

# HELP MISSION DEVELOPMENT SERVICES (HMDS)

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## ANNUAL REPORT VIJANA NA UJUZI' (VNU) PROJECT – 2012



Co-Director CO-OPRAID presenting machine to Cheptuech YP chairman during her project visit in September 2012

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## **Abbreviations**

BOG	-	Board of Governors
CEO	-	Chief Executive Officer
CDF	-	Constituency Development Fund
HMDS-		Help Mission Development Services
IGA	-	Income Generation Activity
KTTC	-	Kenya Technical Teachers College
MOYAS-		Ministry of Youth Affairs and Sports
MVM	-	Motor Vehicle Mechanics
NGO	-	Non-Governmental Organization
PLWHA-		People (person) Living with HIV/AIDS
TUMAYAKI-		'Tuishi Maisha ya Kitaalam' i.e. let's live professional lives.
TLV	-	'Tumaini La Vijana' i.e. Hope for the Youth
VNU	-	'Vijana Na Ujuzi' i.e. Youth with Skills
YP	-	Youth Polytechnic

## 1.0 Executive Summary

Help Mission Development Services (HMDS) is a non-profit; development NGO registered No.P.218/051/2004/0112/3202 and operating in Kenya since 2004. The Mission of the Organization is *'to assist and empower disadvantaged people and communities towards self-determination, self-reliance and self-sufficiency'*. Over the years hither, HMDS has focused youth education, vocational skill training and entrepreneurship development to address the growing youth problem of unemployment and attendant concerns. 24 primary schools, 56 High school students, 12 Youth Polytechnics comprising over 1734 youth trainees in the Rift Valley region of the country – under 'TUMAINI LA VIJANA' (TLV) project -, have benefitted from this effort. Under its TUMAYAKI Loans entrepreneurship project, it has assisted 138 upcoming youth entrepreneurs with micro-loan funding worth Kshs.3, 129,700 and on-going.

'Vijana Na Ujuzi' – VNU - (Youth with Skill) project is the latest development activity implemented by HMDS. It's a replication of the TLV project, implemented between April 2008 and March 2011. The objective is to revitalize YP institutions in Nakuru County; namely, Ndumu Dam, Kagoto, Njoro, Saptet and Cheptuech YPs and provide vocational skill training opportunity to the increasing number of out-of-school youth who basically unemployable. It embraces 6 objectives, ref. 3.1 below, all of which contribute to and enhance opportunities for employable skills training, self-employment and self-reliance for the youth in the region.

In the course of this 1<sup>st</sup> year of VNU implementation, HMDS teamed-up with the line Ministry of Youth Affairs and Sports to vet and select deserving YPs for support; assessed levels of need in the selected institutions; acquired and supplied recommended tools, equipment, materials and textbooks by YP courses offered; supported further career upgrading studies for YP Instructors; facilitated trainee lessons in Entrepreneurship, Girl-child empowerment including IGA skills and HIV&AIDS awareness and capacity building seminars for BOG members in YP Management,. And as "all work without play makes Jack & Jill, a dull boy & girl", HMDS activated learning in partner YPs by improving their sports infrastructure through provision of sports facilities and stuff, and organizing inter-YP sports competitions during the year.

Other than hiring a Monitoring and Evaluation officer for the project and the modification of objective 4 from *"provision of start-up capital"*, to *"provision of start-up tools"*, the 3 year project has proceeded as originally planned.

## **2.0 Background**

### **2.1 Country of Project**

The 'VIJANA NA UJUZI' (VNU) – Youth with Skills - project is being implemented in Kenya, East Africa. The country covers 625,425sq.Kms comprising 85% landmass and 15% water. Only 30% of the land is arable, the rest being arid and semi-arid. Oddly enough, the country's economy is agriculture based for a population of approximately 40 million (39,641,061 people - Census report 2009). Youth and children comprise 67% of the population.

The country has been under coalition governance of Party of National Unity (PNU) and Orange Democratic Movement (ODM) political parties, for the last 5 years. The next General election is due on March 4<sup>th</sup> 2013 under a new constitution promulgated in August 2011. It's sad to observe that 49 years after independence, Kenya is still plagued by poverty, uncontrolled population growth rate, slow economic development, 47% unemployment rate, re-current food deficiency, healthcare inadequacies and education inefficiencies, especially among grassroots and rural communities.

The government's resolve to improve on this situation and realize Medium Development National status through 'Vision 2030' flagship strategy is on course since 2008.

### **2.1 Project region**

The VNU is being implemented in Nakuru County, Rift Valley region of Kenya. The Great Rift Valley is a geographical scenic feature in the country. Gaping valleys, mountain rangers, lakes and rivers, craters, hot springs and pastoralist people with indigenous culture to go with combine to make the region awe-inspiring. It is the most cosmopolitan and the largest single province in the country, covering 182,413 sq. Kms. Literacy rate is lower in rural and grassroots slum communities and youth unemployment, simply appalling. This is due to high levels of poverty and some community cultural values, which hinder many children from going to school and make many youth to drop out of school early because of parent's inability to pay fees for further education. Such youth lack employable knowledge and/or skills to survive by and are mostly idle, economically dependent, frustrated and desperate in life, leading to anti-social indulgencies and ruinous lifestyles.

VNU was conceived to address this growing youth problem by enhancing vocational skill training opportunities, through revival and reinforcement of Youth Polytechnics in the region.

### **3.0 Project Goal**

The goal of the project is to bring about 'productive self-reliant and self-sufficient Youth population, in target communities.

#### **3.1 Objectives include:-**

Objective 1 – Reinforcement of partner YPs through provision of tools, equipment, materials and textbooks.

Objective 2 – Capacity building of BOG Members and career upgrading of instructors

Objective 3 – Establishment of Girls' Clubs, guidance and counseling, and IGA projects

Objective 4 – Provision of start-up capital resources – *modified to* 'Provision of start-up tools' and entrepreneurship training for Ex-trainees.

Objective 5 – Improvement of sports infrastructure and organization of sports events

Objective 6 – Creation of HIV&AIDS awareness and Life-skills training in partner YPs and target communities.

### 3.2 Activities and Results

OUTCOMES	PROVISION OF TOOLS, EQUIPMENT, MATERIALS, TEXTBOOKS & READERS				
	Ndumu dam YP	Kagoto YP	Njoro YP	Saptet YP	Cheptuech YP
<b>Outcome 1 -</b> Partner YPs equipped with tools, equipment, materials and textbooks in courses offered, respectively.	<b>1). MVM – live</b> M/vehicle engine /battery & radiator, 2 tool boxes, 3 blow lumps, 3 spraying guns, 3 hydraulic jacks, bunch of Allen keys, pop riveting, 3 hand drilling machines. 116 Textbooks		<b>1). MVM – Live</b> M/vehicle engine /battery & radiator, 2 tool boxes, 3 blow lumps, 3 spraying guns, 3 hydraulic jacks, bunch of Allen keys, pop riveting, 3 hand drilling machines, 132 Textbooks	<b>1). MVM– live</b> M/vehicle engine /battery & radiator, 2 tool boxes, 3 blow lumps, 2 spraying guns, 2 hydraulic jacks, 3 sets Allen keys, 54 Textbooks	<b>1). MVM- live</b> M/vehicle engine /battery & radiator, 2 tool boxes, 3 blow lumps, 2 spraying guns, 2 hydraulic jacks, 3 sets Allen keys. 54 Textbooks
	<b>2). Garment making –</b> 2 sewing, 1 overlocking and 1 embroidery machines, 4 pairs of shears No. 10, 1 pair of pinking shears and assorted clothing materials 58 Textbooks	<b>1). Garment making –</b> 2 sewing machines, 1 overlocking machine, 3 pairs of shears No.10 and assorted clothing materials 29 Textbooks	<b>2). Garment making</b> – 2 sewing, 2 emboidery & 3 overlocking machines, 4 pairs of shears No. 10, 2 pinking shears, 2 iron- box -charcoal and assorted clothing materials 58 Textbooks	<b>2). Garment making -</b> 7 sewing, 3 overlocking and 1 embroidery machines,2 pinking shears, 3 pairs of shears No.10, 1 iron box (charcoal) and assorted clothing materials 56 Textbooks	<b>2). Garment making</b> - 4 sewing ,1 overlocking, 1 embroidery and 1 knitting machines, 1 pinking shears, 4 pairs of shears No.10 and assorted clothing materials 30 Textbooks
	<b>3). Hairdressing &amp; Beauty therapy -</b> 2 driers, 2 blow driers, 2 dummies, 3 basins 2 flat iron, 2 curling iron, 3 mirrors, 1 apron & assorted pack of combs and tools	<b>2). Hair dressing &amp; Beauty therapy –</b> 3 drier, 3 blow drier, 3 dummy, 3 basin/sink, 1 flat iron, 1 curling iron, 3 mirrors, 2 aprons and an assorted	<b>3). Hairdressing &amp; Beauty therapy -</b> 5 driers, 5 blow driers, 5 dummies, 6 basins,5 flat iron, 4 curling iron, 3 mirrors, 3 apron & assorted pack of combs and tools		

		<p>21 T/books.</p> <p><b>4). Electrical &amp; Electronics –</b> Transformer unit (6), 1 AC/DC bench supply unit, 1 blower, 2 circuit breakers (3&amp; single phase), 1 Consumer control unit, 1 single stroke bell, 1 electric bell, 1 digital multi-meter, 1 energy meter, 1 set drill bits, 2 hacksaws, 2 hammers, 1 hot air soldering iron, 1 Kwh meter, 1 magnetic conductor (240v), 1 milimeter, 1 motor conductor, set of drilling bits, 1 motor split, 1 soldering iron-heavy duty, 1 draw wire, 1 thermal overload relay, 1 AC &amp; voltmeter AC/DC and accessories. 12 Textbooks</p>	<p>pack of items. 21 Textbooks 32 supplementary readers</p>	<p>34 T/books.</p> <p><b>4). Electrical &amp; Electronics –</b> Transformer unit (6), 1 AC/DC bench supply unit, 1 blower, 2 circuit breakers (3&amp; single phase), 1 Consumer control unit, 1 single stroke bell, 1 electric bell, 1 digital multi-meter, 1 energy meter, 1 set drill bits, 2 hacksaws, 2 hammers, 1 hot air soldering iron, 1 Kwh meter, 1 magnetic conductor (240v), 1 milimeter, 1 motor conductor, set of drilling bits, 1 motor split, 1 soldering iron-heavy duty, 1 draw wire, 1 thermal overload relay, 1 AC &amp; voltmeter AC/DC and accessories. 12 Textbooks</p>	<p><b>3). Electrical &amp; Electronics –</b> Transformer unit (6), 1 AC/DC bench supply unit, 1 blower, 2 circuit breakers (3&amp; single phase), 1 Consumer control unit, 1 single stroke bell, 1 electric bell, 1 digital multi-meter, 1 energy meter, 1 set drill bits, 2 hacksaws, 2 hammers, 1 hot air soldering iron, 1 Kwh meter, 1 magnetic conductor (240v), 1 milimeter, 1 motor conductor, set of drilling bits, 1 motor split, 1 soldering iron-heavy duty, 1 draw wire, 1 thermal overload relay, 1 AC &amp; voltmeter AC/DC and accessories 16 Textbooks</p>	<p><b>3). Electrical &amp; Electronics –</b> Transformer unit (6), 1 AC/DC bench supply unit, 1 blower, 2 circuit breakers (3&amp; single phase), 1 Consumer control unit, 1 single stroke bell, 1 electric bell, 1 digital multi-meter, 1 energy meter, 1 set drill bits, 2 hacksaws, 2 hammers, 1 hot air soldering iron, 1 Kwh meter, 1 magnetic conductor (240v), 1 milimeter, 1 motor conductor, set of drilling bits, 1 motor split, 1 soldering iron-heavy duty, 1 draw wire, 1 thermal overload relay, 1 AC &amp; voltmeter AC/DC and accessories. 12 Textbooks</p>
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	<p><b>5). Carpentry &amp; Joinery – 5</b> smoothing planes, 1 multipurpose woodworking machine, 5 planes No.5, 7 ratchet braces, 4 sach clamps, 2 rebate planes, 5 hand saws, 2 hammers, 3 bow saws, 2 twisted bits, 3 tenor saws, 2 G-clamps, 1 hand drilling machine, 52 Textbooks</p> <p><b>6). Building technology –</b> The YP received 3 pcs of each of the following tools and equipment – wheelbarrows, spades, pump bob, trowel brick, trowel pointed, manson sq. tri sq. manson hammer, tape measure (5m &amp; 30m), cold chisel, flat &amp; pointed steel flot, mould internal &amp; external spirit level, horse pipe level (30m), matchets, gloves, helmets, hack saw blades &amp; frames, files, wireless brushes, pliers, screw drivers</p>		<p><b>5). Building technology – 1</b> wheelbarrow, 1 spade, 3 plump bob, 4 trowel brick, 1 trowel pointed, 1 manson sq. 6 try sqs. 1 manson hammer, 3 tape measures each (5m &amp; 30m), 1 cold chisel, 5 flat &amp; pointed steel flots, 1 mould each - internal &amp; external, 4 spirit levels, 1 horse pipe level (30m), 1 matchet, 1 pair of hand gloves, 1 helmet, 1 hack saw blade &amp; frame, 1 file, 1</p>	<p><b>4). Carpentry &amp; Joinery – 5</b> smoothing planes, , 5 planes No.5, 7 ratchet braces, 4 sach clamps, 2 rebate planes, 5 hand saws, 2 hammers, 3 bow saws, 2 twisted bits, 3 tenor saws, 2 G-clamps, 1 hand drilling machine, 20 Textbooks.</p>	<p><b>4). Carpentry &amp; Joinery – 5</b> smoothing planes, , 5 planes No.5, 7 ratchet braces, 4 sach clamps, 2 rebate planes, 5 hand saws, 2 hammers, 3 bow saws, 2 twisted bits, 3 tenor saws, 2 G-clamps, 1 hand drilling machine, 20 Textbooks</p>
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		No. 6,8 &10, sledge hammers, claw bars, mattocks, ratchet brace, tiles cutter and glass cutter. 17 Textbooks 32 supplementary readers		wireless brush,1 pliers, 3 pcks of screw drivers No. 6,8 &10, 3 sledge hammers, 3 claw hammers, 3 claw bars, 2 mattocks, 1 ratchet brace,1 tiles cutter and 2 glass cutters. 14 Textbooks  <b>6). Welding/Metal Fabrication - 2</b> soldering bit, 2 pairs of welding shades, 2 set each of ring/fix and combine spanners, 1 welding M achine,1 Air compressor & 1 car wash machines,1 ratchet die stock, 1 gas regulator and 1 steel ruler. 4 Textbooks 32 supplementary readers	<b>6). Welding/Metal Fabrication - 1</b> welding machine, 1 pop riveting, 2 bench vices, 2 hand grinding machine. 10 Textbooks 32 supplementary readers	<b>6). Welding/Metal Fabrication - 2</b> welding machines, 2 pop riveting, 2 soldering bits, 2 welding shades, 2 sets each of ring/fix and combine spanners, 1 grinding/1 electrical/1 hand grinding & 1 Air compressor machines, 2 sets drilling bits, 1 ratchet die stock, 1 gas regulator and 1 steel ruler. 6 Textbooks 32 supplementary readers
<b>Outcome 2 –</b> 58 out of 70 BOG members trained on their roles,	3 training sessions held in the YP to improve BOG members'	3 training sessions held in the YP to improve BOG members'	3 training sessions held in the YP to improve BOG management	3 training sessions held in the YP to improve BOG members'	3 training sessions held in the YP to improve BOG members'	3 training sessions held in the YP to improve BOG members'

	responsibilities and functions and 5 instructors supported to upgrade their career studies at local institutions of higher learning.	management knowhow and performance. Average 10 out of 14 members took part.  The Manager- Ms Leah Waithera is supported, taking undergraduate studies in clothing, textiles and interior design at Egerton University, Nakuru.	management knowhow and performance. Average 12 out of 14 members took part.  The Manager – Ms Rachel Muguna is supported, taking undergraduate studies in clothing, textiles and interior design at Egerton University, Nakuru	knowhow and performance. Average 13 out of 14 members took part.  Instructor – Mrs. Patricia Okinda is undertaking Diploma studies in Technical education - clothing & textiles design at Mwangaza Institute, Nakuru.	management knowhow and performance. Average 9 out of 14 members took part. No instructor here took the opportunity.	management knowhow and performance. Average 13 out of 14 members took part.  Two instructors Ms. Rhodah Langat and Mr. Eric Kipkurui supported for Diploma studies in Technical Education i.e. Clothing & textiles design and Automotive engineering respectively, at KTTC, Nairobi.
	<b>Outcome 3 -</b> Girl-child trainees empowered through guidance, counseling and IGA skill training and exposure	3 Guidance & Counseling sessions held in the YP for Girl-child empowerment. This has resulted in the formation of a Girls' Club and a confident step to implement a Dairy goat IGA project. The 26 member Club received Kshs.75,000.00 from HMDS and has constructed a semi-permanent structure and acquired two she-goats and a doe for	3 Guidance & Counseling sessions held in the YP for Girl-child empowerment. A Girls' Club has been formed and is implementing a Poultry IGA project. The 25 member Club received Kshs.99,000.00 from HMDS and has constructed a permanent structure and is set to acquire 50 chicks to launch	3 Guidance & Counseling sessions held in the YP for Girl-child empowerment. A Girls' Club formed and is implementing a Poultry IGA project. The 28 member Club received Kshs.99,000.00 from HMDS and has constructed a semi-permanent structure and has acquired 50 chicks to initiate the project.	3 Guidance & Counseling sessions held in the YP for Girl-child empowerment. A Girls' Club formed and is implementing a Zero-grazing Dairy cow IGA. The 17 member Club received Kshs.91,380.00 from HMDS and has constructed a semi-permanent structure and acquired a grade cow for	3 Guidance & Counseling sessions held in the YP for Girl-child empowerment. This resulted in the formation of a Girls' Club now implementing a zero-grazing Dairy cow IGA. The 26 member Club received Kshs.90,000.00 from HMDS and has constructed a semi-permanent structure and acquired a grade cow for project

	project undertaking.	its project.		project undertaking.	undertaking.
<b>Outcome 4 –</b> i). YP students( Ex-trainees) educated and trained in entrepreneurship skills  ii). 75 2012 ex-trainees provided with various equipment for self-employment start-up enterprises	3 training sessions organized in the YP and attended on average by 46 students, each.  17 graduates (4 girls & 13 boys) provided respective equipment to engage in self-employment enterprise i. 7 MVM tool kits ii. 3 Building tool kits 2 Sewing Machines iii. 4 Hairdressing & Beauty therapy equipment iv. 1 Carpentry tool kit	3 training sessions organized in the YP and attended on average by 26 students, each.  5 graduates (girls) received equipment for self-employment enterprise i.e. i. 5 Sewing Machines	3 training sessions organized in the YP and attended on average by 69 students, each.  25 graduates (---Girls & --- boys) provided respective equipment to engage in self-employment enterprise i.e. i. 10 MVM tool kits ii. 7 Electrical kits iii. 5 Sewing Machines iv. 1 Hair salon kit v. 2 Metal Fabrication kits	3 training sessions organized in the YP and attended on average by 30 students, each.  10 graduates (5 girls & 5 boys) provided equipment to engage in self-employment enterprise i.e. i. 5 MVM tool kits ii. 5 Sewing Machines	3 training sessions organized in the YP and attended on average by 34 students, each.  18 graduates (4 girls & 14 boys) provided respective equipment to engage in self-employment enterprise i.e. i. 10 MVM tool kits ii. 3 Electrical kits iii. 5 Sewing Machines
<b>Outcome 5 –</b> Improved sports infrastructure and participation, in partner YPs	Sports items including 3 soccer balls, 3 volleyballs, 3 netballs, a volleyball net, whistles, games kits (for boys and girls) were distributed to all partner YPs. Twice they participated in inter-YP sports competitions facilitated under the VNU project. Sports talents have and continue to emerge, with project YPs appearing for the first time ever, in provincial competitions. For instance, a Road racer (girl) Ms Evaline Chepkoech from Saptet YP is now the Rift Valley and Western Kenya regional champion. She is set for the National championship competition to be held early in 2013. Other sports discipline i.e. soccer, Volley ball, both men and women are coming up too.				
<b>Outcome 6 -</b>	Each partner YP got three (3) HIV&AIDS education and awareness creation sessions, reaching 850 individual students, altogether. Also, two (2) HIV&AIDS public awareness campaigns were carried out in the months of June at Kagoto and November 2012 in Olenguruone communities, reaching out to 414 and 262 community members, respectively: total 676 people.				

### **3,3 Difficulties during implementation**

During 2012, project implementation experienced the following challenges:-

- i. Difference in academic levels of trainees:  
Primary and High school leavers and/or drop-outs study in same classes, same courses; capability of understanding or clearly following the instructions/studies, notwithstanding.
- ii. There was often vehicle break down due to its present condition.
- iii. Inconsistent school attendance among trainees:  
Ndumu dam Youth Polytechnic takes the flak for invalid excuses on this score.  
The habitual inconsistency could lead to poor academic performance and failure.
- iv. Benefiteering BOG members:  
Some BOG members do not bother much about YP business until they are sure there will be an allowance. Two YPs have a serious problem in this area, one of which has had to replace three members already.

### **3.4 Local contribution**

- i. The Ministry of Youth Affairs & Sports (MOYAS)  
MOYAS ensures efficient management and functioning of Youth Polytechnics among other Technical institutions across Kenya. Throughout 2012, the regional office in Nakuru worked hand-in-hand with HMDS' project officers to facilitate especially, the BOG management training. MOYAS acquainted the members on their expected roles, responsibilities and functions and advised on recommended textbooks and equipment, thereby enabling HMDS to acquire the right course books for partner YPs.
- ii. The community:  
Kagoto and Olenguruone communities played host to Public HIV&AIDS campaigns in June and November 2012, which brought together over 642 people and facilitated dissemination of HIV prevention messages through touching profile presentations by PLWHAs themselves.
- iii. The parents:  
Parents contributed and will continue to do so by raising finances through payment of examination fees, lunch programme fees, purchase of uniforms and other scholastic needs, boarding or rental fees and return transport to school and personnel fees, which enables the BOG to employ additional teaching and subordinate staff.
- iv. The beneficiaries: students, teachers & BOG members:

Students constructed Girls Club IGA project shelters and managed their IGAs. They greatly contributed to the success of Public HIV&AIDS campaigns held at Kagoto and Olengurone communities through song, dance and poem recitals. The teachers continued to improve the academic performance of partner YPs and co-ordinated with HMDS officers in successfully organizing and facilitating scheduled project activities during the year.

BOG members now know their functions better and are more resolute to do their best in the development and management of their YPs. Ndumu Dam, Njoro and Cheptuech YPs were assisted to complete their workshops by the CDF, respectively. MOYAS has completed a twin workshop facility at Saptet YP.

### **3.5 Project sustainability**

This project is viable and will survive the planned implementation period sustainably on the following strategies:-

- i. Provision of appropriate and up-to-date tools, machines and textbooks is foundational, leading to quality teaching, learning and academic excellence in partner YPs. In turn, this will continue to increase student enrolment, enhance resource base, generate competitiveness in the sector and guarantee sustainable functioning of the YPs in future.
- ii. Career course upgrading of partner YP instructors is a positive strategy as better qualified instructors will improve on standards achieved during project implementation beyond the project period. There is high possibility that BOG employed instructors assisted to further their careers to Diploma or Degree status will be absorbed by the Government and thereby strengthen the sustainability of their YPs. This would lessen the BOG burden of paying and maintaining the staff they employ.
- iii. Capacity building the BOG structures as the top most management and policy formulation and implementation authority will ensure that they understand and know their roles, responsibilities and functions for efficient management of their YPs. Knowledge of MOYAS policies and other operational attributes will be crucial to the sustainability of the project.
- iv. Collaboration between HMDS and MOYAS is a great strategy because at the end of the three year project period, partner YPs will revert back to full auspices of the Ministry. Working with the Ministry therefore is helping to acquaint the two parties in project objectives and goal attainment.

### **3.6 Conclusion**

Youth Polytechnic institutions are fast growing into crucial vocational skill training centers at community level. As the Government takes responsibility of streamlining and

developing the National Youth agenda, the label of YPs as “places for failures” is fast fading away too. The communities are recognizing this fact and have started collaborating with other stakeholders to establish and make good use of the YPs.

The VNU project is revitalizing partner YPs through provision of recommended tools, machines and textbooks. It is upgrading the quality of training and enhancing management efficiency in partner YPs. During the period under review, student enrolment increased by 127 to a total of 382 students by close of the year. Equipment and textbook ratios to student improved substantially from 1:14 to 1:4 (equipment) and 1:2 in terms of textbooks. Both students and teachers now access equipment and textbooks without constraints.

The component of upgrading instructors’ careers was/is timely especially after the Government set the threshold of Diploma in Technical education and above, for an instructor to teach in or manage a YP institution. Most instructors employed by BOGs lack this qualification and therefore stand to benefit from this support to upgrade their career studies. Similarly, in re-constituting the BOG structure the Government has signaled renewed management efficacy in the YPs. Commensurate training on operational roles, responsibilities and functions, will not only ensure successful implementation of the VNU project but also, YPs’ future sustainability. HMDS will continue collaborating with the line Ministry in capacity building and empowering of BOGs in partner YPs.

The Girl Child Guidance and counseling objective which incorporates formation of Girls’ Clubs and IGA enterprises is another jewel in the VNU undertaking. The Girls clubs are an empowerment model, easy to belong and interactive both in school and at home in the community. HMDS will continue to support respective Club’s and their IGA’s and to ensure that they regularly benefit from competent advice and guidance of the Organization.

#### 4.0 VIJANA NA UJUZI PROJECT; MILESTONES ACHIEVED DURING 2012

No.	Project Objectives & set Activity Milestone	Output	Impact
<b>1.(i).</b>	<b>Reinforcement of YPs</b>		
	Supply equipment, tools, materials and textbooks to the 5 VNU partner YPs, by student enrolment i.e. 450 and course establishment in 2012.	Equipment i.e. 33 sewing machines, 4 live motor engines, 16 hairdressing machines, 1 multi-purpose woodwork machine; Electrical, masonry and carpentry tools; materials, 696 textbooks and 160 readers supplied to partner YPs respectively, based on student enrolment i.e. 382 and courses offered i.e. i. Garment making, ii. Motor Vehicle Mechanics, iii. Hair dressing & Beauty therapy, iv. Building technology, v. Carpentry & Joinery, vi. Metal work/Welding and fabrication, and vii. Electrical technology.	Adequate accessibility to up-to-date equipment, tools, materials and text books for effective teaching and learning in partner YPs. Machine /trainee ratio improved from 1:19 to ave. 1:5 or better in most courses and textbook /trainee from ave.1:10 to 1:3 or better. MOYAS' recommended ratio is 1:2. Increased student enrolment from 255 to 382: 68 short of target of 450 in 2012.
<b>1.(ii)</b>	<b>Information &amp; Communication Technology</b>		
a.	Supply of computers 20 computers each partner YP	Scheduled for early 2013	N/A
<b>2.</b>	<b>Career upgrading for teachers, Annual stakeholders' seminars and Capacity building of BOG Members</b>		
a.	Support 15 instructors (5 per year) through career upgrading project component.	5 Instructors benefitted under this objective. Ms Leah Waithera – Manager, Ndumu Dam YP & Ms Rachel M. Muguna - Manager, Kagoto YP were supported to do BSC undergraduate studies in Clothing, Textiles and Interior design at Egerton University, Njoro. Ms Patricia Okinda is pursuing Diploma in Fashion and design at Mwangaza College, Nakuru. Ms Rhodah Langat and Mr. Eric Kipkurui both from Cheptuech YP are pursuing diplomas in Clothing and textile studies, and Automotive engineering, respectively at KTTC, Gigiri-Nairobi.	Committed and competitive performance on the part of instructors in partner YPs.
b.	3 Annual seminars for Stakeholders	VNU was officially launched by the Rift Valley Provincial Director Youth Training – MOYAS on 14 <sup>th</sup> April 2012 at Kunste Hotel,	Assured support, collaboration and beneficiary



		Nakuru. MOYAS officials, collaborating agency representatives and 2 representatives each from partner YPs took part.	participation.
c.	Organize 45 BOG Management capacity building training seminars (3per YP) per year.	15 management seminars (3 per YP) done. 58 out of 70 BOG members trained on their roles, responsibilities and functions. Average attendance: 11 members at Ndumu Dam, 12 at Kagoto, 13 at Njoro, 10 at Saptet and 12 at Cheptuech YPs.	Informed commitment to efficient YP management and performance.
d.	Capacity building for HMDS	Three of MHDS staff are doing professional courses in their specialized field and collage fee was paid for them. Accounting, Business Administration, Advance Project Management and project Evaluation and Monitoring. There was also workshops on capacity building to the staff.	Ensures efficient Project management and performance.
<b>3.</b>	<b>Girl-Child Clubs</b>		
a.	Facilitate formation of Girl-child Club in each YP and organize 45 Guidance and Counseling sessions (3 per YP) per year for members.	A Girls' club formed in each YP and 15 training sessions (3 per YP) done. An average total of 96 girls guided and counseled; with gender empowerment and IGA foresights, among other interests. Founder membership: Ndumu Dam - 26, Kagoto Club - 25, Njoro Club - 28, Saptet Club - 17, Cheptuech Club - 26.	Empowered and confident girl trainees in the YPs and catchments communities.
b.	Clubs submit one choice IGA project proposal for funding consideration - total 5.	5 project proposals received, considered for funding and awarded as follows: <b>Ndumu Dam</b> - Dairy goat rearing - 75,000/=-, <b>Kagoto</b> - Poultry keeping - 99,000/=-, <b>Njoro</b> - Poultry keeping - 80,000/=-, <b>Saptet</b> - Zero-grazing dairy cow - 91,380/=- and <b>Cheptuech</b> - Zero-grazing dairy cow - 90,000/=-. The projects are satisfactorily in operation as we close year, 2012.	Inspired, self confident and enterprising Girl-child.
<b>4.</b>	<b>Start-up capital for Ex-trainees - Modified to - Start-up tools support - &amp; Entrepreneurship skill training</b>		
a.	Organize and facilitate 45 Entrepreneurial training sessions (3 per YP) per year for (ex)-trainees.	15 training sessions (3 per YP) done, during the year. Students introduced to entrepreneurship knowledge, skills and practice, average attendance:- 48 - at Ndumu dam Y, 27 - Kagoto, 66 - Njoro, 29 - Saptet and 31 at Cheptuech YPs.	Knowledgeable and inspired budding youth entrepreneurs.
b.	Start-up tools donation to 75 (2012) ex-trainees.	A study on how 2011 ex-trainees are doing revealed that up to 69% were idle and/or not applying the skills learned, for lack of opportunity and start-up resources. VNU's approach is to provide start-up equipment and tools to 2012 ex-trainees to pursue confidence building and empowerment towards self-employment as well as creation of more employment opportunities in their	

		local communities. 75 (2012) - 18 female and 32 male - ex-trainees received 22 Sewing machines, 32 MVM tool boxes, 10 Electrical tool kits, 3 Masonry tool packs, 1 Carpentry tool kit, 5 Hairdressing and beauty therapy tools and 2 Welding and metal fabrication tools to venture into entrepreneurship. They were distributed as follows according to trainee courses: Ndumu Dam YP – 17, Kagoto – 5, Njoro – 25, Saptet – 10 and Cheptuech YP – 18. At Cheptuech YP, a local road contractor was so moved that he offered employment to 2 MVM graduates in his Company.	
<b>5.</b>	<b>Sports Events &amp; Equipment</b>		
a.	Supply of sports materials & Equipment	The 5 partner YPs received 2 soccer balls, 2 Volleyballs and a net, 2 Netballs, 3 referee whistles and 2 sets of sports uniforms (female & Male), each.	Sports talent spurred in partner YPs and catchments communities.
b.	2 Sports Events to be organized annually.	Two Inter-YP ball games events organized at Njoro Day Secondary school, attended by 379 participants. At Mogotio YP 510 participants took part = 889. Winners received championship certificates and trophies.	Sports exposure, talent development and bonding for trainees and sports instructors.
<b>6.</b>	<b>HIV&amp;AIDS Education &amp; Campaign</b>		
a.	45 HIV&AIDS classroom awareness sessions (3 per YP) per year for trainees.	15 sessions (3 per YP) carried out in 2012. On average, the following students were educated and trained on AIDS, HIV infection prevention and Life skills i.e. 44 - Dumu Dam, 22 - Kagoto, 76 – Njoro, - 33 - Saptet; and 33 – Cheptuech YPs.	Trainees embracing healthy living ideals. 4 <sup>th</sup> Quarter, witnessed all students at Njoro YP take VCT test to know their HIV status. Ndumu Dam YP is disseminating HIV preventive info in their community.
b	6 public awareness campaigns (2 per year) scheduled in target community areas during the 3 year project period.	2 HIV&AIDS campaigns organized at Kagoto and Olenguruone YP communities, where 414 & 262 people attended, respectively. The events were officiated by the Provincial Director Youth Training Officer RVP and the CEO of Kenya AIDS Non-Governmental Organizations (KANGO). They were also graced by two facilitators (woman and man): great models living with AIDS for the last 10 and 26 years, respectively.	Gradual attitude change from “ignoring-to-caring”, catching-up in target communities.

## **5.0 Co-ordination in the field between operators**

HMDS was/is responsible for the successful implementation of this project. It co-ordinates all project activities, collaborating with the line Ministry of Youth Affairs and Sports (MOYAS) and partner YP management as well as students. It collaborates with other sector players - in the areas of HIV&AIDS management, entrepreneurial development, resource mobilization and development, and sports infrastructure development.

The finance office co-ordinates all logistical arrangements based on up-date data provided by the field team.

The field team comprises four officers who include 2 Co-ordinators for textbooks and tools/machines respectively; a Co-Director who is responsible for the Girl-child component; all closely working in collaboration with the Monitoring and Evaluation (M&E) Officer.

Implementation of the project is set apart with distinct quarterly schedules delineating activities for every project objective, accordingly. Co-ordinating with collaborating agencies and facilitators, the Field team ensures acquisition and distribution of Textbooks and Equipment, identification of facilitators for Girl-child guidance, counseling, mentoring and IGA activities, Entrepreneurship and BOG training sessions, Sports and HIV&AIDS activities. Whenever necessary, team members return to partner YPs at the end of each quarter with a view to assessing the student ratios to textbooks, tools & machines. This effectively helps to determine additional supplies, new courses and their requirements and type and number of items needed in the next quarter.

The M&E officer closely monitors project progress, often accompanying the field officers on their field schedules and beneficiary training, and meets with the team on a monthly basis or as necessary to assess the tempo and quality of project implementation. In these meetings a critical look is taken over the implementation of the project, especially regarding timelines, quality facilitation of training sessions and reporting, reinforcement deliveries and scheduling inconveniences if any. This exchange of ideas, opinions and suggestions enable team members to sustain smooth project operations.

## **6.0 Organizational development**

Re-engineering of HMDS is an on-going effort and will continue with appropriate focus during 2013. On August 18<sup>th</sup> 2012, it undertook a staff refresher course seminar which addressed personnel capacity deficiencies and the re-engineering of capacities for Organizational growth. Staff was challenged to institute 'best practice at workplace' without delay. We look forward to undertaking more course/training seminars/workshops and career upgrading studies for staff to spur pro-activity,

efficiency, creativity and productivity with diligent expertise to enhance HMDs' institutional stability and viability.

## **7.0 Request for modification**

7.1 The project period will remain the same.

7.2 Budget

Help Mission Development Services received Ksh. 4,253,442 from MIVA Switzerland for computer in Youth Polytechnics. The mount is an addition to our approved VNU budget. The additional budgeted a mount will be used to purchase 5 photocopier machine to the Polytechnics costing 500,000, increase tools and machines in Electrical and electronics due to our observation that the main budget was under casted and in line with request by Njoro Yp during CO-OPERAID visit of more tools in these department-(Motherboard etc) costing Ksh.241,800 for the remaining two years. Increase tools for construction with such materials as cement to partner Yps with 125,000 per year for the two remaining years i.e. 2013 and 2014. There is need for more HIV/AIDS campaigns and in this regard, we will have three public campaigns in the final year of which Ksh.479,000 from this will be used. Due regular breakdown of our vehicle and which some times courses inconveniency, Ksh. 2,000,000 can be used to top up the purchase of field vehicle for smooth implementation of the project. In the main budget 7.5, taxes, social security etc, we need to have 25% of the pay under this so we have a shortage of 303,300 per year thus proposing for such a mount per year for the remaining period of two years. The vehicle running cost to be increased with Ksh. 120,000 per year for the remaining period.

7.3 Other modifications

The upgrading of instructors

All Instructors training will be switched from third project year to the second project year. They will finish their training with a diploma after two years instead of three years.

The start-up capital was scrapped and more money put in Tool kit for E-trainees and entrepreneurship training to reach 75 per year for three years a mounting to Ksh. 1,000,000 per year. HMDS started income generating activity with Ksh.500, 000 per year and increase on Instructors upgrading and exchange programme with 500,000 per year with exchange programme included.

We will be paying for 50 needy trainees with Examination fee amounting to Ksh. 225,000 per year.

To supply computers to four partner YPs who have electricity supply now instead of one in original due to funds received from MIVA this year. In case all the YPs have electricity during the year, we will have another modification where computer will be supplied this year to the all partner YPs.

## **8.0 Financial statement**

8.1 Separate attachment.

8.2 Explication of deviation

Major deviations of budget are explained as;

There was deviation in MVM in both tools and machines and text books of Ksh. 885,860 and Ksh.186, 300 respectively due to purchase and delivery of the same to two more polytechnics- Saptet and Cheptuech YPs of which were to be in second year.

Electrical Installation and electronics department was under estimated in the original budget thus deviation of Ksh.112, 000 and Ksh.36, 700 on tools and machines respectively.

These deviations was financed from Tailoring and dressmaking Ksh. 352,050, Metal work and Fabrication; Ksh. 146,990, Hair dressing and beauty therapy; Ksh. 120,950, Carpentry and Joinery Ksh. 581,880 and building and construction Ksh. 28,770.

There was more expenditure on text books in Construction technology of Ksh. 104,595 and Hairdressing and beauty therapy of Ksh. 21,575. This was due to YPs priorities and consequently we had less expenditure in Tailoring and dressmaking, Metal work and fabrication and Carpentry and Joinery to cover these costs.

On Advance training of Instructors/ Teachers, there was less usage due to the fact that some of the instructors did not secure place in Colleges.

We had planned to have a two day seminar for stakeholders including CO-OPERAID but due the fact that we were late to start the project CO-OPERAID did not attend the seminar and it was shorten to one night seminar thus resulting in Ksh. 507,858 unused.

There was an extra usage of Ksh.531,410 on capacity Building for HMDS due to introduction of Income Generating activity for the organization.

The girls club had unused Ksh. 84,960 due to the fact that because it was the first time of such project they preferred to start with small a mount.

On Ex-trainees tool kit, there was an increase of Ksh. 1,116, 270 due to transfer of funds from Startup capital to tools and training of Ex- Trainees. HMDS received Ksh. 500,000 for income Generating Activities.

There was significant change in project Management expenditure due to under estimation of the original budget on Taxes, social security fund etc which was to be 25% of the personnel Expenditure in the original budget.

There was a deviation of Ksh. 143,762 on Administration due to increase in Motor vehicle running cost which was as a result of increase in maintenance cost of our old vehicle and more field visit to the polytechnics than the budgeted ones. There was also increase in cost of Telephone and postage usage, electricity and water and office maintenance costs. This was as a result of change in calling and electricity and water tariffs.

Audit fee is as a result of 2011 Audit payments. There is a provision of Ksh. 200,000 for depreciation of assets.

## **9.0 Project financing**

The project is mainly financed by CO-OPERAID and addition of Ksh. 4,253,442 as a part of Computers for YPs by MIVA Switzerland.

## **10.0 Project Viability & Visibility**

Viability of the VNU project consists in the philosophy of HMDS' Mission i.e. *'to assist and empower disadvantaged people and communities towards self-determination, self-reliance and self-sufficiency'*. The over 67% youth population is a great burden on national resources and economy in general. Out of school but unproductive youth just make the situation worse. Today, Kenya suffers a 47% unemployment problem, 85% made up of youth. VNU focus out-of-school youth who because of poverty, lack of fees or opportunity to pursue further education, are idle, dependent and hopeless in life; to find opportunity for vocational skill training in Youth polytechnics in their local areas. The skill training make the youth employable, socio-economically independent and useful to their families and communities. The viability of this project is underlined by the Government's strategy to adopt it, not only for addressing youth unemployment but more importantly, for enabling the youth to engage self-employment and to create more employment opportunities for other youth in the community and country.

Regarding visibility of project support, beneficiary institutions have taken it upon themselves to make and proudly put up signboards announcing their source of support. When asked whether this is in order we (HMDS) usually see nothing wrong with it and always give our consent. It is true that such signboards play a big role in forging collaboration and networking relationships with other sector agencies.

## 11.0 Lessons learned

- i. Youth Polytechnics are crucial institutions to train and fill in the vast existing gaps for medium and lower level technical personnel in the country. The University trained technicians alone are incapable of delivery without this (now very limited) personnel cadre.
- ii. Communities are quickly changing attitude about YPs as “places for failures”. Youth training at YPs has turned out to be as good, if not better, as learning in any other medium level colleges in the country. This is not in doubt as Form iv. Level students are now flocking with ease to the institutions.
- iii. Stakeholding must be sustained to encourage the sharing of partner experiences and ideas, spur creativity and innovation, and stock competition to actualize better results.
- iv. Provision of ‘Start-up tools’ instead of ‘Start –up capital funds” is a better option towards the self-employment startegy. One could see the deep appreciation, the motivation and the challenge the occasion brought on the faces of recipients when it dawned onto them that they were the owners of such machines, tool kits and packs.



## Appendix (i)



*Trainees at Saptet YP when receiving textbooks and below Co-Director CO-PERAID handing over machine to Saptet Manager.*





*Cheptuech dairy farming girls club Income Generating Activity*



*Madam Josephine Njuguna of MOYAS handing over machine to Ex-trainee at Cheptuech YP*





*Ndum dam YP Ex-Trainees in Motor vehicle on receiving their tool box.*



*HIV/AIDS Campaigns at Olengruone in photo HMDS Director and KANCO Rift valley Co-ordinator.*





*Inter Youth Polytechnic sports day at Mogotio YP*

Appendix (ii)

**Comparative Course offer, Student enrolment and staff establishment in Partner YPs during 2012.**

	YPs & Courses offered	Course year	Student Enrolment						Instructors	
			Jan. 2012			Dec. 2012		Growth %		
			M	F	Total	M	F	Total		
1.	Ndumu Dam YP		50	19	69	36	14	50	Even with new students coming in, total enrolment slumped by 19 to 50 i.e. 27.54% less of active students at the end of 2012. Lack of fees, boarding facilities, lunch programe & poor socialization are identified causes.	Staff establishment - 7, (3 female and 4 male). 3 are employed by the Government and 4 by BOG. No new staff in 2012.
	i. Garment making & design	1 <sup>st</sup>	1	12	13	-	10	10		
		2 <sup>nd</sup>	-	-	-	-	-	-		
	ii. Hairdressing & Beauty therapy	1 <sup>st</sup>	2	7	9	1	4	5		
		2 <sup>nd</sup>	-	-	-	-	-	-		
	iii. Carpentry & Joinery	1 <sup>st</sup>	8	-	8	6	-	6		
		2 <sup>nd</sup>	-	-	-	-	-	-		
	iv. Masonry (Building & construction)	1 <sup>st</sup>	17	-	17	12	-	12		
		2 <sup>nd</sup>	-	-	-	-	-	-		
	v. Motor Vehicle Mechanics	1 <sup>st</sup>	19	-	19	15	-	15		
		2 <sup>nd</sup>	-	-	-	-	-	-		
	i. Electrical & Electronics	1 <sup>st</sup>	3	-	3	2	-	2		
		2 <sup>nd</sup>	-	-	-	-	-	-		
Complimentary subjects - Entrepreneurship : All students participated in scheduled lessons										

2.	Kagoto YP		-	16	16	15	30	45	25 new students enrolled in the YP during 2012 – Growth by 181%	Staff establishment – 6, (4 female and 2 male). 2 employed by the Government and 4 by the BOG. 2 new staff in 2012.
	i. Garment making & design	1 <sup>st</sup>	-	7	7	1	10	11		
		2 <sup>nd</sup>	-	-	-	-	2	2		
	ii. Hairdressing & Beauty therapy	1 <sup>st</sup>	-	9	9	-	14	14		
		2 <sup>nd</sup>	-	-	-	-	4	4		
	iii. MVM	1 <sup>st</sup>	-	-	-	6	-	6		
		2 <sup>nd</sup>	-	-	-	-	-	-		
	v. Electrical Installation	1 <sup>st</sup>	-	-	-	6	-	6		
		2 <sup>nd</sup>	-	-	-	-	-	-		
	vi. Welding & Fabrication	1 <sup>st</sup>	-	-	-	2	-	2		
		2 <sup>nd</sup>	-	-	-	-	-	-		
Complimentary subjects - Entrepreneurship : All students participated in scheduled lessons										
3.	Njoro YP		53	45	98	59	66	125	Most 2 <sup>nd</sup> years were mostly on attachment and never quite in school. An increase of 27 (27.55%) new students in noticeable during 2012.	Staff establishment -10 (4 female and 6 male). & employed by the Government and 3 by the BOG. No new staff posting in 2012.
	i. Garment making & design	1 <sup>st</sup>	1	8	9	1	14	15		
		2 <sup>nd</sup>	-	7	7	-	7	7		
	ii. Hairdressing & Beauty therapy	1 <sup>st</sup>	2	18	20	2	24	26		
		2 <sup>nd</sup>	1	3	4	1	3	4		
	iii. Motor Vehicle Mechanics	1 <sup>st</sup>	18	-	18	24	-	24		
		2 <sup>nd</sup>	1	7	8	1	7	8		

	iv. Metal processing	1 <sup>st</sup>	9	-	9	-	10	10		
		2 <sup>nd</sup>	-	-	-	-	-	-		
	v. Electrical & Electronics	1 <sup>st</sup>	11	1	12	20	-	20		
		2 <sup>nd</sup>	3	1	4	3	1	4		
	vi. ICT	1 <sup>st</sup>	1	-	1	1	-	1		
		2 <sup>nd</sup>	-	-	-	-	-	3		
	vii. Masonry (New 2012)	1 <sup>st</sup>	3	-	3	3	-	-		
		2 <sup>nd</sup>	-	-	-	-	-	-		
	viii. Agribusiness	1 <sup>st</sup>	1	-	1	1	0	1		
		2 <sup>nd</sup>	2	-	2	2	0	2		
	<b>Complimentary subjects - Entrepreneurship</b> : All students participated in scheduled lessons									
4.	Saptet YP		16	15	31	26	22	48	48 new students enrolled in the YP during 2012 – growth at 154.8%	Staff establishment -7 (2 female and 5 male). 2 employed by the Government and 5 by BOG. One (1) new staff posted in during the year.
	i. Garment making & design	1 <sup>st</sup>	-	-	-	-	20	20		
		2 <sup>nd</sup>	-	13	13	-	-	-		
	ii. Motor vehicle Mechanics	1 <sup>st</sup>				20	1	21		
		2 <sup>nd</sup>	12	2	14					
	iii. Electrical & Electronics	1 <sup>st</sup>	-	-	-	2	1	3		
		2 <sup>nd</sup>	-	-	-	-	-	-		
	iv. Carpentry & Joinery	1 <sup>st</sup>	-	-	-	-	-	-		

		2 <sup>nd</sup>	4	-	4	4	-	4		
	<b>Complimentary subjects - Entrepreneurship</b> : All students participated in scheduled lessons									
5.	Cheptuech YP		23	17	40	26	21	47	7 more students enrolled in the YP during 2012 – growth by 17.5%	Staff establishment – 6 (2f &4m). Four (4) employed by the Government and two (2) by the BOG. No new staff during the year.
	i. Garment making & design	1 <sup>st</sup>	-	9	9	-	13	13		
		2 <sup>nd</sup>	2	7	9	2	7	9		
	ii. Motor vehicle Mechanics /Welding	1 <sup>st</sup>	4	-	4	5	-	5		
		2 <sup>nd</sup>	11	-	11	11	-	11		
	iii. ICT	1 <sup>st</sup>	-	-	-	-	-	-		
		2 <sup>nd</sup>			-	-	-	-		
	iv. Electrical and Electronics	1 <sup>st</sup>	5	1	6	7	1	8		
		2 <sup>nd</sup>	1	-	1	1	-	1		
	<b>Complimentary subjects - Entrepreneurship</b> : All students participated in scheduled lessons									
	Total		112	143	255	162	153	315	A disparity of 67 students comprises the number out on attachment.	



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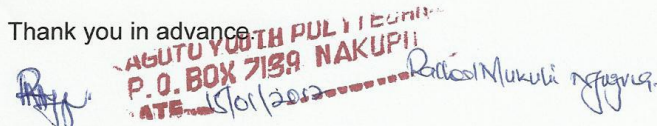
Dear Madam,

**REF: APPRECIATION.**

We the management of Kagoto YP, Staff, Trainees and the entire community would like to extend our sincere and heartfelt gratitude to the HMDS fraternity for considering our institution for sponsorship. This has seen an increase in enrolment of trainees as we have about forty five trainees now with 15 boys unlike before where we had no boys. This is a great achievement. The provision of training materials, textbooks and machines has also contributed to an increase in enrolment. It has also made learning very effective as we have enough machines now and teachers have textbooks to use for instructions and references. This has made the institution run smoothly and effectively despite all the hardships.

Capacity building trainings/ seminars offered to the BOG has helped improve the leadership and management skills amongst the BOG members. The girl club IGA is of great help to the institution, as it will make the trainees grow up responsibly and assist in their well-being in the polytechnic, the life skills and guidance and counseling skills our trainees have received has been of great help as it has improved on their morals at a great extent. More so, the sponsorship the HMDS have given me – manager in upgrading my studies is of great help. It's our prayer that God will continue to bless all the members of HMDS in all areas of their needs as they continue to uplift the lives of our youths and the community.

Thank you in advance.



Kagoto YP management



