East Africa Skills for Transformation & Regional Integration Project (EASTRIP)

Overview and Workshop Objectives

3rd Capacity Building and Appraisal Workshop

June 4-8, 2018, Nairobi, Kenya
Proposed development objective and components

Project Development Objective (PDO):
To increase the **access** and improve the **quality** of TVET programs in selected Regional TVET Centers of Excellence and to support **regional integration**.

The project supports the development of highly specialized TVET programs at diploma and degree levels for training of technicians and TVET faculty, as well as industry recognized short-term training, targeting regional priority sectors in transport, energy, manufacturing, and ICT. The PDO will be achieved through complementary interventions at three different levels—center, national, and regional.

**COMPONENT 1:**
Strengthening selected Regional TVET Centers of Excellence for high-quality skills development in priority sectors

**COMPONENT 2:**
Capacity building for national TVET systems

**COMPONENT 3:**
Enhancing regional collaborative capacity in TVET and project coordination
## Financing

<table>
<thead>
<tr>
<th>Project Component</th>
<th>Total IDA</th>
<th>National IDA</th>
<th>Regional IDA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Component 1: Strengthening selected Regional TVET Centers of Excellence for high quality skills development in priority sectors</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethiopia (7 centers)</td>
<td>90.0</td>
<td>45.0</td>
<td>45.0</td>
</tr>
<tr>
<td>Kenya (5 centers)</td>
<td>54.0</td>
<td>27.0</td>
<td>27.0</td>
</tr>
<tr>
<td>Tanzania (4 centers)</td>
<td>45.0</td>
<td>22.5</td>
<td>22.5</td>
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<tr>
<td><strong>Component 2: Capacity building for national TVET systems</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Ethiopia</td>
<td>10.0</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Kenya</td>
<td>6.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Tanzania</td>
<td>5.0</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>210.0</td>
<td>105.0</td>
<td>105.0</td>
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Regional TVET Centers of Excellence selected from the participating countries:

<table>
<thead>
<tr>
<th>Sector</th>
<th>Focus</th>
<th>Center Name</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport/Infrastructure</td>
<td>Railway</td>
<td>Meles Zenawi Memorial TVET Polytechnic College</td>
<td>Ethiopia</td>
</tr>
<tr>
<td></td>
<td>Railway</td>
<td>Ethiopia Railway Academy</td>
<td>Ethiopia</td>
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<tr>
<td></td>
<td>Marine</td>
<td>Kenya Coast National Polytechnic</td>
<td>Kenya</td>
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<td></td>
<td>Air</td>
<td>National Institute of Transport</td>
<td>Tanzania</td>
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<tr>
<td></td>
<td>Road</td>
<td>Kombolcha TVET Polytechnic College</td>
<td>Ethiopia</td>
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<tr>
<td></td>
<td>Building infrastructure</td>
<td>Meru National Polytechnic</td>
<td>Kenya</td>
</tr>
<tr>
<td></td>
<td>Highway infrastructure</td>
<td>Kenya Institute of Building and Highway Technology</td>
<td>Kenya</td>
</tr>
<tr>
<td>Power/Energy</td>
<td>Power/energy</td>
<td>General Wingate Polytechnic College</td>
<td>Ethiopia</td>
</tr>
<tr>
<td></td>
<td>Geothermal</td>
<td>KenGen Geothermal Institute</td>
<td>Kenya</td>
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<tr>
<td></td>
<td>Hydro</td>
<td>Arusha Technical College</td>
<td>Tanzania</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>Tool making</td>
<td>TVET Institute</td>
<td>Ethiopia</td>
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<tr>
<td></td>
<td>Textile/garment</td>
<td>Hawassa TVET Polytechnic College</td>
<td>Ethiopia</td>
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<tr>
<td></td>
<td>Textile</td>
<td>Kisumu National Polytechnic</td>
<td>Kenya</td>
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<tr>
<td></td>
<td>Leather</td>
<td>DIT Mwanza Campus</td>
<td>Tanzania</td>
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<tr>
<td></td>
<td>Agro-processing</td>
<td>Holeta TVET Polytechnic College</td>
<td>Ethiopia</td>
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<tr>
<td></td>
<td>ICT</td>
<td>DIT Dar es Salaam Campus</td>
<td>Tanzania</td>
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</tbody>
</table>
COMPONENT 1:
Strengthening selected Regional TVET Centers of Excellence for high-quality skills development in priority sectors

SUB-COMPONENTS/ACTIVITIES

1. Strengthening center governance and management
2. Institutionalizing industry links
3. Developing/implementing market relevant and competency based training programs
4. Training of school managers and teachers
5. Upgrading key instructional facilities and equipment
6. Outreaching and support for non-project national TVET
COMPONENT 2:
Capacity building for national TVET systems

SUB-COMPONENTS/ACTIVITIES

1. Strengthening national TVET quality assurance
2. Capacity building for TVET policy development and implementation
3. Promoting regional integration
4. National project coordination, and M&E
COMPONENT 3:  
Enhancing regional collaborative capacity in TVET and project coordination

<table>
<thead>
<tr>
<th>SUB-COMPONENTS/ACTIVITIES</th>
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<tbody>
<tr>
<td>1. Harmonization of standards and mutual recognition of qualifications for priority occupations</td>
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<td>2. Incubation of a regional TVET technical body for policy research, advocacy, strategy development, and dissemination of good practices</td>
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<td>3. Capacity building for Africa skills competition</td>
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<tr>
<td>4. Regional project coordination and M&amp;E</td>
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Updates since Korea

• Tanzania confirmed its participation in EASTRIP
• Roundtable consultation with industries in Kenya, Ethiopia, and Tanzania
• Continued development of SIP with WB guidance
• Anteja and Shanghai Jingge recruited to support all Tanzania and Kenya centers development of SIP
• Project Preparation Advance to IUCEA ($1.5 million)
• World Bank capacity assessment of all centers in financial management and procurement
World Bank Regional Operational Committee Meeting

• Highly positive on the overall EASTRIP approach
• Strengthening gender focus
• Concern on the status of autonomy for selected centers
• RFU governance and efficiency
• Sustainability of the regional TVET body to be incubated
• Increasing IDA allocation to Kenya and Ethiopia, potentially
  • further creating a conducive national policy environmental for the regional TVET centers and for regional integration
  • boosting TVET teacher professional development by establishing a teacher training center linked with a cluster of industries
  • expanding the number of disciplines for each of the centers.
**Project Governance**

- **Regional Steering Committee** – representatives of participating governments

- **Technical Advisory Body** - Consultative Advisory Group (CAG) TVET sub-committee – regional and international technical experts and industrial representatives

- **Regional facilitation unit** - with legal status to receive WB funding, with technical capacity in education and training, experience in project management; and will incubate an EAC TVET technical body. IUCEA has been selected.

- **National Project Steering Committee** composition to be proposed by the participating government preferably chaired by PS or state minister for TVET and with representatives from relevant line ministries and industries.

- **Project Implementation Unit** at each Center of Excellence, comprised of director of the institution, officer in charge of academic affairs, industrial linkage, financial management, procurement, and monitoring and evaluation
Project Implementation Arrangements

Regional level

Regional Steering Committee  Regional Facilitation Unit (IUCEA)

TVET Center level

Industry Advisory Board  Project Implementation Unit (PIU)
  - Center Director
  - Deputy Director (TVET Specialist)
  - Financial Management Specialist
  - Procurement Specialist
  - Monitoring & Evaluation Specialist
  - Safeguards Specialist (gender focal point)
  - Industry Liaison Officer

TVET Host Institute Management

National level

National Steering Committee  Project Coordination Unit
  - Ministry of Education (Ethiopia)
  - Ministry of Education, Science & Technology (Kenya & Tanzania)
  - National TVET bodies*
Objectives and Outputs of the Appraisal Workshop

• Finalize project design including project development objectives and indicators, results framework, disbursement linked indicators (DLI):
  • each center to submit baseline and targets for each indicator

• Further develop the Strategic Investment Plan (SIP) for each of the regional TVET centers
  • Including a draft procurement plan and environmental social management plan checklists

• Finalize the national component and regional component

• Operational training in World Bank fiduciary and safeguards policies