 are sorted from the highest to the lowest, it would result in the following top 10 and bottom 10 sub-sections:

Sub-section	Section
Legal Status	Governance
Audits	Financial Management
Financial Documentation	Financial Management
Vision/Mission	Governance
Decision Making	Organizational Management
Staff Professional and Salary History Documentation	Human Resources Management
Financial Reporting	Financial Management
Financial Controls	Financial Management
Internal Communication	Organizational Management
Financial Systems	Financial Management

Table 2. Top 10 - Ten sub-sections with the highest average scores (sorted from highest to lowest).³

Sub-section	Section
Institutional fund (IF) / grant management	Program / Project Management
Policy Influencing	Program / Project Management
Monitoring and Evaluation	Program / Project Management
Diversification of new funding resources	Organizational Management
Cross Cutting Issues	General Policy and Theory of Change
Relief / Disaster management program	Program / Project Management
Annual organizational Report	Organizational Management
Change Management	Organizational Management
Development Principles	General Policy and Theory of Change
Recruitment and Retention	Human Resources Management

Table 3. Bottom 10 - Ten sub-sections with the lowest average scores (sorted from lowest to highest).

Financial management and Governance are the two sections that appear only in the top 10, program and project management and General policy and theory of change are the sections that appear only in the bottom 10.

The bottom 3 scores are all in the section Program / project management. These differences probably show where the emphasis of Woord en Daad in relation to its partners has been in the past: organizational basics in place (e.g. legal status), and reliable financial system (5 out of 7 sub-sections in the top 10). Some of these aspects have been official partnership criteria. Organizational management and Program and project management have received less attention, and (apparently) have been given less attention by partner organizations.

One striking exception can be seen in Organizational Management: Decision making and Internal Communication both appear in the top 10 notwithstanding what was said above. Some of the process reports indicate that scores for these sub-sections are mainly based on the partner's own perceptions, because Woord en Daad staff did not have sufficient insight in these internal processes. In some cases, process reports mention the presence of the director as an influencing factor on this score and in several

³ In Table 1, some scores may appear equal, but this is because only one decimal place is shown.

cases the staff questionnaires (that contained questions related to these sub-sections) had been handed in to the management, with names written on it.

Distribution of Scores

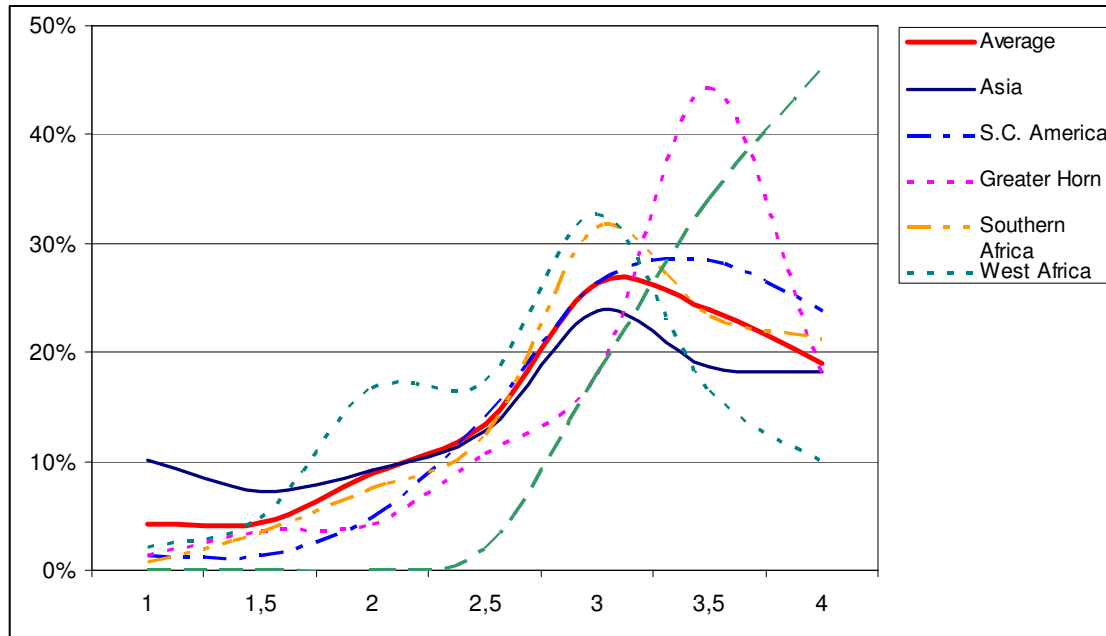


Figure 3.. Distribution of scores per region

Figure 3 shows a distribution graph of all scores for each region. There were seven possible scores (from 1 to 4 with halves in between). If scores would be assigned at random, each score would have a 14% chance.

The overall line (thick red line) shows that the score 3 was awarded most frequently (26%), closely followed by score 3.5 (24%). Three regions attract attention: region NL does not have any scores 1, 1.5 or 2, and has 4 as the most awarded score (again: this represents only one organization). Region Asia is the only region that has higher than average percentage of scores 1 and 1,5 (only line above the average red line). Region Greater Horn has an absolute peak at score 3.5 (44%).

Another measure of the spread of scores is the standard deviation. This parameter does not show great differences over section (0.71 – 0.89 from Organizational management to Administration). When seen over regions and partners, the standard deviation is higher from the region Asia (0.94) and much lower for the region NL (0.41). At partner level, the standard deviation is significantly lower for MKC-RDA (0.29), Woord and Daad (0.41) and CCT (0.44), and much higher for INNLL (1.05). In general there is a negative correlation between the height of the average score and the standard deviation of the scores ($\rho = -0.72$)

Comparison with Internal Inventory of Partner Performance

A comparison between the internal inventory from 2008 (see introduction) and the current series of OCA's has been made. A complete comparison cannot be made, since the inventory focused both on organizational level, project level and results level and the OCA on the organizational level. The comparison has been made on the following basis:

- The 5 point scale that was used in the inventory was transformed into a 4 point scale as used in the OCA in the following way: 1 → 1; 2 → 1.75; 3 → 2.5; 4 → 3.25; 5 → 4
Or in formula form: transformed score = ((inventory score - 1) * 0.75) + 1
- For each partner and for each question asked, the inventory had a number of W&D respondents from different departments. The number of W&D respondents per partner varied between 1 and 7. For this comparison, the averages of these responses were used, unless otherwise specified.
- Categories (7) and questions (20) of the inventory were matched with sections and sub-sections of the OCA. Annex 5 provides the details of these links. Only the scores for those questions and sub-sections that were present in both the OCA and the inventory are included. Other scores were left out.
- Only results of those organizations that were included in both studies were included. Because of this, the inventory results of PCDA, FONHEP, GSPI were excluded, and the OCA results of EFSL, CCT, W&D, ACFIME and AGUDESA.
- The minimum and maximum scores are 1 and 4, so the maximum possible difference is 3.0

See Annex 5 for the exact comparison between the inventory questions and the OCA (sub-)sections.

The overall average of the OCA scores that are included in this comparison is 2.9 and the overall average of the Inventory scores that are included in this comparison is also 2.9

The tables below show the differences in scoring for the different partners, regions and for different topics.

Overall comparison per region and per partner

partner	average OCA	average inventory	average difference
Ladder of Hope (SL)	1.9	3.1	-1.1
Mfesane	3.4	2.4	1.1
AMGH	3.5	2.5	1.0
P&A	3.4	2.6	0.8
AMGT	2.3	3.0	-0.7
GCPDO	2.8	3.3	-0.6
MKC-RDA	3.5	3.0	0.5
INDEF	3.2	2.8	0.5
AMGF	2.9	3.4	-0.4
KDDS	2.7	3.1	-0.4
AEAD	2.6	3.0	-0.4
DEDRAS	2.6	2.9	-0.3
PAC	3.2	3.5	-0.3
EFZ	3.0	3.3	-0.3
AMGI	2.7	2.4	0.3
IREF	2.6	2.4	0.3
CREDO	2.9	3.2	-0.3
WDI	2.6	2.3	0.2
BAC	2.6	2.8	-0.2
INNLL	2.4	2.7	-0.2
COUNT	2.8	2.9	-0.1
CRECH	2.8	2.9	-0.1

CTF	2.8	2.9	-0.1
AMGG	3.4	3.3	0.1
CDA	3.4	3.4	-0.1
Ladders of Hope	3.2	3.2	0.0
CSS	3.3	3.3	0.0
Asia	2.6	2.8	-0.2
S.C. America	3.3	3.0	0.3
Greater Horn	3.1	3.1	0.0
Southern Africa	3.1	3.0	0.1
West Africa	2.7	2.9	-0.3

Table 4. Averages of OCA scores and Inventory scores per partner, sorted by extent of difference between these two averages (from high difference to low difference)

Table 4 shows that for 16 out of 27 partners the difference between the OCA score and the inventory score was between -0.3 and +0.3, so within a range of +/- 10% of the maximum difference.

The following reasons can be given to account for these differences:

- Ladder of Hope (Sri Lanka). At the moment of the OCA, the organization was in a difficult transition phase, and turned out to have much less in place than previously thought. In some categories, scoring shifted from 4.0 to 1.0 (vision, mission).
- Mfesane. At the time of the inventory, this organization had done a first OCA, with an overall average of 2.5 (close to the inventory score of 2.4). After this first OCA, much energy has been given to improvements and capacity development, resulting in a much higher second OCA score.

Generally, the differences in scores between OCA and Inventory can be caused by any or several of the following causes:

- Evidence during the OCA showed a higher or lower capacity than W&D perceived during the Inventory.
- The partner perceived its capacity as much higher / lower than W&D during the Inventory.
- The W&D perception about capacities during the OCA was higher / lower than during the Inventory. This could be because of changes made by the organization between the Inventory and the OCA, or because a different W&D person was involved.

Vision

Comparison no. 1 and 2. (see annex 5)

	OCA	Inventory	Difference
Asia	2.5	3.0	-0.5
S.C. America	3.3	3.4	-0.1
Greater Horn	3.0	3.5	-0.5
Southern Africa	3.5	3.2	0.3
West Africa	2.8	3.1	-0.3
Average	2.9	3.2	-0.3

Table 5. Averages and differences of OCA and Inventory scores for questions relating to vision.

Overall the scoring for vision was much higher during the Inventory than during the OCA. The reason could be that during the OCA this aspect was made much more specific (vision/mission, core values, development principles).

Systems in place

Comparison no. 3 and 4 (see annex 5)

	OCA	Inventory	Difference
Asia	3.1	3.0	0.0
S.C. America	3.4	3.2	0.2
Greater Horn	3.4	3.1	0.3
Southern Africa	3.2	2.9	0.4
West Africa	2.9	2.9	0.0
Average	3.2	3.0	0.1

Table 6. Averages and differences of OCA and Inventory scores for questions relating to administrative and financial systems.

For this aspect, the scoring of the OCA and the Inventory match rather well. The OCA scores are somewhat higher. Table 6 includes the average OCA scores of financial management, administration and project and program management. If only financial management scores were included, the OCA scores would be even higher (3.3) compared to the Inventory scores (3.1).

Planning, Monitoring, Evaluation and Learning

Comparison no. 5, 6, 7, 8, 14, 15, 16 (see annex 5)

	OCA	Inventory	Difference
Asia	2.3	2.7	-0.4
S.C. America	3.1	2.8	0.4
Greater Horn	3.1	3.0	0.0
Southern Africa	2.9	3.0	-0.1
West Africa	2.5	2.9	-0.4
Average	2.7	2.8	-0.1

Table 7. Averages and differences of OCA and Inventory scores for questions relating to PMEL.

For Asia and West Africa, the Inventory on average had higher scores and for Latin America and Caribbean, the OCA had higher scores.

Overall, the correspondence between the Inventory and the OCA is moderate. For some partners, the differences are great and sometimes with clear reasons.

In general, the W&D perceptions in the Inventory were higher than the OCA for the regions Asia and West Africa, and lower for Southern Africa and Latin America and Caribbean. They were higher for vision and lower for systems and communication (not shown here, average difference of 0.5 point)

Concluding, it can be stated that the specific objective to get insight in organizational capacities according to a uniform assessment is largely achieved through the OCA process (with the methodological observations made above).

Learning Effects

The second specific objective of the OCA process was to provide a learning opportunity for each organization, staff and management together to get insight in the various organizational and institutional capacities of the organization and identify strengths and ambitions for improvements.

The internal learning effects have not been officially measured. However, the evaluation form that was filled by all participating staff of the organization at the end of each OCA

included questions about staff involvement and usefulness of the process. While the evaluations forms have not been analyzed statistically, almost all respondents mentioned that the exercise had been useful. The following learning effects have been mentioned by one or more of the respondents or could be observed during the OCA process. It is obvious that not all learning effects have been realized with all partners to the same extent. See also the discussion in the paragraph 'Methodological observations, conflicting objectives'.

- Thinking together as staff has helped the organization as a whole to look at itself. Often, the director would have his/her perspective on the organization's capacities, and other staff possibly a different perspective. By going through the exercise together, staff (within the organization) has been forced to share their ideas and check if they had the same perspective.
- Staff of organizations (both Woord en Daad and partners) have gained more insight in what aspects of an organization are relevant and what aspects could be included in organizational development and institutional development.
- Tacit knowledge about how the organization functioned has been made explicit through the discussions.
- Organizations have been forced to realize some of their weaker points. In some cases, the ideal situation represented by the OCA tool was perceived as Western, and the ensuing discussions about standards have led to more mutual insight in what is common practice, in what is needed internally and what is needed externally.
- Organizations have been forced to think through weaker points and prioritize efforts for strengthening capacities.
- The process itself, negotiated consensus, is a democratic tool, where the consensus is based on evidence and much less on hierarchy or position. This in itself has been a learning process, especially in more authoritative cultures or practices.

Follow up Capacity Development

The third specific objective of the OCA process was to form a basis for capacity development of organizations.

At the end of each OCA process, an action plan was made and organisations would start working on the action points in order to work on specific issues related to organisational and institutional capacities. Furthermore, each organization was requested to develop an integrated capacity development plan based on the OCA action plan as a follow up to the OCA process. This could be used to request (financial, human or resources) support from Woord en Daad.

The OCA did help organizations to get base line information about their capacities, so that any work on improving organizations' capacities is now related to this overall overview of capacities.

It was planned that the status of the action plans and the organizational capacity building plans would be reviewed in October 2010.

At the time of finalizing this report (June 2010) all organizations are active in giving follow up to the OCA action plans, some 8 organizations have requested specific funding to work on issues from the action plan, but no organization has yet developed an overall plan for capacity development.

Formation of Regional Alliances

The fourth specific objective of the OCA process was to have criteria for alliance membership and form a basis to decide on this membership.

At the 2009 partners conference in Nairobi, certain criteria for alliance membership were set. Not all criteria could be determined by the OCA, especially criteria about track record and cooperative and learning attitude toward other partners. For this reason another, small survey was developed apart from the OCA, in which partners were asked to respond to five questions related to these topics, for each of the other partners in their region. Concerning track record, the answers from Woord en Daad (regional coordinator) were given additional weight.

For each organization, an advice for alliance membership was developed, based on the OCA results and the results of this additional survey. For each partner organization the advice document concluded with the (reasoned) advice that the organization could become a member, or could not yet become a member, or could not become a member. This advice document was commented upon by an external consultant (Niek Bakker, MDF), and was used as a basis document during a regional meeting with all partner organizations in the region. The meeting took a final decision about alliance membership for each organization. Partner organizations could either become a full member of the alliance, or associate member (meaning that after certain improvements they could become full member), or associate partner (meaning that they could only join the alliance only after fundamental changes, but that they could still participate in the learning and exchange of the alliance), or satellite partners (meaning that the organization could not become a member of the alliance for reasons other than quality or capacities, e.g. because of a different identity, but could still be involved in the alliance for specific purposes).

The results were as follows:

- Asia: 3 full members, 1 associate member, 6 associate partners
- Latin America and Caribbean: 7 full members, 1 associate member
- Greater Horn of Africa: 2 full members, 2 associate members
- Southern Africa: 3 full members
- West Africa: 5 full members, 2 associate members

Also Woord en Daad membership was discussed in the alliances and Woord en Daad was accepted as a member of each regional alliance.

All members were admitted under condition of improvement of certain aspects (based on the OCA). Re-assessment for associate members will take place in October 2010 in order to determine if they can become full members.

4. Conclusions

The paragraph about conclusions has been written on the basis of inputs from MDF (Niek Bakker and Sjoerd Zanen) and a consultation meeting on May 11, 2010 with all Woord en Daad staff who have been involved with the OCA process.

Conclusions Related to the Objectives

The four specific objectives of the OCA process were:

1. Having a uniform assessment of organizational capacities.

Based in what is reported in chapter 3 of this report, and with the observations of

chapter 2 in mind, it is concluded that this objective has been achieved (MDF input: "The objective of mutual assessment has been achieved")

2. Providing an opportunity for organizational learning.

Woord en Daad staff have concluded that the OCA tool is better suited as a tool for learning than for generating objective information. Also that learning has happened more than expected. In a rather short time, all partners have gone through a process with follow up that has influenced ways of thinking, behavior patterns, relations, mutual insight in how Woord en Daad and partners perceive organizational capacities. With the observations made in chapter 2 (about differences between organizations), it is concluded that this objective has been achieved more than expected.

(MDF input: The notion to use OCA as a learning process, has only been achieved in certain circumstances and needs to be re-emphasised in the Alliances.)

3. Forming a basis for comprehensive organizational development.

Woord en Daad staff has concluded that the effects of the OCA processes have been more than expected. This remark was also based on the experiences during the four regional meetings in 2010. We have evidence that almost all partner organizations are working on issues from the action plan, made during the OCA process. At the same time it is concluded that the follow up from action plans to organizational capacity development plans has not materialized. One reason could be that it was insufficiently clear for partner organizations that this was a logical and necessary subsequent step, and another reason could be that insufficient follow was given in this respect by Woord en Daad.

(MDF input: ... has been largely achieved, but the way in which each organisation perceives this (as donor driven or own development process) varies between the PO's.)

4. Having clear criteria for the formation of regional alliances.

The advices for alliance membership were based on more than only the OCA, but the OCA was still the most important factor. Five regional alliances have been formed after the OCA process. This objective was achieved.

(MDF input: The objective as criterion for Alliance membership has largely been achieved, although extra criteria had to be brought in especially because not all members knew each other that well, to give a well founded opinion based upon the OCA results. This was also due to the fact that the OCA results cannot be seen as objectively verifiable. The OCA results are intersubjective and therefore cannot be applied without prior knowledge of the state of affairs of the respective organisations.)

The overall objective was formulated as follows: Enhanced ownership of organizational growth towards a common organizational development vision and strengthening of W&D's partnerships through strengthening coherence: common values and common organizational standards.

Woord en Daad staff believe the OCA has proven to be a process that helped Woord en Daad and partners to achieve a common vision on organisational development. Or at least to take a further step in developing such vision. Even with the various observations on the OCA process and outcomes and OCA tool (see chapter 2), it still had the function to help get a common vision.

In the multiannual process toward a new paradigm of partnership, though regional alliances rather than in one to one partnerships, the OCA process will always be remembered as a formative process.

(MDF input: The OCA will prove to have been a unifying factor in terms of bonds between the PO and in terms of having emphasized common joint vision and mission of all PO and W&D. The OCA has revealed certain weaknesses in the “supervision” system of W&D. In terms of ownership as important effect of the whole exercise, we believe that the OCA process has significantly contributed to the realisation of ownership, and that this was not number x in a donor driven attempt to enhance organisational performance. All PO's were put in the front seat, both in assessment, org dev. plan as well as in alliance discussions. It remains to be a challenge to forge learning and ownership in the future work in the alliances.)

Conclusions for Ongoing Assessment

Based on the methodological observations (see chapter 2) Woord en Daad staff have concluded that the OCA tool is a good instrument for mutual learning and getting insight in processes. However, other instruments are needed to get an overall picture of the capacities of an organization. Already in the process of alliance membership, additional instruments have been used.

During the meeting in May 2010 the following set of instruments has been tentatively proposed:

- (Adapted) OCA instrument for learning and getting insight in a very wide variety of aspects of organizational capacities. The tool leads to many useful and guided discussions that help to identify where remaining ambitions for an organization are.
- Audit like tools that measure some of the evidence based aspects, like quality of financial management, but also some other administrative systems. These aspects could then be removed from the OCA, or could be addressed more lightly. The audit like aspects could play a stronger role in decisions about alliance membership etcetera.

This additional instrument is needed to help focus the OCA even more on the learning aspect and get more objective information on certain aspects of organizational capacities.

- A meta evaluation or meta results monitoring instrument that gives insight in the extent to which an organization is contributes to the intended results of the regional alliance. This could be based on the different result frameworks that the alliance has developed and a brief inventory to which extent the organization is able to realize planned results (and measure these reliably) at output and outcome levels for the different programs.

This additional instrument is needed to balance the focus that the OCA has on just the organizational side with a focus on delivery of results. By referring to the result frameworks and to outcome level simple output counting is avoided. In combination with the OCA section about Theory of Change this could lead to more structured and concrete discussions about processes of social change and transformation.

- The subjective and relational experience. This has played a role in the OCA process, but in the setup of the process it was difficult to position the influence of the subjective, because of the attempt for objectivity. Rather than attempting to be objective, subjective perceptions of those who relate directly with an organization could be given a specific place. In the context of regional alliances, subjective and relational information can be given by all other organizations that are member of an alliance and not just between Woord en Daad and an individual partner.

These preliminary ideas about a set of four instruments that could be used to get more insight in organizational capacities have to be elaborated further. The complete set is loosely referred to as OCA Plus. The OCA Plus has already received its place in the policy for Planning, Monitoring, Evaluation and Learning of Woord en Daad.

Annex 1. Dates and participants of all OCA's

Planning for the OCA assessment 2009		W&D team:		Jan Lock (JL), Ellen vd Hil (EH), Leen Stok (Lst), Cees Oosterhuis (CO), Wouter Rijnveld (WR), Dicky Nieuwenhuis (DN), John Lindhout (Jli), Wim Blok (WB), Sander Verduijn (SV)			
Region	Country	Partner	City	Final planning for the OCA's date travel to country	specific OCA period	Coordination Partner contact	MDF facilitator
Africa	Burkina faso	CREDO	Ouagadougou	sat 20 june	22-24 june	Rev Moïse Napon	Sjoerd Zanen
Africa	Burkina faso	AEAD	Ouagadougou	sat 20 june	25-27 june	Rev Philippe Ouedraogo	Sjoerd Zanen
Asia	Philippines	AMG Philippines	Manilla	mon 22 june	25- 27 june	Rev Hector Arana	Bart van Halteren
Asia	Philippines	CCT	Manilla	fri 26 june	29 june - 01 july	Mrs Ruth Mamerta Callanta	Bart van Halteren
Africa	Benin	DEDRAS	Parakou	mon 29 june	30 june-2 july	Mr-Jean Kpetere	Sjoerd Zanen
Africa	Sierra Leone	CTF	Freetown	mon 29 june	30 june - 2 july	Mr-Michael Kamara	Frans van Gerwen
Asia	Sri Lanka	LoH	Batticaloa	mon 29 june	01 - 03 july	Rev Jayanasen	Thilakan Sathasivam
Asia	Sri Lanka	W&D Lanka	Colombo	fri 03 july	04, 06, 07 july	Mrs Cynthia Devadason	Roshanga Wickremesinghe
Asia	Thailand	AMG Thailand	Bangkok	thu 02 july	04, 06, 07 july	Mr Chowkee Zawmin	Bart van Halteren
Africa	Sierra Leone	EFSL	Freetown	thu 02 july	03, 04, 06 july	Mr-Jonathan Titus-Williams	Frans van Gerwen
Africa	Ethiopia	LoH	Addis Abeba	mon 13 july	14 - 16 july	Mr Zenebe Ayele	Niek Bakker
Africa	Ethiopia	MKC	Addis Abeba	fri 17 july	18- 20, 21 july	Mr-Olani Kebede	Niek Bakker
Latin America	Colombia	CDA	Bogota	tue 21 july	22 - 24 july	Mrs Missy Christie	Frans van Gerwen
Latin America	Nicaragua	INDEF	Managua	sat 25 july	27 - 29 july	Mr-Henk Minderhout	Frans van Gerwen
Latin America	Nicaragua	PAC	Managua	thu 30 july	31, 01, 03 aug	Mr-Mario Rafael Pérez	Frans van Gerwen
Africa	Burkina faso	ACFIME	Ouagadougou	9-sep	10-12 sept	Mrs Madeleine Napon	Sjoerd Zanen
Africa	Chad	BAC	Ndjamena	mon 14 sept	15 - 17 sept	Mr-Bactar Yola	Sjoerd Zanen
Europe	Netherlands	Woord en Daad	Gorinchem		24 - 26 aug	4x regional contactpersons	Niek Bakker
Africa	Zambia	EFZ	Lusaka	tue 15 sept	16 - 18 sept	Bishop Paul E Mususu	Kees van der Zanden
Asia	Bangladesh	CSS	Dhaka	mon 14 sept	16 - 18 sept	Mr-Mark Munshi	Thilakan Sathasivam
Africa	Zambia	GCPDO	Chipata	sat 19 sept	21 - 23 sept	Rev Japhet Phiri	Kees van der Zanden
Asia	India	COUNT	Hyderabad	mon 21 sept	22 - 24 sept	Mr-Dexter Gollapalli	Thilakan Sathasivam
Africa	Uganda	KDDS	Kotido	sat 26 sept	28 - 30 sept	Rev Nelson Owili	Marie Jose Niesten
Asia	India	IREP	Repalle	fri 25 sept	28 - 30 sept	Mr-Emmauel Rebba	Thilakan Sathasivam
Latin America	Haiti	CRECH	Port au Prince	sat 26 sept	28 - 30 sept	Mme Casseus Etienne	Sjoerd Zanen
Africa	South Africa	Mfesane	Cape Town	mon 28 sept	29, 30, 01 oct	Mrs Nomvvo Baba	Kees van der Zanden
Latin America	Haiti	AMG Haiti	Port au Prince	thu 01 oct	02, 03, 05 oct	Rev Sainviusse Point du Jour	Sjoerd Zanen
Asia	India	W&D India	Hyderabad	fri 02 oct	03, 05, 06 oct	Mrs Cynthia Thomas	Roshanga Wickremesinghe
Asia	India	AMG India	Chillakaluriped	wed 07 oct	08 - 10 oct	Mr-Arun Kumar	Roshanga Wickremesinghe
Latin America	Haiti	P&A	Port au Prince	mon 5 oct	07 - 09 oct	Rev Eris Labady	Sjoerd Zanen
Latin America	Guatemala	AMG	Guatemala city	sat 10 oct	12 - 14 oct	Mr-Brian Bennett	Frans van Gerwen
Latin America	Guatemala	Agudesa	Chimaltenango	15 oct	15 - 17 oct	Mr-Herman Colaj	Frans van Gerwen

Annex 2. Sections and sub-sections of the OCA tool

Section 1 – General Policy and Theory of Change

- Core Values
- Development Principles
- Cross cutting Issues
- Theory of Change

Section 2 – Governance

- Vision/Mission
- Organizational Structure
- Board Composition and Responsibilities
- Legal Status
- Succession Planning

Section 3 – Administration

- Operational Policies, Procedures and Systems
- Travel Policies and Procedures
- Procurement
- Fixed Asset Control

Section 4 – Human Resources Management

- Job Descriptions
- Recruitment and Retention
- Staffing Levels
- Personnel Policies
- Staff Professional and Salary History Documentation
- Staff Salaries and Benefits
- Staff Performance Management

Section 5 – Financial Management

- Financial Systems
- Financial Controls
- Financial Documentation
- Audits
- Financial Reporting
- Overhead
- Equity

Section 6 – Organizational Management

- Strategic Planning
- Annual workplan development
- Annual organizational report
- Change Management
- Knowledge Management
- Stakeholder Involvement
- Diversification of new funding resources
- Internal communication
- Decision Making
- External positioning

Section 7 – Program and Project Management

- Institutional fund (IF) / grant management
- Technical Reporting
- Community / Target group Involvement
- Culture and Gender

- Standards for project implementation
- Internal supervision of project implementation
- Monitoring and Evaluation
- Quality Assurance
- Policy Influencing
- Education program
- Basic Needs program
- TVET and JBC program
- Relief / Disaster management program
- Enterprise Development program

Annex 3. Terms of Reference for Organisational Capacity Assessments

Name of evaluation study	Organisational Capacity Assessments at all partner organizations and Woord en Daad
W&D Project number	9194011
Contact person/programme	Cees Oosterhuis / Wouter Rijnveld
Partner organization(s) involved	All
Contact person(s)	
Other agencies involved	n.a.
Contact person/programme	n.a.
Leading organization	n.a.
Evaluator / evaluation team / organization	MDF team
Date of application	June – October 2009

This TOR has been discussed and agreed upon by the parties involved.

1. Introduction and Context

Woord en Daad has been planning to do capacity assessments with partner organisations in order to work in an integrated manner on capacity building. In the international partner conference in March 2009 at Nairobi, a workshop was held with many partner representatives where the proposed methodology was presented. This received much appreciation from partner organisations.

At the same time, during this conference, Woord en Daad and partners decided to work on the formation of regional alliances and a global alliance. They also decided on certain criteria that organizations need to fulfill in order to be able to join these alliances.

It was decided together to use the planned Organisational Capacity Assessments (OCA) also as a tool to determine whether or not organizations meet the criteria for joining the alliances.

2. Objectives

The primary objective of the OCA's is to form the basis for a concrete action plan and integrated capacity building plan for each organisation. The OCA will be repeated on a regular basis as a form of monitoring organisations' capacities.

The second objective is to assess all organisations in order to decide which organisations will form part of the regional alliances at this stage, and which will form part of the global alliance. Other organisations could aspire to become members after they have worked on their capacities. Part of the objective of the OCA's is therefore also to prepare organisations to become full members of the regional alliances, even when organisations are not a member at this stage.

3. Expected results

Each OCA will directly deliver the following concrete products:

1. A brief report (in Word) of the OCA process and the main discussion points and important issues for each of the sections of the OCA. This report will include a table with the score for each sub-section and total and average scores per section. These

scores will be agreed upon by each of the parties (since they are negotiated) and will be signed by consultant, partner and Woord en Daad representative.

A format for this report is available and compulsory.

2. A concrete action plan to work on those areas that need to be improved.

A format for an action plan is also included in Annex 3.

4. Methodology and Approach

General

The general philosophy of the OCA is that two parties discuss together about the score for each aspect and in this way determine a negotiated score.

Since this first cycle of OCA's is also used to make decisions about being a member of alliances, external facilitation is added.

The OCA tool

The tool that will be used is an adaptation of the OCA tool developed by Initiatives Inc. for the USAID-Funded New Partner's Initiative Technical Assistance Project (NuPITA) and is added as Annex 3 (pdf only). The tool has the following sections: General policy and theory of change, Governance, Administration, Human Resource Management, Financial Management, Organizational Management, Program/Project Management. Each section has sub-sections and each sub-section is scored from 1 (low capacity) to 4 (strong capacity). Half scores are also allowed.

The following adaptations are being made to the original Initiatives OCA tool:

- Addition of an additional category that relates to (the functioning of) core values and the use of the general theory of change as discussed during the 2009 partner conference in Nairobi.
- Removal or adaptation of those aspects in each section that is not applicable to W&D and PO's, e.g. specific USG requirements. For the section 'financial management' this is done by the financial department.
- A check if the OCA tool correctly represents the general criteria for membership of the alliances that were developed in Nairobi. For this purpose a number of sub-sections are added.

All adaptations are being discussed with four representatives of partner organisations and adaptations are being reviewed by Initiatives Inc.

Training

It is important that the OCA is carried out in the same way by all people involved. Therefore, a training will be given (at W&D office) by JSI on the OCA tool. This training will be attended by the all W&D persons (incl. those of department of finance) who will be involved in the process, and by all consultants who will be involved as external facilitators.

This training will include

- the contents of the OCA tool
- the process of facilitation

Method of Scoring

Based on the assessment, an organisation can fall into one of three categories:

1. Not yet capable of becoming a full member of the regional alliance. There may be a mutual intention to become a member of the alliance in the near future, based on improved capacities.
2. Capable of becoming a member of a regional alliance but not of becoming a member of the global alliance.

3. Capable of becoming a member of both the regional and the global alliance.

The OCA process will lead to a total and average score for each of the seven sections. After all OCA's are being done, it is the intention that the following process will be followed:

1. Initial minimum requirements for membership of regional and global alliance will be set for each section.
2. For each region, it will be calculated how many organisations do or do not fulfil the requirements for regional / global alliances. This will be done without showing any names of organisations.
3. If it turns out that certain regions would not have a sufficient number of organisations to form an alliance, the threshold values may be lowered.
This could be a temporary lowering and could differ per region. The first thresholds set will still be maintained as minimum values to work towards.
4. Based on the agreed-upon set thresholds, it will now be shown which organisations are members of the alliances.
5. The conclusions and the procedure of finalising the thresholds will be submitted to the four partner representatives as well as the lead consultant in order to receive their comments on the fairness of the process.
6. If all agree that the process was fair, the conclusions will be communicated to all organisations.

In case of disagreement during the OCA process

Each of the scores is negotiated. The partner organisation and Woord en Daad each present their perceived score (1 to 4) for each sub-section. In case of disagreement, the discussion will be led by the facilitator and will be based as much as possible on source documents or concrete examples that are available in the organisation. It is expected that this should normally lead to a negotiated and mutually agreed upon score.

In case disagreement arises, the following applies:

- The discussion can be postponed till the last day.
- The Woord en Daad representative can have contact with one of his/her following colleagues (depending on which issue): Regional Coordinator, Manager P&P, Manager A&R, C.E.O., in order to see if renegotiation is possible.
- A compromise can be drawn but this must be mentioned in the report.

The more detailed process of each OCA is described in the roles and responsibilities below.

An agenda is made for each OCA process and will be sent to the partners before it takes place. The first stage of each OCA process will consist of an introductory meeting to discuss objectives and expectations.

5. Roles and responsibilities

For each OCA, three parties are involved as follows:

1. Representatives of the Partner Organisation, preferably a wide participation (e.g. Management Team)
2. One or more representatives of Woord en Daad. In most instances, one representative will be present (who has met with other colleagues in order to be able to represent the view of W&D). For those PO's where financial visits are planned for 2009, a second W&D representative will be present, from the financial department, in order to integrate these visits in the OCA and to reduce duplication of work. The detailed planning in Annex 2 contains the names of people involved.

3. An external consultant who facilitates the process. His/her role is to make sure that the scores are correctly negotiated and are based on facts. The consultant does not assign the scores.

In the case of W&D, the partners are represented by one representative per region and W&D is represented by the Board of Directors.

Below the specific roles and responsibilities for each party are described:

Initiatives Inc.

1. Accept the adaptations of the OCA tool and score guide and decide about use of logos.
2. Provide a one day training on June 19 for all Woord en Daad representatives and consultants.

MDF Consultants

1. Follow the initial training on June 19
2. Facilitate the OCA process (according to planning Annex 1)
Make sure that the negotiation process for each score is fair and based on facts. The consultant is not to assign the score by himself, except in case of disagreement (see above).
3. Make sure a concrete and complete action plan is developed (see above)
4. In case of disagreement, determine the most fair score.
5. Calculate totals and average scores in a transparent way (to be agreed by partner organization and Woord en Daad representative). This is to be signed by the consultant before leaving the organization.
6. Write a report about the OCA process according to the prescribed format in Annex 3. Since the report format is very concise, the report should be written during the three days of each OCA process. The report has to be sent to the W&D representative who was present at the OCA, to Cees Oosterhuis and Wouter Rijnveld. The report is also addressed to the partner. The W&D representative will forward the report to the partner.
7. Lead consultant: give opinion on fairness of determining threshold criteria after all OCA's are done.

Woord en Daad representatives

1. Follow the initial training on June 19
2. Prepare well for each OCA that one is involved in. The purpose is to know the general Woord en Daad perception of partners' capacities for each of the aspects in each of the categories. This can be done on the basis of informal knowledge, documents, the "internal inventory of partners' capacities" report of December 2008, or discussions with colleagues.
3. Be present in each OCA, represent the Woord en Daad point of view, and negotiate with the partner, based on arguments brought forward and evidence shown.
4. Agree on all final scores given, and on the calculation of totals / averages per category and sign this at the end of the OCA process .
5. Participate in the development of an action plan.
6. Where relevant, present the conclusions and the action plan to other Woord en Daad colleagues.

In case two Woord en Daad representatives are present (e.g. one person of finance), the tasks can be shared. The overall responsibilities remain the same.

Woord en Daad also has the responsibility

- To list all OCA scores of all organizations together and determine the threshold levels for joining the alliances, according to the process determined in this TOR.

Partner Organisations

- Prepare themselves by reading the OCA tool with relevant staff
- Disseminate and collect anonymous staff and board questionnaires prior to the OCA meeting
- Make time available for the OCA and participate with relevant staff in the OCA process
- Provide access to relevant source documents as requested
- Agree on all final scores given during the OCA, and on the calculation of totals / averages per category and sign this at the end of the OCA process.
- Take the lead in follow up on the action plan
- Four representatives of partners will be involved in determining the final minimum levels required for each category in order to become member of alliances.

6. Planning

The planning of all OCA's is attached as Annex 1.

Each OCA normally takes three days.

The OCA report has to be written within the same three days that the OCA takes place.

7. Approval

This TOR is to be signed by the consultants, by W&D and by each partner organisation involved

Gorinchem,	Ede
On behalf of Woord en Daad	On behalf of consultants
Place, date	
On behalf of partner.....	

Annex 4. Tables with all OCA results

Section	Sub-section	Greater Horn		West Africa					Average West Africa		Southern Africa		Overall Average					
		MKC-RDA	Ladders of Hope	KDDS	CTF	EFSL	CREDO	AEAD	DEDRAS	ACFIME	BAC	Mfesane		GCPDO	EFZ			
General Policy and Theory of Change	Core Values	3.5	3.0	3.0	3.2	3.5	4.0	3.0	2.5	2.5	2.5	2.0	2.9	3.0	3.0	3.5	3.2	3.1
	Development Principles	3.5	3.0	1.0	2.5	3.5	3.0	3.0	2.5	2.0	1.5	3.0	2.6	3.0	4.0	3.0	3.3	2.7
	Cross Cutting Issues	3.0	2.5	2.7	2.0	3.0	3.0	3.0	2.5	2.5	2.0	3.0	2.6	3.0	3.5	4.0	3.3	2.8
Theory of Change		3.5	3.5	3.0	3.3	3.0	3.0	2.5	2.5	2.5	2.5	2.6	3.0	3.5	3.5	3.5	3.3	2.6
Average General Policy and Theory of Change		3.4	3.0	2.4	2.9	3.0	3.3	2.9	2.5	2.4	2.1	2.6	2.7	3.0	3.5	3.5	3.3	2.8
Governance	Vision/Mission	3.5	3.5	4.0	3.7	3.0	3.0	3.5	3.0	3.0	3.5	3.5	3.2	4.0	4.0	4.0	4.0	3.5
	Organizational Structure	3.5	3.0	2.5	3.0	3.0	4.0	2.5	2.0	3.0	3.5	2.5	2.9	3.0	2.0	2.5	2.5	3.1
	Board Composition and Responsibility	3.5	3.5	4.0	3.7	2.0	3.5	2.5	3.0	3.5	2.5	4.0	3.0	3.0	3.0	3.5	3.2	3.1
Legal Status		4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.5	4.0	4.0	4.0	3.9	4.0	4.0	4.0	4.0	4.0
Succession Planning		3.0	3.0	2.5	2.8	2.0	4.0	3.0	2.5	3.0	2.5	2.5	2.8	3.0	3.5	4.0	3.5	3.1
Average Governance		3.5	3.4	3.4	3.4	3.4	2.8	3.7	3.1	2.8	3.3	3.2	3.2	3.4	3.3	3.6	3.4	3.3
Administration	Operational Policies, Procedures and Systems	3.5	3.5	2.5	3.2	3.0	3.0	3.5	3.0	2.0	3.0	2.5	2.9	3.5	2.5	3.5	3.2	2.9
	Travel Policies and Procedures	3.5	4.0	3.0	3.5	3.0	3.5	3.5	2.0	3.5	4.0	4.0	3.4	3.5	3.5	4.0	3.7	3.2
	Procurement	4.0	3.5	2.0	3.2	2.0	3.5	3.5	1.0	3.5	3.5	3.5	2.9	4.0	3.0	4.0	3.7	3.0
Fixed Assets Control		4.0	3.5	2.0	3.2	3.0	3.5	3.0	1.5	2.5	4.0	2.5	2.9	3.5	3.5	4.0	3.7	3.2
Average Administration		3.8	3.6	2.4	3.3	2.8	3.4	3.4	1.9	2.9	3.6	3.1	3.0	3.6	3.1	3.9	3.5	3.1
Human Resources Management	Job Descriptions	4.0	3.5	4.0	3.8	4.0	3.5	2.0	1.5	2.0	4.0	3.0	2.9	4.0	3.0	4.0	3.7	3.2
	Recruitment and Retention	3.5	3.0	3.0	3.2	2.0	4.0	2.5	1.5	1.5	2.0	2.5	2.3	3.0	2.0	2.5	2.5	2.7
	Staffing Levels	3.5	3.0	1.5	2.7	3.0	4.0	2.5	1.5	2.0	3.0	1.5	2.3	4.0	2.5	2.0	2.8	2.8
Personnel Policies		3.5	3.5	4.0	3.7	2.0	4.0	2.5	2.0	2.0	2.0	3.0	2.5	4.0	3.0	3.5	3.5	2.9
Staff Professional and Salary History Documentation		4.0	3.5	2.5	3.3	3.0	4.0	3.0	2.0	2.0	3.5	4.0	3.1	4.0	3.0	4.0	3.7	3.4
Staff Salaries and Benefits Policy		3.5	3.5	4.0	3.7	2.0	4.0	3.5	2.0	1.0	3.5	3.5	2.8	3.0	3.0	3.0	3.0	3.1
Staff Performance Management		3.5	3.5	2.5	3.2	2.0	3.0	2.0	1.5	2.0	3.0	2.0	2.2	1.5	1.5	3.0	2.0	2.8
Average Human Resources Management		3.6	3.4	3.1	3.4	2.6	3.8	2.6	1.7	1.8	3.0	2.8	2.6	3.4	2.6	3.1	3.0	3.0
Financial Management	Financial Systems	4.0	3.5	3.5	3.7	3.0	4.0	3.5	3.0	2.5	3.0	2.0	3.0	4.0	3.5	4.0	3.8	3.4
	Financial Controls	4.0	4.0	2.0	3.3	4.0	4.0	3.5	3.0	3.0	3.5	2.0	3.3	4.0	3.0	4.0	3.3	3.4
	Financial Documentation	4.0	4.0	2.0	3.3	3.0	4.0	3.5	3.0	3.0	3.5	2.0	3.1	4.0	3.0	4.0	3.7	3.5
Audits		3.5	4.0	3.5	3.7	4.0	3.5	3.0	3.0	3.0	3.5	2.5	3.2	3.5	3.0	4.0	3.5	3.5
Financial Reporting		3.5	3.5	3.5	3.5	3.0	4.0	3.5	3.5	3.5	3.5	2.0	3.2	3.5	3.0	3.0	3.2	3.4
Overhead		4.0	4.0	1.0	3.0	3.0	2.5	4.0	3.0	1.5	4.0	4.0	3.1	3.0	2.5	2.0	2.3	3.1
Equity		3.5	4.0	4.0	3.8	3.0	2.5	3.0	1.0	3.0	4.0	3.0	2.8	3.0	2.5	2.0	2.5	2.9
Average Financial Management		3.6	3.9	2.8	3.5	3.3	3.5	3.4	2.8	2.7	3.5	2.5	3.1	3.5	2.8	3.3	3.2	3.3
Organizational Management	Strategic Planning	3.5	3.5	3.0	3.3	2.5	3.0	3.0	4.0	3.5	3.0	2.0	3.1	3.0	3.0	3.0	3.0	2.9
	Annual Workplan Development	3.5	3.5	4.0	3.7	3.0	2.5	3.0	1.5	1.0	3.5	2.5	2.4	4.0	2.5	1.5	2.7	2.9
	Annual Organizational Report	3.5	3.0	3.0	3.2	3.0	3.0	3.0	2.5	2.0	3.0	2.0	2.6	4.0	1.5	3.0	2.8	2.7
Change Management		3.5	2.5	2.0	2.7	2.0	2.5	3.5	2.0	2.0	1.0	3.0	2.3	3.0	2.0	3.5	2.8	2.7
Knowledge Management		3.5	3.0	3.0	3.0	2.5	3.0	3.0	3.0	3.0	2.0	2.0	2.6	3.0	2.0	2.5	2.5	2.7
Stakeholder Involvement		3.5	3.5	3.0	3.3	3.0	2.5	3.0	3.0	3.0	2.5	2.8	2.8	4.0	3.0	2.5	3.2	3.0
Diversification of new funding resources		2.5	1.5	2.3	2.0	2.0	2.0	3.0	2.5	2.5	2.0	2.5	2.4	3.0	2.0	2.5	2.5	2.4
Internal Communication		3.3	3.5	3.5	3.4	3.0	3.0	3.0	3.5	3.0	3.5	3.0	3.1	3.5	2.5	3.0	3.0	3.4
Decision Making		3.5	4.0	3.5	3.7	3.5	3.0	3.0	3.5	3.5	3.5	3.3	3.3	4.0	2.5	3.5	3.3	3.5
External Positioning		3.5	3.0	3.0	3.2	3.0	2.5	3.5	3.0	3.0	3.0	2.0	2.9	3.0	2.0	3.5	2.8	2.9
Average Organizational Management		3.4	3.2	3.0	3.2	2.8	2.7	3.1	2.9	2.7	2.7	2.6	2.9	3.5	2.3	2.9	2.9	2.9
Program/Project Management	Institutional fund (IF) / grant management	3.0	1.5	1.5	2.0	3.0	3.0	3.0	1.5	2.0	1.0	1.5	2.1	3.5	1.5	3.0	2.7	1.9
	Technical Reporting	3.5	3.5	2.5	3.2	2.5	3.0	2.0	2.0	3.0	3.5	2.5	2.6	3.5	2.5	3.0	3.0	2.8
	Community / Target Group Involvement	3.5	3.5	3.5	3.5	3.0	3.5	2.5	3.5	3.5	3.5	3.0	3.2	3.5	3.5	4.0	3.7	3.2
Culture and Gender		3.0	3.5	2.5	3.2	3.0	3.0	3.5	3.0	3.0	2.0	3.0	2.8	3.5	2.5	3.0	3.0	2.8
Standards for project implementation		3.0	3.5	3.0	3.2	3.0	2.5	3.0	4.0	3.0	3.0	3.0	3.1	3.5	3.5	3.0	3.3	3.2
Internal supervision of project implementation		3.5	3.0	2.5	3.0	2.0	2.5	2.0	1.5	1.0	4.0	3.5	2.5	3.0	3.0	3.0	3.0	3.0
Monitoring and Evaluation		3.5	2.5	1.5	2.5	2.0	2.5	2.0	2.5	3.0	2.5	2.4	3.5	3.5	2.5	2.5	2.8	2.9
Quality Assurance		3.5	3.5	2.5	3.2	2.0	3.0	2.5	3.0	2.0	2.5	2.5	2.5	3.5	2.5	3.5	3.2	2.4
Policy Influencing		3.0	3.0	3.0	3.0	3.0	3.0	2.5	3.0	2.0	1.5	2.0	2.4	1.0	3.0	3.0	2.3	2.9
Education program		3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.0	3.0	3.0	3.0	3.3
Basic Needs program		3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.2
TVET and JBC program		3.5	3.5	3.5	3.5	2.0	2.5	2.5	2.0	3.0	3.0	1.5	2.3	3.5	2.0	2.0	2.0	2.6
Relief / Disaster management program		3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
Enterprise development program		3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
Average Program / Project Management		3.4	3.0	2.6	3.0	2.6	2.9	2.6	2.7	2.6	2.6	2.5	2.6	3.2	2.8	3.1	3.0	2.8
Average		3.5	3.3	2.8	3.2	2.8	3.2	3.0	2.5	2.6	2.9	2.7	2.8	3.4	2.8	3.2	3.1	3.0

Section	Sub-section	Asia										Average Asia	S.C. America										Average S.C. America	Overall Average
		AMGF	AMGT	CCT	Ladder of Hope	INNL	COUNT	CSS	IREF	WDI	AMGI		AMGF	PAC	INDEF	CRECH	AMGH	P&A	AGUDESA	AMGG	W&D	NL		
General Policy and Theory of Change	Core Values	3.5	2.5	4.0	3.0	3.5	1.5	3.0	3.0	2.8	4.0	3.5	3.5	3.0	3.0	3.5	4.0	3.5	3.5	4.0	3.5	3.5	4.0	3.1
	Development Principles	3.0	1.0	3.5	2.5	2.5	2.8	2.0	1.0	2.5	3.5	3.0	3.5	2.5	3.0	3.5	2.5	3.0	3.5	3.1	3.5	3.0	3.5	2.7
	Cross-Cutting Issues	2.5	1.0	2.5	1.0	2.0	3.0	3.5	1.5	1.0	2.5	2.1	4.0	3.5	2.5	2.5	3.5	3.0	3.5	3.0	3.0	3.0	3.0	2.6
Average General Policy and Theory of Change	Theory of Change	2.0	1.0	4.0	1.0	1.0	3.0	3.0	2.5	1.5	1.5	2.5	4.0	3.5	2.5	3.5	3.0	3.5	3.0	3.5	3.0	3.0	2.8	
		2.8	1.6	3.5	1.1	2.0	2.9	3.2	1.9	1.6	2.4	2.3	3.9	3.3	3.3	2.6	3.0	3.4	3.0	3.5	3.2	3.5	2.8	
	Average	3.5	2.5	4.0	1.0	4.0	3.5	4.0	3.5	3.5	3.5	3.3	4.0	3.5	3.0	3.0	4.0	4.0	4.0	3.8	3.7	3.5	3.5	
Governance	Vision/Mission	3.5	2.5	4.0	2.0	3.0	4.0	3.5	4.0	2.5	3.1	4.0	3.0	2.5	3.0	4.0	4.0	4.0	4.0	3.5	4.0	3.5	3.1	
	Organizational Structure	3.0	1.0	3.5	2.5	4.0	4.0	3.5	1.5	3.5	4.0	3.0	2.5	3.5	3.5	3.0	4.0	2.5	3.0	3.1	4.0	3.1	3.1	
	Board Composition and Responsibility	2.0	1.0	3.5	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.9	4.0	4.0	4.0	
Average Governance	Legal Status	4.0	4.0	4.0	2.0	4.0	3.0	3.0	3.5	1.5	3.0	4.0	3.0	2.5	3.0	3.5	4.0	4.0	4.0	3.3	4.0	3.3	4.0	
	Succession Planning	3.5	2.0	4.0	2.0	4.0	3.0	3.0	3.0	3.5	1.5	3.0	4.0	3.0	2.5	3.0	3.5	4.0	2.0	4.0	3.3	4.0	3.1	
	Average	3.3	2.3	3.9	2.3	3.8	3.5	3.7	2.9	3.1	3.1	3.3	3.5	3.2	3.1	3.3	3.6	4.0	3.3	3.8	3.5	3.9	3.3	
Administration	Operational Policies, Procedures and Systems	3.0	1.0	3.5	1.5	2.5	4.0	3.5	1.5	2.5	2.6	3.5	3.0	2.0	3.5	3.5	4.0	2.5	4.0	3.3	3.5	2.9	3.2	
	Travel Policies and Procedures	3.5	1.0	3.5	1.5	1.0	3.5	4.0	3.0	2.0	2.5	4.0	4.0	3.0	4.0	4.0	4.0	4.0	2.5	4.0	3.7	3.5	3.2	
	Procurement	3.5	1.0	3.5	1.5	1.0	3.0	4.0	3.5	3.0	2.5	2.7	3.0	2.5	3.0	4.0	4.0	2.5	4.0	3.3	4.0	3.0	3.0	
Average Administration	Fixed Assets Control	3.0	1.0	4.0	1.5	1.0	3.0	4.0	4.0	3.0	3.0	2.8	4.0	3.0	4.0	3.5	4.0	4.0	4.0	3.8	3.0	3.2	3.2	
		3.3	1.0	3.6	1.4	1.4	3.0	4.0	3.6	2.4	2.5	2.6	3.6	3.1	3.0	3.8	3.5	4.0	2.9	4.0	3.5	3.5	3.1	
	Average	3.5	1.0	3.5	2.0	2.5	3.0	4.0	2.5	4.0	3.0	2.9	4.0	2.5	2.0	4.0	3.5	4.0	3.5	4.0	3.4	4.0	3.2	
Human Resources Management	Job Descriptions	3.5	1.5	3.0	1.5	1.5	3.0	2.8	3.0	3.0	2.6	3.5	2.5	2.0	3.0	3.5	4.0	3.0	3.0	3.1	3.5	2.7	3.0	
	Recruitment and Retention	3.5	1.5	3.0	1.5	1.5	3.0	2.8	3.0	3.0	2.6	3.5	2.5	2.0	3.0	3.5	4.0	3.0	3.0	3.1	3.5	2.7	3.0	
	Staffing Levels	2.0	3.0	3.0	1.5	2.5	4.0	3.0	2.0	2.0	2.0	2.6	3.0	3.5	3.0	3.0	4.0	3.0	3.0	3.4	4.0	2.8	2.8	
Average Human Resources Management	Personnel Policies	3.0	1.0	2.5	2.0	3.0	4.0	4.0	2.5	2.5	2.6	4.0	2.5	2.0	2.0	3.5	3.5	3.0	3.0	3.0	3.5	2.9	3.0	
	Professional and Salary History Documentation	3.0	3.0	3.5	2.0	3.5	4.0	4.0	4.0	2.5	2.4	4.0	3.5	3.5	3.5	4.0	3.5	4.0	3.5	3.7	4.0	3.4	3.4	
	Staff Salaries and Benefits Policy	3.5	3.0	2.5	2.0	1.5	3.5	4.0	3.0	3.5	3.0	3.0	3.5	3.0	2.5	3.0	4.0	3.5	2.5	3.1	4.0	3.1	3.1	
Average Human Resources Management	Staff Performance Management	3.5	3.0	3.5	1.0	3.0	4.0	3.5	3.5	2.5	2.5	3.5	3.0	3.0	2.5	4.0	4.0	3.0	3.0	3.3	4.0	2.8	2.8	
		3.1	2.2	3.1	1.6	2.3	3.1	3.8	2.9	3.1	2.6	2.8	3.6	2.7	2.6	3.1	3.6	3.9	3.5	3.2	3.3	3.9	3.0	
	Average	3.5	3.0	4.0	2.0	3.5	4.0	3.5	3.0	3.0	3.3	3.0	3.0	2.5	3.5	4.0	4.0	3.5	4.0	3.4	4.0	3.4	3.4	
Financial Management	Financial Systems	3.5	3.0	4.0	2.0	3.5	4.0	4.0	3.5	3.0	3.0	3.0	3.0	2.5	3.5	4.0	4.0	3.5	4.0	3.4	4.0	3.4	3.4	
	Financial Controls	3.5	1.0	4.0	2.0	3.5	4.0	4.0	3.5	3.5	4.0	3.5	4.0	3.5	3.5	4.0	4.0	3.5	4.0	3.7	4.0	3.4	3.4	
	Financial Documentation	4.0	1.0	4.0	3.5	4.0	4.0	4.0	3.5	3.5	4.0	3.6	4.0	3.5	3.5	4.0	4.0	4.0	3.5	4.0	3.8	4.0	3.5	
Average Financial Management	Audits	3.5	2.0	4.0	2.5	3.5	4.0	4.0	3.5	4.0	4.0	3.6	4.0	4.0	3.0	3.5	3.5	4.0	3.5	4.0	3.6	4.0	3.5	
	Financial Reporting	3.5	3.0	4.0	2.5	3.5	4.0	4.0	3.5	4.0	3.5	3.6	4.0	3.0	3.0	3.5	4.0	3.5	4.0	3.4	4.0	3.4	3.4	
	Overhead Equity	4.0	4.0	4.0	1.0	2.0	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.0	3.0	2.5	4.0	4.0	3.5	4.0	3.2	4.0	3.1	
Average Financial Management		1.0	3.0	4.0	1.0	3.0	4.0	3.5	3.5	2.5	2.0	2.8	2.0	4.0	2.5	4.0	4.0	3.0	3.0	2.9	3.0	2.9	2.9	
		3.6	2.4	3.9	2.1	3.4	3.9	3.8	3.6	3.4	3.5	3.4	3.4	3.4	2.9	3.3	3.7	3.7	3.4	3.9	3.4	3.9	3.3	
	Average	3.5	3.0	4.0	2.0	3.5	4.0	3.5	3.0	3.0	3.3	3.0	3.0	2.5	3.5	4.0	4.0	3.5	4.0	3.4	4.0	3.4	3.4	
Organizational Management	Strategic Planning	3.5	3.0	4.0	1.5	1.0	3.0	3.5	2.0	1.5	2.0	2.5	3.0	3.0	2.5	3.5	2.5	3.0	3.0	3.0	3.5	2.9	2.9	
	Annual Workplan Development	2.5	1.0	4.0	2.0	2.5	3.0	3.0	2.0	3.0	2.6	3.5	2.5	4.0	3.0	4.0	3.5	3.5	3.5	3.4	3.5	2.9	2.9	
	Annual Organizational Report	1.0	1.0	4.0	1.5	1.0	2.5	3.0	2.5	1.0	3.5	2.1	3.0	3.5	2.5	3.0	3.0	3.0	3.0	3.1	4.0	2.7	2.7	
Average Organizational Management	Change Management	2.5	3.0	4.0	2.0	1.5	1.5	3.0	2.5	2.5	2.5	2.5	3.0	3.5	3.5	2.5	3.0	3.0	3.0	3.0	3.0	2.7	2.7	
	Knowledge Management	3.0	2.5	4.0	3.0	3.0	3.0	3.0	2.5	3.0	2.7	3.0	3.0	2.5	2.5	3.0	2.5	2.5	2.5	2.8	3.0	2.8	2.8	
	Stakeholder Involvement	3.5	2.0	4.0	2.5	3.0	3.0	3.0	2.5	3.0	3.0	2.8	3.0	3.5	3.0	3.0	3.5	3.0	3.5	3.1	3.5	3.0	3.0	
Average Organizational Management	Diversification of new funding resources	2.5	2.0	4.0	2.5	1.5	1.5	3.0	3.0	1.0	2.2	3.0	3.0	2.0	2.0	3.0	2.5	2.5	2.6	2.6	4.0	2.4	2.4	
	Internal Communication	3.0	4.0	4.0	3.0	3.5	3.5	3.0	3.0	4.0	3.4	3.0	3.5	4.0	3.5	3.5	4.0	4.0	3.5	3.6	3.5	3.4	3.4	
	Decision Making	3.0	3.5	4.0	3.0	3.5	3.5	3.0	3.0	4.0	3.4	3.5	3.5	3.5	3.5	3.5	4.0	4.0	4.0	3.7	3.5	3.5	3.5	
Average Organizational Management	External Positioning	3.0	2.5	3.5	3.0	3.0	3.0	3.0	2.0	3.0	2.7	3.5	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.1	4.0	2.9	2.9	
		2.7	2.5	4.0	2.3	1.8	2.7	3.2	2.7	2.2	2.9	2.7	3.2	3.2	3.1	2.9	3.3	3.2	3.3	3.2	3.6	2.9	2.9	
	Average	1.0	1.0	3.5	1.0	1.0	1.0	2.5	1.0	1.0	1.0	1.4	2.5	3.0	2.5	1.0	1.0	1.0	2.5	1.8	3.5	1.9	1.9	
Program / Project Management	Institutional fund (IF) / grant management	3.5	1.0	3.5	1.5	1.5	3.0	2.5	3.5	1.5	2.4	3.5	3.0	3.5	3.0	3.5	3.0	2.5	4.0	3.3	4.0	2.8	2.8	
	Technical Reporting	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.2	3.0	3.5	3.0	3.0	4.0	3.5	2.0	2.5	3.1	3.0	3.2	3.2	
	Community / Target Group Involvement	2.5	2.0	3.5	2.5	2.0	3.0	2.8	3.0	3.0	2.7	3.5	2.5	3.5	2.0	3.0	2.0	3.0	2.5	2.8	2.5	2.8	2.8	
Average Program / Project Management	Culture and Gender	3.0	3.0	3.5	2.5	2.5	3.5	4.0	3.0	4.0	3.2	3.5	3.5	3.5	3.0	3.5	3.5	3.0	3.5	3.2	3.0	3.2	3.2	
	Standards for project implementation	3.5	3.0	3.0	2.5	3.5	4.0	4.0	4.0	4.0	3.2	4.0	4.0	3.0	3.0	1.5	3.5	4.0	4.0	3.1	3.5	3.0	3.0	
	Internal supervision of project implementation	2.5	1.5	3.0	1.5	1.5	1.5	3.0	1.0	2.5	1.5	2.0	3.5	2.5	3.0	1.5	3.0	2.5	2.5	2.6	3.0	2.4	2.4	
Average Program / Project Management	Monitoring and Evaluation	3.0	2.5	3.0	1.5	2.5	3.0	3.5	3.0	4.0	2.9	3.5	3.0	3.0	3.5	3.0	2.5	2.5	2.5	2.9	4.0	2.9	2.9	
	Quality Assurance	3.0	2.5	3.5	2.0	1.0	3.0	2.5	3.0	1.0	1.5	2.0	2.0	1.5	2.0	2.0	1.5	2.0	2.0	1.9	3.0	2.2	2.2	
	Policy Influencing	3.0	3.5	4.0	2.0	2.5	3.5	3.0	3.5	4.0	3.0	3.2	3.5	4.0	3.5	3.5	4.0	3.5	4.0	3.5	3.5	3.3	3.3	
Average Program / Project Management	Education program	3.0	3.5	3.5	2.0	2.5	3.5	3.0	3.5	4.0	3.0	3.2	3.5	4.0	3.5	3.0	3.0	3.5	4.0	3.5	3.0	3.2	3.2	
	Basic Needs program	3.5	3.0	3.5	2.0	2.0	3.5	3.0	4.0	2.0	3.0	3.5	3.0	3.5	3.0	3.0	3.0	2.5	2.5	2.8	3.5	2.8	2.8	
	TVET and JBC program	3.5	3.0	3.5	2.0	2.0	3.5	3.0	4.0	3.0	3.0	3.2	3.5	4.0	3.5	3.0	3.0	3.5	4.0	3.5	3.0	3.2	3.2	
Average Program / Project Management	Relief / Disaster management program	2.0	2.0	3.0	2.0	2.0	3.5	3.0	4.0	3.0	2.7	3.5	3.5	2.5	2.5	2.5	2.5	2.5	2.5	2.8	3.5	2.6	2.6	
	Enterprise Development program	2.7	2.2																					

Annex 5. Basis for comparison Internal Inventory and OCA

comment 1: where more than one section / sub-section is mentioned, averages are used

comment 2: where the same section / sub-section is mentioned under more than one inventory question, averages of the different questions are used

No.	Inventory category	inventory question No. and description	OCA Section	OCA Subsection	Comment
1	vision, identity	9 The organisation has clear organisational principles, identity and values, shows this in its work and is also able to maintain its own profile towards Woord en Daad.	Governance and General Policy and Theory of Change	Vision/Mission and Core Values	
2	vision, identity	1 Vision of partner and Woord en Daad are sufficiently in line.	General Policy and Theory of Change	Development Principles and Cross cutting issues	this subsection contained most of the elements that are referred to in the comments of the inventory for this question
3	systems in place	3 Partner is able to make a financial planning and keep to that planning; structures are in place to prevent corruption.	Financial Management	all	
4	systems in place	4 Partner has adequate financial, administrative, management and executive systems in place for effective and accountable implementation of its programs and projects.	Financial Management + Administration + Program / Project Management	all	
5	systems in place	17 Partners have an overall PME system which functions well	Program / Project Management	Monitoring and Evaluation	
6	learning	19 The organisation gives follow up to evaluations, MTRs and financial audits so that these lead to learning and improvement.	Program / Project Management	Monitoring and Evaluation	
7	learning	20 The partner has adequate understanding of shifting contexts and relevant trends and adjusts its programs when needed	Organizational Management	Change Management	
8	learning	18 The organisation uses its regular monitoring data to improve its programs and projects.	Program / Project Management	Monitoring and Evaluation	
9	staff	2 Sufficient staff that has the required levels of knowledge, skills and attitudes for the realization of the organizations' aims	Human Resources Management	Staffing Levels	
10	communication	8 Communication is functional			no match

			(email / skype)			
11	communication	5	The partner is clear and efficient in its communication with Woord en Daad.			no match
12	communication	6	Communication is sufficiently decentralised.	Organizational Management	Internal Communication	not a full match
13	communication	7	The partner is timely and proactive in its communications with Woord en Daad.			no match
14	plans-reports	14	The organisation is able to prepare good annual plans and budgets, incl. indicator sheets that are relevant and being implemented	Organizational Management	Annual workplan Development	not a full match: difference project level vs. organisational level
15	plans-reports	15	The organisation has effective reporting mechanisms and structures on programme implementation. Narrative and financial reports, data sheets, documents for adoption (greetings, etc.) are being sent in time and contain the required information.	Program / Project Management	Technical Reporting	
16	plans-reports	13	The organisation has effective SMAPs developed for their development programmes	Organizational Management	Strategic Planning	not a full match: difference project level vs. organisational level
17	relevance, effects	11	The organisation demonstrates its relevance to the diversified needs of the target group/ clients through its work	Program / Project Management	Community / Target Group Involvement	not a full match
18	relevance, effects	12	It can be demonstrated that programs are formulated based on the real needs of the targeted people.			no match
19	relevance, effects	16	Programs are effective (as shown through evaluations) in the sense that they show (lasting) development results			no match, this is the results level
20	relevance, effects	10	Where relevant, the organisation cooperates in collaborative structures (networks) and processes and adds value to these processes	Organizational Management	External Positioning and Knowledge Management	

i. ATTRIBUTION MODELS PER SUBPROGRAM

Belongs to Tab 9 – Efficiency – in particular criterion 5.2.6a

The tables below present the budget lines for four subprograms. The costs on each budget line are assigned to one or more specific output results (expressed in the specific indicators). The costs of each budget line are also assigned to one or more specific outcome results (expressed in the specific indicators).

Numbers of output and outcome indicators refer to the numbers used in the Result Frameworks (and attached Indicator Reference Sheets) of paragraph 523a.

Combining the targeted results for a specific indicator with the attributed costs for the same indicator enables us to express all costs as unit costs for specific results.

Attribution model Education				Attribution to outcomes											
No.	Budget line	Strategy	Attribution to outputs	Access			Utilization					Organization		Quality	
				1.a,b	1.c,d	1.e	2.a	2.b	2.c	2.d	2.e	3	4	5	6
1.1	Pre-primary education	DPA/SED	7.a	15%			70%					5,0%	5,0%	5%	
1.2	Primary education	DPA/SED	7.b	15%			70%					5,0%	5,0%	5%	
1.3	Secondary education	DPA/SED	7.c		15%		70%					5,0%	5,0%	5%	
1.4	Higher education	DPA/SED	7.d					85%				7,5%	7,5%		
1.5	Non-formal education	DPA/SED	7.e						85%			7,5%	7,5%		
1.6	Functional Literacy	DPA/SED	7.f			15%				70%		5,0%	5,0%	5%	
1.7	Infrastructure / investments	DPA/SED	Distribution as percentage over 7.a - 7.e												100%
1.8	Training	CSS	8.a									15%	15%	60%	10%
1.9	Other capacity building + netv	CSS	8.b, 9.a,b,c									15%	15%	60%	10%
1.10	Curriculum development	CSS	8.c												100%
1.11	Policy Influencing	PI	10	25%	25%	5%									45%

Attribution model TVET-JBS				Attribution to outcomes												
No.	Budget line	Strategy	Attribution to outputs	Access				Utilization			Organization		Quality			
				2	1.a	1.b	1.c	3	4	5.a	5.b	6.a	6.b			
2.1	TVET	DPA/SED	7.a,b		49%	33%	3%	7,5%	7,5%							
2.2	JBS	DPA/SED	8	15%	40%	27%	3%	7,5%	7,5%							
2.3	Infrastructure	DPA/SED	7.a,b,8								90%	10%				
2.4	Training	CSS	9					15%	15%	17,5%	17,5%	21,9%	13,1%			
2.5	Other capacity building + Netv	CSS	10					15%	15%	17,5%	17,5%	21,9%	13,1%			
2.6	Policy Influencing	PI	11	60%	17%	12%	1%							6%	4%	

Attribution model ED				Attribution to outcomes										
No.	Budget line	Strategy	Attribution to outputs	Access				Utilization			Organization		Quality	
				1	2.a,b	3	4	6	5	7.a,b				
3.1	Exploitation costs for BDO	DPA/SED	8, 9.a,b,10		35%						20%		45%	
3.2	Credit / capital, fresh	DPA/SED	8			20%	60%	20%						
3.3	Guarantees (100% budget line)	DPA/SED	8			20%	60%	20%						
3.4	BDS costs	DPA/SED	8,9.a,b			30%	20%						50%	
3.5	Costs Chain Organisation	CSS	10		40%	10%	35%				15%			
3.6	Training, capacity building	CSS	11		30%						10%	30%	30%	
3.7	Policy Influencing	PI	12		100%									

Attribution model AD			Attribution to outcomes							
No.	Budget line	Strategy	Attribution to outputs	Access	Utilization			Organization	Quality	
				1	2.a,b	3	4	6	5	7.a,b
4.1	Exploitation costs for BDO	DPA/SED	8, 9.a,b,10	25%				25%		50%
4.2	Credit / capital, fresh	DPA/SED	8		30%	50%	20%			
4.3	Guarantees (100% budget line)	DPA/SED	8		30%	50%	20%			
4.4	BDS costs	DPR	8,9.a,b		30%	10%	10%		50%	
4.5	Costs Chain Organisation	CSS	10	60%	10%	10%		20%		
4.6	Training, capacity building	CSS	11	40%					20%	40%
4.7	Policy Influencing	PI	12	100%						