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**ANNUAL REPORT
'MASOMO KWA AJIRA' (MAKA) PROJECT 2015**



Participants during Girls day Rongai YP.

January 2016

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Acronyms

BOG	-	Board of Governors
HMDS	-	Help Mission Development Services
HIV&AIDS	-	Human Immunodeficiency Virus & Anti-retroviral Immunodeficiency Syndrome
ICT	-	Information Communication Technology
IEC	-	Information, Education and Communication materials
ID	-	Identification Card
JKUAT	-	Jomo Kenyatta University of Agriculture and Technology
KTTC	-	Kenya Technical Teachers College
MAKA	-	'Masomo Kwa Ajira' – Skills for employment.
MVM	-	Motor Vehicle Mechanics
NITA	-	National Industrial Training Authority
TOT	-	Training of Trainers
UKV	-	"Ujuzi Kwa Vijana" – Skills for the youth.
UNEP	-	United Nations Environmental Programme
VCT	-	Voluntary Counselling and Testing
WTO	-	World Trade Organizations
YP	-	Youth Polytechnic
YEDF	-	Youth Enterprise Development Fund

1.0 EXECUTIVE SUMMARY

Founded and registered in 2004 as charitable and development NGO – Reg. No. P.218/051/2004/0112/3202 - Help Mission Development Services (HMDS) aims *'to assist and empower disadvantaged people and communities towards self-determination, self-reliance and self-sufficiency'*. It has over the years, focused youth education, vocational training and entrepreneurship development in deserving communities in the Rift Valley region of the Kenya.

Beginning 2015 and working in partnership with CO-OPERAID Switzerland and ICARE Australia the Organization launched replica projects of Youth Polytechnic (YP) reinforcement and Vocational training i.e. "Masomo Kwa Ajira" (MAKA) – Skills for employment and 'Ujuzi Kwa Vijana' (UKV) – Skills for the youth, respectively. The MAKA project has 7 YPs and UKV, one. The purpose of the projects was to provide opportunity to youths to train and acquire vocational skills for sustainable livelihoods, preferably in self-employment.

CO-OPERAID'S MAKA project comprises two components i.e. Component 1: Short Courses skill training programme and component 2: A 3 year Youth Polytechnic reinforcement programme.

Component 1, comprises 4YPs earmarked to offer 4 short term modular skill training courses in phases lasting 3 months each. It aims to provide quality and market oriented short skill training, gearing trainees towards self-employment. The YPs include Cheptuech, Njoro, Ndumu dam YPs in Nakuru County and Mogotio YP, in Baringo County. The implementation process began in May 2015 with a stakeholder seminar held in Nakuru, attended by project YP BOG Chairmen and Managers, the Consultant Mr. Michael Nyawino, HMDS officers and Mr. Ignaz, representing CO-OPERAID Switzerland. This was followed by TOT training of YP Managers and course instructors in August, leading to official launching of the pilot class of the programme soon thereafter, in the following courses: Cheptuech – Hair dressing and beauty therapy, Njoro – Electrical and electronics, Ndumu dam – Motor Vehicle Mechanics (Motor Cycle repair and maintenance and Mogotio – Garment making. The pilot phase ended in December 2015, with 48 grandaunts. The next phase will admit 12 students in each of the courses piloted i.e. $12 \times 4 = 48$ trainees per YP.

Component 2, comprising 3YPs i.e. Rongai, Kware and Lion Hill, in Nakuru County was launched in April 2015 and progressed as scheduled throughout the period under review. The YPs were supported under the 3 year reinforcement programme consisting institutional equipment, Instructor career upgrading and BOG management capacity building, guidance and counselling, life skills and entrepreneurship training, to enhance efficiency and sustainable management of the YPs.

Under component 2, 156 students enrolled and trained in project YPs in 2015. It is anticipated that enrollment will improve in 2016 given enhanced YP equipment, management capacity and staff re-organization undertaken by the County Government.

We are convicted that “a good education gives young people the opportunity to develop themselves, to take their lives into their own hands, and to build a future using their own skills and abilities, regardless.” (CO-OPERAID Switzerland).

2.0 BACKGROUND

POLITICAL AND SOCIO-ECONOMIC CONTEXT

The MAKA project is being implemented in Kenya, East Africa, where since August 2010, Kenyans have enjoyed tremendous dividends of a New and most liberal Constitution ever, in their nationhood. Suspect performance in the public service may be presenting some teething problems in governance, but the administration continues to deal with them as well as it can. 2015 was otherwise a bumper time on the foreign relationships as Kenya hosted H.E. Barrack Obama - President of the United States of America and the Head of the Catholic Church, Pope Francis, among other World leaders and dignitaries. Kenya also hosted the UNEP and WTO conferences among other high ranking events.

On the home front, Kenya’s population growth has been exploding such that 52 years down independence lane it has increased from 8 to 44 million people; suffering 43% poverty – people living below breadline and 47% unemployment rate (70% among the youth population). These two aspects greatly affect the youth population, leading many into anti-social indulgencies i.e. alcoholism, drug peddling and abuse, criminality and other irresponsible tendencies, in the name of survival. Lack of economic independence leaves many youth demoralized, desperate, useless and all the more vulnerable in life.

Under the new Constitution, Youth Polytechnics and training were devolved to County governments and the period under review was used as transition period, punctuated with re-organization and re-constitution of staffing and BOG membership in the YPs. One could rightly observe that Nakuru County Government is trying its best to address youth unemployment but it is currently faced with two issues i.e. It has only adopted the problem and needs time to strategize appropriate action in response. Secondly, it has to mobilize necessary resources to sustain due action.

3.0 PROJECT OBJECTIVES

MAKA project’s main objective is ‘to make youth employable, self-reliant, self-sufficient and responsible citizens’: and in turn, to improve livelihood among youth and their communities.

Specific objectives consist:-

- i. Provision of market oriented short skills training - 3 months - carried out on weekends and during school vacation in 4 course areas i.e. Hairdressing & beauty therapy, Electrical & Electronics, Motor Vehicle Mechanics, and Garment making courses.

- ii. Reinforcement of partner YPs through provision of teaching and learning equipment i.e. tools, machines, computers, textbooks and materials, to make them efficient vocational training institutions.
- iii. Training of Board of Governors (BOG) members and instructor career-upgrading to ensure sustainable management and quality training in project institutions. MAKA is to sponsor under-qualified instructors for Technical Education Diploma studies to attain Government threshold to teach in Youth Polytechnics.
- iv. Empowerment of girl-trainees alongside gender mainstreaming concept and practice through Guidance, Counselling and Mentoring sessions.
- v. Entrepreneurship skill training and provision of start-up toolkits to grandaunts, to spur self-employment, employment creation and self-reliance among youth.
- vi. Life skills training and HIV&AIDS awareness creation among trainees for responsible and healthy living habits.
- vii. Provision of sports items and organization of sports events among project YPs (Inter-YP sports event).

4.0 ACTIVITIES AND ACHIEVEMENTS

4.1 OUTCOME 1. Provision of Short Skills Training:

The MAKA - Short term skill training concept – was meant to provide market oriented skills for self-employment. The project applies a flexible and low cost skills training, using already well-established and equipped Youth Polytechnics. Its approach focuses local market opportunities and aims for immediate self-employment of grandaunts. The intention is to reduce unemployment and poverty among youth and justification include:-

1. To make vocational training cost effective and affordable for the youth (and their families) i.e. 90% practical/10% theory and incorporating competences that lead to self-employment.
2. Training on weekends and school holidays when YP instructors and infrastructure are available.
3. Training in entrepreneurial know-how and life skills.
4. Provision of start-up toolkits to deserving grandaunts for self-employment initiative.
5. Certification of grandaunts by respective YPs and County Government authorities.

In 2015 the following activities were undertaken:-

i). Short skills curricula development

Curricula was developed for 4 select courses i.e. Hair dressing and beauty therapy, Electrical and electronics, Motor Vehicle Mechanics and Garment making. Dr. Josephine Njuguna - Ministry of Education and Technical training and Ms Catherine Mugeru – Youth Director, Baringo County, shared this responsibility alongside project YP Managers. The Consultant, Mr. Michael Nyawino concurred with their

perspectives and further in July, developed curricula for Entrepreneurship and Life skills, which were identified significant in the project implementation circle.

Earlier in May, YP Managers and BOG Chairpersons, selected courses which they felt comfortable to pilot as follows:-

Course	Youth Polytechnic
Hairdressing and Beauty Therapy	- Cheptuech Youth Polytechnic
Motor Vehicle Mechanics	- Ndum Dam/Ndugiri Youth Polytechnic
Electoral and Electronics	- Njoro Youth Polytechnic
Fashion & Design	- Mogotio Youth Polytechnic

ii). Training of Trainers (TOT) seminar

The Consultant, assisted by Ms Selina Wanyonyi, facilitated the TOT between July 30th - 1st August 2015 and was attended by 4 instructors, 4 Managers, 2 Youth Training Directors from Nakauru and Baringo Counties and 2 HMDS representatives.

The TOT clarified the purpose of the programme and the critical strategies to realize uttermost effect. The facilitators embraced upon instructors, to ensure 90% practical approach to training, infused with Lifeskills and Entrepreneurship know-how to gurantee self-employment among grandaunts. It brought out the potential among YP instructors and Managers, and inspired their confidence in the activity; setting the stage for the launching of the programme, immediately thereafter.

iii). Short Courses training: Pilot phase

Selected YPs presented 12 trainees each, of whom 47 attended official programme launching on 5th August 2015 at Mogotio YP, alongside their instructors and Managers. The YPs received Kshs.100,000/= each, 59% of which for purchase of consumables and 41% for instruction and management costs. Lists of consumables presented by YPs were vetted by HMDS before purchase. The costs for consumables seem to be higher than originally estimated during the start-up workshop. The YP's are confident to find a proper solution themselves. Training started in earnest during August holiday and continued well over weekends in September, October and November, concluding over December holidays.

Pilot training was well received in all 4YPs and performed satisfactorily with anticipated practical approach. Instructors reported co-operation and hardwork among trainees; eager for knowledge and skill to change their livelihood. Trainees highly appreciated the programme and were thankful for the training opportunity. The YPs finally tested their trainees in December and will be providing them with Technical Training attendance Certificates in Jan. 2016. Trainees were advised to pursue sitting exams by National Industrial Training Authority (NITA) for purposes of furthering their studies. Originally, 2/3rds (32 trainees) were to receive start-up toolkits towards self-employment initiative, in January 2016. But during the project monitoring and evaluation the following was agreed: HMDS informs YP's and participants about the

opportunity to get access to toolkits and equipment • Participants form groups (informal) and provide proof to HMDS and Co-operaid • One participant of each group has to get a license to run a business -document to be submitted to HMDS as a proof • Participants have to look for facilities to run a business -rent agreement = proof • Project provides tools and equipment (e.g. for a group of 4 we can spend Ksh 30'000 at maximum) • We have already bought the tools and equipment ans will be given to beneficiaries upon fulfilment of the above requiments.

Help Mission Development Services (HMDS) is monitoring these project twice a month to ensure proper implementation. The Youth Polytechnics (YP's) have successfully adapted their pilot programs to the local needs.

Project impact

The approach impressed students, instructors and target communities as one of best ways to deal with youth unemployment and all highly approved its continuation and expansion. Trainees were confident to find work in their communities and to use skills acquired to employ themselves and improve their livelihood. The fear that regular students may abandon their studies to join the programme has been taken care of by adoption of strict selection criteria that include outright rejection of their applications. Priority consideration would go to applicants already involved in business activities (with or without training) that are relevant to short courses offered or who want to improve on their basic/technical knowledge. Youth aged 18yrs and above, with national Identity Card (ID), literate, without formal skill, orphaned, young mothers and fathers or those wanting to specialize in any one course module etc will be considered.

Anxiety is high for April 2016 intake that will comprise 48 trainees per YP: 12 per course for 4 courses in each YP.

4.2 OUTCOME 2. YPS REINFORCEMENT PROGRAMME

4.2.1 - REINFORCEMENT OF YPS

a) Equipment: Tools and Machinery, Textbooks and computers:

HMDS delivered equipment, tools, machines, materials and textbooks as planned, to all project YPs. Please refer annex (i) for details.

b). The agency renovated the Computer Labs at Rongai and Kware YPs and delivered 10 Computers to Rogai. Kware to receive 15 Computers early 2016.

Impact of reinforcement

Trainees who had dropped out due to lack of teaching and learning equipment, returning to YPs to continue with training.

1. Trainees no longer travel to other YPs or shopping centres to do or borrow equipment for practical lessons i.e. Hair dressing and MVM courses.
2. Improved academic performance due to easy accessibility to teaching and learning equipment and text books by both instructors and trainees.

3. The ICT facility and Computers, have improved computer literacy and popularized Rongai YP, improving student enrolment.
4. Equipment and textbook are available to trainees and now can do their home work comfortably.
5. Trainees no longer travel to Nakuru Youth Polytechnic for practical lessons thus saving time and money to trainees and Instructors.As it happen before in Lion Hill YP.

4.2.2 – INSTRUCTOR CAREER UP-GRADING AND BOG TRAINING

a). Instructor career up-grading

Seven (7) instructors: 3 - Lion Hill, 3 - Rongai and 1 - Kware YPs, qualified for support to pursue career up-grading Diploma studies as shown here below:-

Name	Youth Polytechnic	Career course	College/ University	Completion date
1. Ms Joan Awour Ondiek	Lion Hill	Instructor's Diploma in Technical Teacher Education	KTTC, Nairobi.	2017
2. Ms Evaline Chepkoskei	Rongai	Under-graduate studies; Bsc. ICT	JKUAT University, Nairobi	2017
3. Zakayo Biwott	Rongai	Instructor's Advanced Diploma in Technical Teacher Education	KTTC, Nairobi.	2017
4. Ms Laboso Cindy Chepkogen	Kware	Instructor's Higher Diploma in Education Management	KTTC, Nairobi.	2017
5. Zephania Lengwe	Lion Hill	Diploma in Technical Education (Automotive Engineering option)	KTTC, Nairobi.	2016
6. Ms Winnie Chepkemoi	Rongai	Under-graduate studies (BSc – Clothing, Textile and Interior design)	Egerton University, Nakuru	2019
7. Ms Rose Moraa Ogongo	Lion Hill	Under-graduate studies (BSc – ICT)	ICT Mount Kenya University	2019

Instructors go to school during holidays and perform their teaching responsibilities when schools re-open.

County Government have employed those instructors that have Diploma or are undergoing the training and the above were lack to have been supported by CO-OPERAID thus benefited also by being employed. Those who did not have the required certificates were left out during employment. The trainees are guaranteed of quality training from qualified Instructors.

ii). BOG training

The MAKA project was introduced to BOG members as a strategy to empower youth through skill training at Youth Polytechnics (YPs), to make them employable and economically independent. The training centered on governance and management roles, responsibilities and functions of BOG structures in Youth Polytechnics. Government Policy guidelines were used to inform and guide members on how to effectively deliver on their mandate i.e.

1. To promote the best interests of the institution and ensure its development
2. To promote quality education and training for all trainees in accordance with set standards
3. To develop strategic plans for the institution
4. To provide proper and adequate physical facilities for the institution
5. To create an enabling environment for teaching, learning and proper functioning of the Institution.
6. To mobilize resources for the purpose of the institution, subject to provisions of Government Financial Management Act and any other relevant Laws
7. To prepare/adopt a code of conduct for staff and trainees, determine cases of discipline and make reports to County Directorate for Youth Training.
8. To provide for the welfare, safety and security of staff and trainees at the institution
9. To encourage the community, parents, trainees, instructors and other stakeholders to render voluntary services to the institution
10. To perform any other function to facilitate the implementation of its functions under these guidelines or any other written law.

Regretably, devolution of Youth Polytechnics to County Governments, disrupted the training schedule, as HMDS was forced to repeat session 1, due to disbandment of and constitution of new BOGs in the 2nd school term. On average, 32 out of expected 39 BOG members participated in the training i.e. Rongai YP – 11; Lions YP – 9 and Kware YP – 12. Next sessions will focus strategic planning, resource mobilization and sustainability of development achievements in institutions.

4.2.3 – GIRL CHILD GUIDANCE, COUNSELING AND LIFE SKILLS TRAINING

Gender mainstreaming remains controversial in most African communities. Girls/women suffer disadvantages, stereotyping and socio-economic discrimination on gender platform. The MAKA project provides for empowerment of the girl-child in project YPs, not only to know about themselves better, but also to deservedly compete for equal opportunities with male counterparts. In 2015, the following activities were undertaken towards this end.

i). Girl-child Club formation

Girl-Child Clubs were formed in project YPs as a strategy to empower girls with self-confidence and competitiveness for equal opportunities (wherever) with their male counterparts. Girls in respective YPs i.e. Rongai – 14, Kware – 19 and Lion Hill – 6 = 39 were registered as Founding members of their Clubs and it's hoped that increase in enrolment will strengthen and sustain the Clubs in future.

ii). Matron training

Competent female instructors were identified and appointment by their YPs to manage the Clubs as Matrons. A day's training seminar was organized for the 3 Matrons in July and Ms Keziah Mwaura from the Ministry of Devolution and Planning facilitated the training and focused:-

- a. Challenges that girls face in everyday life e.g. peer pressure, unwanted pregnancies, early marriages, harmful cultural practices, male chauvinism, etc;
- b. Rights of the girl-child vis-a-vie ethnic and customary believes and practices;
- c. The necessity and importance of guidance and counseling for girls;
- d. Leadership and management skills for matrons to enable them guide, counsel, mentor and model for the girls. No doubt, Matrons require relevant education, knowledge and exposure to improve on their responsibility as Club managers.

The matrons were happy for the training, noting that they needed appropriate knowledge and strategies to properly handle the high dropout rate of girls due to peer influence, ethnic pressure and early marriage caused by poverty in families. They promised to do their best to facilitate true empowerment of the girl-child through the Clubs.

iii). **Guidance, Counseling and mentoring services**

HMDS facilitated 9 Girl-child Guidance, Counselling and Mentoring sessions (3 per YP) throughout the year. Ms Esther Ogema, a practicing gender expert with Family Health Option - Kenya, and Ms Agnes Wakesho, a Community Health Nurse – Nakuru County, facilitated the sessions in the YPs. Although girls were initially shy to talk about their privacy, especially sexual issues, the facilitators enabled them to gradually open up and enhance interpersonal bonding and self-confidence. Training sessions focused Life skills, feminine chastity and personal hygiene.

They learnt about 'Life skills' as the critical attributes in everyday life, which include *Decision making • Goal setting • Self Esteem • Communication • Assertiveness • Negotiation and • Relationship*; to mention the most important. The attributes were thoroughly explained for their understanding and ease of application. As women, they were encouraged to observe thorough personal hygiene and development of personal confidence, integrity, chastity, character and competitiveness in life. They were cautioned to be carefore on decision making, as all decisions have consequences that could affect their future.

iv). **Girl-child day's event**

HMDS' past experience relating to similar event, led to an opinion that a larger competitive forum was best and would impact on the girls better than would with small groups in project YPs. So, during the 4th quarter, all girls' in project YPs converged at Rongai YP for a Girls' Day event. The purpose was to enable them cultivate self- confidence, bond their kind and challenge them to acknowledge their capabilities to fight for gender equality and equity with male counterparts. The day was interesting, especially as boys were also invited to the occassion and both girls and boys not only liked it but very much enjoyed the occassion.

Various activities including poem recitals, song and dance, drama skits, modeling cat walks, Fashion and design exhibition, and advisory talk by HMDS and YP Principals spiced the day, making it a fantastic

exposure and relationship bonding opportunity for trainees. Setting of specific themes is advisable to make future occasions more involving and competitive for all girls and YPs, accordingly. Previously we had done 1 per YP but we changed to combined in one YP due to demand of the girls to meet together and share more with those from other partner Yps.

v). Life skills and HIV&AIDS training

9 Life skills and HIV&AIDS awareness sessions were held (3 in each YP) and all trainees - girls and boys - participated. Mr. Paul Nyamongo – a counselor with Family Health Option-KENYA and Ms Diana Wambui of Population Service International (PSI)-Kenya, facilitated the sessions and altogether, 54 males and 25 females = 79 students were trained.

The facilitators classified ‘Life Skills’ as strategies, abilities and competencies that enable people to deal with their daily challenges in life and listed them as *assertiveness, effective communication, self-awareness, self-esteem, peer resistance, decision making and goal setting*. They expounded on each of these competencies for trainee understanding and ease of application, and emphasized the inevitable importance of life skills knowledge for all youth.

HIV&AIDS was defined as:-

H	-	Human:	only found in humans
I	-	Immunodeficiency:	weakens the immune system
V	-	Virus:	a type of germ
&			
A	-	Acquired:	to get something that you are not born with
I	-	Immune:	the defense system
D	-	Deficiency:	Lack of or not enough of something
S	-	Syndrome:	a combination of symptoms of a disease

Trainees learned that HIV&AIDS was an unhealthy condition without cure and mostly acquired/transmitted through unprotected sex with a person infected with HIV virus. As young people were the most vulnerable, trainees were cautioned against indulging in sexual acts. Other ways of infection include Mother to child i.e. during pregnancy, breastfeeding and at the time of birth, or Blood to blood i.e. through skin cuts, blood transfusion or by sharing something that cut or pierce the skin (knives, razors or needles). They were taught that HIV infection could be prevented by strict observance of the following:-

- Being faithful to one partner of known status
- Abstinence from sexual activity
- Correct and consistent use of condoms to reduce the risk of infection
- Awareness on reproductive health practices
- Expectant women attending clinics on a regular basis

Table No. 1 Difference between HIV and AIDS were tabulated as here below:-

HIV	AIDS
Infection	Disease
HIV has no symptoms	A person with AIDS may have many symptoms of many diseases
A person with HIV who does not have AIDS may also feel and look perfectly healthy	A person with AIDS may be weak and prone to opportunistic infections
An HIV positive person may continue with the daily routine and work.	Most of the time the person with AIDS is bedridden

Arising from the sessions it was proposed that:-

- i. HIV clubs be formed in project YPs to strengthen peer education.
- ii. Information, Education, Communication (IEC) materials i.e. posters, fliers, brochures, magazines etc be acquired and disseminated to YPs and catchment communities.
- iii. Voluntary Testing and Counselling (VCT) exercise be component of the training schedule.

vi). Impact of Girls Club formation, Guidance and Counselling and Girls day events.

As a strategy, the Girls Clubs facilitated access to guidance, counselling and mentoring information and exposed girls to areas they often took for granted in life e.g. individual human rights and their importance as a people in society. At the close of the year, several appeared better informed; self-confident, competitive and more participative in decision-making, especially on issues affecting their lives.

4.2.4 BUSINESS COUNSELING AND MENTORING: ENTREPRENEURSHIP TRAINING

Business education and training in project YPs was meant to equip and prepare trainees for self-employment, as the best strategy to deal with the runaway unemployment situation in Kenya, especially among youth population.

During the year, 9 training sessions were done (3 per YP) during which Entrepreneurship was defined as, “business engagement where a business person takes both success and failure as they come by“. The trainees were reminded that low economic growth rate and slow job creation in the Country were reasons for the runaway unemployment situation, making it all the reason why they must focus self-employment, as jobs were difficult to find. It's noteworthy that entrepreneurship provide a quick option for self-employment and has potential to create more employment opportunities for the other unemployed people.

Trainees were taught self-appraisal skills to assess individual Entrepreneurial Potential i.e. ‘personality’ disposition for self-employment. Through a discussion approach, trainees were challenged to assess own personality traits by answering ‘Yes’ or ‘No’ to specially set ‘personality assessment questions’. The drill turned out very interesting and got many of them off-guard about their characteristic attributes. The big

question was, “whether their characteristics stood chance of making and sustaining them in self-employment (successful entrepreneurs)“. Trainees were advised and encouraged to diligently use the equipment and textbooks donated by MAKKA project, to prepare themselves well for an enterprising future in their careers, instead of looking to government for non-existent jobs.

Lack of start-up capital came up as expected and trainees were advised to develop a saving culture starting while still in school, for their anticipated enterprises. They were also advised to form Business Youth Groups (BYGs) where possible, to facilitate access to Loan funds from micro-credit Financial Institutions and/or Devolved Public Funds e.g. Youth Enterprise Development Fund (YEDF). Altogether, 130 students participated in Entrepreneurship training sessions.

Provision of Start-up toolkits to grandaunts

51 grandaunts comprising 12 MVM, 14 Garment making, 12 Electricians, 2 Masons and 11 Hairdressers received donation of start-up toolkits towards self-employment ventures.

4.2.5 – DEVELOPMENT OF SPORTS INFRASTRUCTURE

Each partner YP received 2 soccer balls, 2 volleyballs & net, 2 netballs and 3 sets of sports uniform for soccer, volleyball and netball, during the year. No sports events were organized.

5.0 IMAGE BUILDING

Sign posts were made and erected at project YPs, with approval of County Government, indicating that they were receiving assistance from CO-OPERAID Switzerland through th Help Mission Development Services – Kenya. All equipment, textbooks and games uniform were stamped or printed with sponsor’s and HMDS’ names.

6.0 LESSONS LEARNED

1. The short courses vocational training option is the answer to many unemployed youth struggling to turn around their livelihood. A full blown implementation of the project is anxiously awaited by many enterprising youth, their parents and target communities.
2. Life skills are critical attributes for positive youth empowerment. The impact is evident in emerging student humility, determination and confidence in their daily life. Girl trainees no longer assume things about themselves and their life anymore”.
3. A major reason for the high dropout rate among trainees is family poverty. Many youth would like to undertake vocational training. The misconception that ‘YPs are places for failures’ doesnt hold water anymore.

7.0 PROBLEMS EXPERIENCED

- i. Unsatisfactory Monitoring and Evaluation of Short courses training programme. Limited resources curtailed supervisory visits to two per YP in 5 months; not sufficient to guarantee quality work over the curricula.
- ii. Devolution of YP portfolio to County Government to some extent inconvenienced work collaboration with County officials, often causing confusion as who to involve in our field schedules. The transfer of Managers and instructors, followed by reconstitution of BOGs, practically pushed HMDS to starting blocks, once again. We had to acquaint ourselves with new teams and working regime in the County office and in the YP administration and BOG as well. The BOG management training component had to be started afresh as in most YPs majority of the members were new. Glad we are settling in and would like to believe that 2016 plans will work well.
- iii. The salaries of teachers employed by the government have not being paid for months. Presence of teachers at the YP's is therefore limited.
- iv. In addition, the subsidy per head -Ksh 15'000 per student, has not being paid for quite some time due to underfunding of the County governments. Hence the YP's are in financial difficulties. Buying consumables for the practical trainings is going to be difficult. The attractiveness of the YP's for potential students might be affected negatively.
- v. Many students still have problems to pay the school fee. The figures for enrolment and for presence therefore differ quite substantially - high enrolment in the books, low number of students present.

8.0 RECOMMENDATIONS

1. Enhance Monitoring and Evaluation support, especially as admission quadruples in the next intake per YP.
2. During Life skills and HIV/AIDs sessions include HIV/Testing kits to encourage youth submission to VCT exercise without fear. This might positively contribute to the fight against HIV infection by enhancing healthy living among youth.

9.0 CONCLUSION

The two-prong MAKKA project embracing Short courses training option in 4YPs is a departure from the 2-4 year vocational training regime undertaken by YPs. The 3-4 months training modular approach has impressed students, instructors, target communities and line authorities as – could be - one of best ways to deal with the runaway youth unemployment situation in the country. It inspires confidence in trainees to take their lives into their own hands and to build a future relying on their own skills and abilities.

Component 2 of the project, focusing reinforcement of 3YPs over a period of 3 years progressed equally well. On the whole and except for minor teething problems, curricula development and TOT for Short courses; stakeholder seminars; reinforcement of partner YPs; instructor career upgrading and BOG capacity building; entrepreneurship and business mentoring for trainees; Girl-child empowerment and development of sports infrastructure, HMDS is happy to report satisfactory work during the initial year, 2015.

It is our believe that the Devolution of YP portfolio to County Governments will stabilize soon as the County Government assumes complete responsibility over the institutions.

ACKNOWLEDGEMENTS

HMDS is grateful for the collaboration, support and co-ordination of its work by line County officials, BOG members, YP Management and project communities. It priorly appreciates CO-OPERAID Switzerland for its enabling goodwill and sponsorship for Education work in Kenya. Many deserving children hace actualised their dreams through funding by CO-OPERAID through HMDS. We look forward to sustained co-operation in support of vocational training for youth.

Our gratitudes further go to the Director - Youth Training Directorate of Nakuru County for sustained collaboration, co-ordination and participative support that saw our project activities satisfactorily accomplished. We thank BOG members, YP management, instuctors and students for their individual and collective contributions that has inspired our success with MAKA project, this far.

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Table No.1a – Student enrolment 2015 – by Gender and Course

RONGAI YP	1 Garment making		2 Hair dressing & B/therapy		3 Motor Vehicle Mechanics		4 Electrical & Electronics		5 ICT		6 Masonry		7 Carpentry & Joinery		8 Welding		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1. Grade III Students																		
1 st Year	-	8	-	12	7	-	7	1	3	1	-	-	-	-	-	-	17	22
2 nd Year	-	10	-	14	10	-	8	1	1	1	-	-	-	-	-	-	19	26
2. Grade II students																		
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Grade I students																		
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sub-Total	-	18	-	26	17	-	15	2	4	2	-	-	-	-	-	-	36	48
Total student enrolment at Rongai YP in 2015																	84	
Increase by 20 students																		

Table No.1b – Student enrolment 2015 – by Gender and Course

KWARE YP	1 Garment making		2 Hair dressing & B/therapy		3 Motor Vehicle Mechanics		4 Electrical & Electronics		5 ICT		6 Masonry		7 Carpentry & Joinery		8 Welding		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1. Grade III Students																		
1 st Year	-	9	-	1	12	1	-	-	-	-	1	-	-	-	-	-	13	11
2 nd Year	-	3	-	-	9	-	-	-	-	-	7	-	-	-	-	-	16	3
2. Grade II students																		
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Grade I students																		
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sub-Total	-	12	-	1	21	1	-	-	-	-	8	-	-	-	-	-	29	14
Total student enrolment at Kware YP in 2015																	43	
Increase by 3 students																		

Table No.1c – Student enrolment 2015 – by Gender and Course

LION HILL YP	1 Garment making		2 Hair dressing & B/therapy		3 Motor Vehicle Mechanics		4 Electrical & Electronics		5 ICT		6 Masonry		7 Carpentry & Joinery		8 Welding		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1. Grade III Students																		
1 st Year	-	2	-	5	6	-	-	-	-	-	-	-	-	-	-	-	7	6
2 nd Year	-	1	-	-	-	1	3	-	-	-	-	-	-	-	-	-	2	3
2. Grade II students																		
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Grade I students																		
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sub-Total	-	3	-	5	6	1	3	-	-	-	-	-	-	-	-	-	9	9
Total student enrolment at Rongai YP in 2015																	18	
Decrease by 5 students																		

Table No. 2 Dropout statistics 2015

Reason for dropping out		Rongai YP		Lion Hill YP		Kware YP		Total
		Male	Female	Male	Female	Male	Female	
1.	Early pregnancy	-	-	-	-	-	1	1
2.	Marriage	-	-	-	-	-	-	-
3.	Peer influence/disinterest	-	-	-	4	-	-	4
4.	Lack of school fees/Equipment at YP.	-	1	4	-	3	12	20
5.	Employment	-	-	1	-	1	-	2
6.	Relocation/Transfer from area	-	-	-	-	3	1	4
7.	Pursuance of formal education	-	-	2	-	-	1	3
8.	Expelled for indiscipline	-	-	-	-	3	1	4
9.	Unknown	-	-	-	-	2	2	4
10.	Invalid	-	-	-	-	1	-	1
	Total	-	1	7	4	13	18	43
	Total school dropout	1		11		31		

Whereas there were 36 dropouts, out of 145 trainees in the 1st bi-annual, there were only 7 during the second bi-annual period which had a further enrolment of 36 more students. Percentage dramatically reduced to 4.82%: this time round, mostly due to lack of school fees.

Appendix (i) Partner YPs reinforcement details– 2015

	Course	Rongai YP	Kware YP	Lion Hill YP
i.	Fashion & design	<ul style="list-style-type: none"> • Sewing machines – 5 • Overlocking machine – 1 • Pairs of shears – 4 • Embroidery machine – 1 • Zigzag shears – 4 • Fabric rolls – 2 • Textbooks – 14 	<ul style="list-style-type: none"> • Sewing machines – 5 • Overlocking machine – 1 • Pairs of shears – 4 • Embroidery machine – 1 • Zigzag shears – 4 • Fabric rolls – 2 • Textbooks – 28 	<ul style="list-style-type: none"> • Sewing machines – 5 • Overlocking machine – 1 • Pairs of shears – 4 • Embroidery machine – 1 • Zigzag shears – 4 • Fabric rolls – 2 • Textbooks - 28
ii.	Motor Vehicle Mechanics	<ul style="list-style-type: none"> - MVM toolbox – 1 - Blow lump – 1 • Spraying gun – 1 • Hydraulic jack – 1 • Allen Keys – 1 • Pop riveting – 1 • Hand drilling machine – 1 • Textbooks - 8 	<ul style="list-style-type: none"> • Life engine – 1 • Battery - 1 • Toolbox - 1 • Blow lump – 1 • Spraying gun – 1 • Hydraulic jack – 1 • Allen Keys – 1 • Pop riveting – 1 	<ul style="list-style-type: none"> • Life engine – 1 • Battery - 1 • Toolbox - 1 • Blow lump – 1 • Spraying gun – 1 • Hydraulic jack – 1 • Allen Keys – 1

			<ul style="list-style-type: none"> • Hand drilling machine – 1 • Textbooks - 22 	<ul style="list-style-type: none"> • Pop riveting – 1 • Hand drilling machine – 1 • Textbooks - 22
iii.	Hair dressing & Beauty therapy	<ul style="list-style-type: none"> • Driers – 2 • Blow driers – 2 • Dummies – 2 • Mirrors - 2 • Flat iron – 2 • Basin/sink – 1 • Assorted tools – 2 pkts • Textbooks – 10 	<ul style="list-style-type: none"> • Driers – 2 • Blow driers – 2 • Dummies – 2 • Mirrors - 2 • Flat iron – 2 • Basin/sink – 1 • Assorted tools – 2 pkts • Textbooks – 13 	<ul style="list-style-type: none"> • Driers – 2 • Blow driers – 2 • Dummies – 2 • Mirrors - 2 • Flat iron – 2 • Basin/sink – 1 • Assorted tools – 2 pkts • Textbooks – 13
iv.	Electrical & electronics	<ul style="list-style-type: none"> • Bending spring - 1 • Cable striper – 1 • Circuit breaker s/phase – 1 • Consumer control unit 4way – 1 	<ul style="list-style-type: none"> • Bending spring – 1 • Blower - 1 • Cable striper – 1 • Circuit breaker s/phase – 1 • Consumer control unit 	<ul style="list-style-type: none"> • Bending spring – 1 • Blower - 1 • Cable striper – 1 • Circuit breaker s/phase – 1 • Consumer control unit

		<ul style="list-style-type: none"> • Electrical bell – 1 • Digital multimeter – 1 • Draw wires - 1 • Electrical knife – 1 • Hacksaw blade – 1 • Hammer ball pain – 1 • Hammer claw – 1 • Hammer track nail – 1 • Hot Air soldering iron – 1 • Set – drill bits – 1 • Side cutter – 1 • S/phase motor split phase – 1 • Solder suckers – 1 • Soldering iron – 1 • Soldering iron h/duty – 1 • Start/stop buttons for motor starting – 1 	<p>4way – 1</p> <ul style="list-style-type: none"> • Electrical bell – 1 • Digital multimeter – 1 • Draw wires - 1 • Electrical knife – 1 • Hacksaw blade – 1 • Hacksaw frame - 1 • Hammer ball pain – 1 • Hammer claw – 1 • Hammer track nail – 1 • Hot Air soldering iron – 1 • Set – drilling bits – 1 • Reamer - 1 • Side cutter – 1 • S/phase motor split phase – 1 • Solder suckers – 1 	<p>4way – 1</p> <ul style="list-style-type: none"> • Electrical bell – 1 • Digital multimeter – 1 • Draw wires - 1 • Electrical knife – 1 • Hacksaw blade – 1 • Hacksaw frame - 1 • Hammer ball pain – 1 • Hammer claw – 1 • Hammer track nail – 1 • Hot Air soldering iron – 1 • Set – drilling bits – 1 • Reamer - 1 • Side cutter – 1 • S/phase motor split phase – 1 • Solder suckers – 1
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		<ul style="list-style-type: none"> • Track hammer – 1 • Textbooks - 10 	<ul style="list-style-type: none"> • Soldering iron – 1 • Soldering iron h/duty – 1 • Start/stop buttons for motor starting – 1 • Track hammer – 1 <p>Textbooks - 10</p>	<ul style="list-style-type: none"> • Soldering iron – 1 • Soldering iron h/duty – 1 • Start/stop buttons for motor starting – 1 • Track hammer – 1 <p>Textbooks - 10</p>
v.	ICT	<ul style="list-style-type: none"> • Renovated Computr Lab. • Computers - 10 • Photocopier - 1 • Printer - 1 	<ul style="list-style-type: none"> • Renovated Computer Lab 	-----
vi.	Building technology - Masonry	-----	<ul style="list-style-type: none"> • Mason square – 3 • Saws – 2 • Machetes – 2 • Sledge hammer – 2 • Mattocks – 2 • Steel – 3 • Helmet – 3 • Spirit level – 3 • Tape measure 3m – 3 • Sharp chisel – 3 	-----

			<ul style="list-style-type: none"> • Flat chisel – 3 • Trowels – 6 • Low hammer – 2 • Tape measure 5m – 3 • Mould angle in – 3 <p>Textbooks - 13</p>	
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Appendix (ii) MAKA Project Vocational Training Courses Regime - 2015

	YP	Courses at project beginning	Current courses	Future courses	Staff establishment				
					Female	Male	Total	Govt/ County	BOG
1	Rongai	i. Motor Vehicle Mechanics ii. Tailoring & dressmaking iii. Hairdressing & b/therapy iv. Metal work –welding v. Electrical & Electronics vi. ICT	i. Motor Vehicle Mechanics ii. Tailoring & dressmaking iii. Hairdressing & b/therapy iv. Metal work –welding v. Electrical & Electronics vi. ICT	<ul style="list-style-type: none"> • Masonry & joinery 	2	5	7	6	1
2	Kware	i. Motor Vehicle Mechanics	i. Motor Vehicle Mechanics	<ul style="list-style-type: none"> • ICT 					

.		ii. Carpentry & joinery iii. Tailoring & dressmaking iv. Electrical & electronics	ii. Carpentry & joinery iii. Tailoring & dressmaking iv. Electrical & electronics v. Hairdressing & b/therapy		2	3	5	4	1
3	Lion Hill	i. Motor Vehicle Mechanics ii. Tailoring & dressmaking iii. Hairdressing & b/therapy iv. Electrical & electronics	i. Motor Vehicle Mechanics ii. Tailoring & dressmaking iii. Hairdressing & b/therapy iv. Electrical & electronics v. Welding vi. Carpentry and joinery	<ul style="list-style-type: none"> • ICT • Masonry 	5	3	8	7	1

ANNEX 1 MONITORING CHART: LOGFRAME & WORKPLAN

	Reference base		Work planned for 2015	Results, July-Dec 2015	Accumulated results (2015 Annual results)
Log-frame: Development objective	Success Indicators	Baseline			
Project goal (impact): Trained youth (male & female) who are employable, self-reliant and responsible members of society.	1080 youth trained in regular and short skills program 70% short skills training & 65% regular students are employed/self-employed	Low enrolment for regular program (130 trainees) No short skills training opportunities available			
Outcome 1 YPs provide quality and market-oriented	480 youth trained, 70% of ex-trainees	No YPs conducting short term skills	4 short skills training courses piloted in 4	12 students trained at each project YPs under	48 students successfully trained at

short skills training for unemployed youth	employed/self-employed	training	partner YPs i.e. 1 course per YP.	pilot phase i.e. Cheptuech (Hair dressing and Beauty therapy), Njoro (Electrical and electronics), Ndumu dam (Motor Vehicle /Motor Cycle Mechanics) and Mogotio (Garment making). Totaling 48	Cheptuech, Njoro, Ndumu dam and Mogotio YPs, during the pilot phase.
Output 1.1 Curricula for short skills training are developed and successfully implemented.	4 curricula developed, piloted and respective courses conducted in 5 YPs	No short skills training available/conducted there before.	Curriculum development and pilot training in 4 courses i.e. 1 course for each YP. Evaluation and adaption of pilot trainings 48 trainees trained in short term skills courses in 4 YPs 32 trainees to receive start-up toolkits – 2/3	Additional curricula for Entrepreneurship and Life Skills developed One evaluation done per YP: Short course approach well received and highly appreciated by trainees. 48 trainees enrolled and trained during August – December in 4 courses in 4 YPs: 12 in each YP. Start-up tool kit for 32 trainees bought and to	Curricular developed in 4 selected short term skill courses plus entrepreneurship and Life Skills. One evaluation done per YP: Short course approach well received and highly appreciated by trainees. 48 trainees enrolled and trained in 4 courses in 4 YPs in 2015: 12 in each YP. Start-up tool kit for 32 trainees bought and to

			of total trainees) 12 counseling and mentoring services for self-employment.	be distributed in a group of 3 trainees per course. 12 counseling and mentoring sessions (3 per YP) done	be distributed in a group of 3 trainees per course 12 counseling and mentoring sessions (3 per YP) done
Output 1.2 Instructors with experience to deliver short skills training available.	20 instructors trained and able to deliver short skills training	Instructors not experienced in short term skills training	Carry out TOT for short term skill pilot training.	TOT done for 4 YP Managers and 4 instructors in short courses pilot training; Jul. 30 th – Aug. 1 st 2015.	TOT done attended by 4 YP Managers and 4 instructors in short courses pilot training; Jul. 30 th – Aug. 1 st 2015.
Outcome 2 Reinforced YPs providing vocational skills to youth	600 youth trained. Increase of enrolment by 50% per year Reduced dropout rate by 50%	Partner YP enrolment 2014: 127 students Dropout rate 25% (2014)	200 trainees undergo vocational training in partner YPs Attain 12.5% dropout rate	36 more students enrolled in partner YPs and and altogether, 156 trained. Dropout rate reduced drastically to 4.482%; only 7 trainees having dropped out during last bi-annual period.	181 students enrolled for training in partner YPs in 2015: 43 dropped. Dropout rate reduced from 24.83% to 4.482% in bi-annual 2015, as only 7 trainees out of 156 dropped out; largely due to lack of school fees. Annual dropout rate however still stood high at 23.75%.
Output 2.1					

<p>Partner YPs are suitably equipped. Instructors and trainees have access to adequate teaching and learning facilities</p>	<p>Suitable IT facilities available (Kware - 15; Lion Hill – 15 and Rongai – 10 computers).</p> <p>Standard ratio available for student/equipment (Tailoring 1:1, others 2:1). Student/textbook ratio 2:1.</p>	<p>Only Rongai YP with 5 computers.</p> <p>Student/equipment ratio of 8:1 and student/textbook ratio of 7:1</p>	<p>Provide partner YPs with MVM, Tailoring & dressmaking, Electrical & electronics equipment and materials. Kware and Lion Hill YPs to also get building & construction and welding equipment. Lion Hill to get Hairdressing & beauty therapy tools and machines. Rongai to get 10 computers, while Lion Hill and Kware 15 Computers each. Textbooks for all courses.</p>	<p>Computer lab renovated at Rongai and Kware YPs. Lion Hill YP awaiting electricity installation Rongai equipped with 10 computers.</p> <p>Altogether 134 textbooks provided to partner YPs.(Book 1-4) inclusively.</p>	<p>Partner YPs equipped with machines, tools and materials per course needs. Ref. Appendix (i) for details. Computer labs renovated at Rongai and Kware YPs. Lion Hill YP still awaiting electricity installation. Rongai equipped with 10 computers. Kware and Lion Hill YPs, next year.</p> <p>Altogether 134 textbooks provided to partner YPs.(Book 1-4) inclusively.</p>
<p>Output 2.2 Overall management, teaching and learning processes in partner YPs are improved</p>	<p>Careers of 9 instructors up-graded</p>	<p>17 instructors employed by government or BOGs (7 with Diplomas and 10 without).</p>	<p>Sponsor 7 instructors for further studies to up-grade their careers to Diploma</p>	<p>2 more instructors: from Lion Hill and Rongai sponsored to pursue Diploma studies at KTTC (1), and Egerton University (1), respectively. Mount Kenya University (1)</p>	<p>7 instructors: 3 from Lion Hill, 3 from Rongai and 1 from Kware YPs, sponsored to pursue Diploma studies and training at KTTC (4), JKUAT (1), and Egerton University (1).</p>

	6 exchange visits done	Never happened before	2 educational tours for partner YPs	2 Educational tour organized for 3 Managers, 6 Instructors and 9 students to Comboni YP (private) for benchmarking. Another one organized for Second year trainees with Instructors	2 Educational tour organized for 3 Managers, 6 Instructors and 9 students to Comboni YP – Gilgil, (private) for benchmarking.
	39 BOG members trained	Untrained Boards of Governors (BOGs)	39 BOG members to be trained – 13 per YP - in 9 (3 per YP) management sessions.	Altogether 32 BOG members were trained in roles, responsibilities and functions of BOGs in their YPs.	On average 9 BOG members each, were trained in efficient institutional management per YP in 2015.
	Stakeholders’ seminars conducted	Not witnessed before	1 stakeholders’ seminar.	N/A	Stakeholder seminar held in Nakuru in April attended by partner YP Principals, BOG Chairmen and Girl-child-Club Matrons
Outcome 3 Youth prepared with entrepreneurial, social and life skills	600 trained youth using entrepreneurial, social and life skills to become employed	Many unskilled and unemployed youth	130 trainees undergo vocational training in 3 YPs	36 more students enrolled in partner YPs during 2nd bi-annual and altogether, 156	181 students enrolled for training in partner YPs, in 2015: 43 dropped out and 51

	or self-employed.			trained.	graduated successfully.
Output 3.1 Entrepreneurial training and start-up support provided and network established	<p>1080 youths trained in entrepreneurship (480 in short courses, 600 in regular courses. 320 youth supported with subsidized toolkits in short courses and 150 in regular courses.</p> <p>Network to Financial & business development institutions established and used.</p>	<p>No short courses available before this project</p> <p>Ex-trainees rarely supported with start-up toolkits or capital.</p> <p>Financial access difficult to ex-trainees for business start-up and development</p>	<p>Short courses 12 Counseling and mentoring services for self-employment</p> <p>32 trainees to receive start-up toolkits (2/3 of total number of trainees)</p> <p>Regular courses Provide toolkits to 50 trainees</p> <p>Carry out 9 sessions (3 per YP) on entrepreneurship, counseling/business mentoring</p> <p>Pay examination fees for 20 needy trainees</p>	<p>12 counseling and mentoring sessions (3 per YP) done</p> <p>Start-up tool kit for 32 trainees bought and to be distributed in a group of 3 trainees per course earlier 2016.</p> <p>51 granduants (-- girls – boys) provided with toolkits for self-employment initiatives in their skill careers.</p> <p>4 sessions done 1 per YP). 130 trainees mentored.</p> <p>Exam fee paid for 19 needy trainees.</p>	<p>12 counseling and mentoring sessions (3 per YP) done</p> <p>Start-up tool kit for 32 trainees bought and to be distributed in a group of 3 trainees per course earlier 2016.</p> <p>51 granduants (-- girls – boys) provided with toolkits for self-employment initiatives in their skill careers</p> <p>9 sessions done (3 per YP/ per quarter). Altogether 181 trainees mentored.</p> <p>Exam fee paid for 19 needy trainees</p>
Output 3.2					

<p>Girl-child counseling and life skills training provided</p>	<p>3 Girls Clubs formed and 3 matrons trained in girl mentorship.</p> <p>225 girls trained in girl specific life-skills, HIV&AIDS etc</p> <p>1080 youth trained in life skills</p> <p>9 Girl-days conducted in partner YPs – 1 per YP per year.</p>	<p>No Girls’ Clubs existing and no position of Girls’ Club Matron existed.</p> <p>Girl-trainees not quite aware of critical life skills.</p> <p>Most youth unaware of and assume the importance of life skills</p> <p>Unknown occasion before</p>	<p>Regular courses Formation of Girl-clubs in partner YPs. Provide Girl-child guidance, counseling and mentoring services – 9 sessions (3 per YP) to be done.</p> <p>Training of 3 matrons (1 per YP)</p> <p>Life skills training i.e. <i>Decision making</i></p> <ul style="list-style-type: none"> • <i>Self Esteem</i> • <i>Communication</i> • <i>Assertiveness</i> • <i>Negotiation</i> • <i>Relationships</i> • <i>HIV&AIDS, Drug abuse etc</i> <p>Conduct a girls’ day in each Partner YP</p>	<p>N/A</p> <p>3 sessions of Girl-child guidance and counseling carried out (1 per YP) and altogether, 31 girls participate.</p> <p>3 Matrons trained - one day session</p> <p>3 sessions held (1 per YP) and 79 students trained</p> <p>1 combined girls’ day successfully conducted at Rongai YP</p>	<p>N/A</p> <p>3 Girl-Child Clubs formed – 1 per YP. Total founding membership - 52; 9 Guidance and Counselling sessions done with active participation averaging 42 members.</p> <p>3 Matrons trained once in one day session</p> <p>9 sessions held. On the whole, 79 students trained: 54 boys and 25 girls.</p> <p>3 girls day done one per YP and 1 combined girls’ day successfully conducted at Rongai YP with all</p>
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<p>Output 3.3 Sports material and equipment provided and 1 event organized.</p>	<p>Sports materials and equipment at partner YPs available.</p> <p>1 inter-YP sports event organized</p>	<p>Poor or no sports infrastructure in partner YPs</p> <p>Rare occasions for YP institutions competitive sports events</p>	<p>Supply sports equipment including: footballs, netballs, volleyballs, handballs, nets and whistles to partner YPs.</p> <p>Organize one Inter-YP sports event.</p>	<p>Each partner YP provided with 2 soccer balls, 2 volleyballs and net, 2 netballs and 3 sets of sports uniform accordingly.</p> <p>N/A</p>	<p>the 3 partner Yps.</p> <p>Partner YPs provided 6 soccer balls, 6 volleyballs & 3 nets, 6 netballs and 9 sets of sports uniform accordingly.</p> <p>N/A</p>
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Activities during girls day: Girls presenting and educative play importance of Educating of girls in society.

