

**MONITORING AND EVALUATION REPORT**  
**ON**  
**VIJANA NA UJUZI (VNU) AND TUMAINI LA VIJANA (TLV)**  
**PROJECTS IN NAKURU COUNTY, KENYA**

**OCTOBER 2014**

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**LIST OF ABBREVIATIONS**

ADA	Alcohol and drug addiction
AIDS	Acquired immune-deficiency syndrome
BoG	Board of Governors
CDF	Constituency development fund
FGM	Female Genital Mutilation
HIV	Human immune virus
HMDS	Help Mission Development Services
ICT	Information and communication technology
IGAs	Income-generating activities
HD	Higher diploma
KTTC	Kenya Technical Teachers College
LATF	Local authority transfer fund
M&E	Monitoring and evaluation
MOE&T	Ministry of Education and Technology
MOYA	Ministry of Youth Affairs
MVM	Motor vehicle mechanics
NITA	National Industrial Training Authority
SYPT	Subsidized Youth Polytechnic Tuition
TLV	Tumaini la Vijana
TVET	Technical and Vocational Education and Training
VCT	Voluntary Counseling and Testing
VNU	Vijana na Ujuzi
YP	Youth polytechnic

## 1.0 EXECUTIVE SUMMARY

### 1.1 BACKGROUND

As a developing country, Kenya faces several socio-economic challenges. These include a population that is growing at rates faster than the ability of the economy to absorb the increasing labor force; leading to rising levels of unemployment, particularly among the youth, increasing levels of poverty and dependency, lower living standards, rising infant and child mortality levels, declining agricultural productivity, among many others. About 15 million people are aged below 30 years of age. Rising levels of poverty means that quite a number of these youth are not able to proceed with formal education despite having benefited from free primary education. Estimates show that about 92% of these youth have basic formal education but lack vocational skills training that can enable them become competitive in the labor market. The inability of the youth to obtain gainful employment makes them disillusioned, resulting in a vicious circle of poverty, dependency, social ills such as alcohol and drug addiction (ADA), reduced self-esteem and increased insecurity.

The management of youth polytechnics in Kenya is guided by several legal and policy documents. These include the Constitution of Kenya 2010, Section 53 of the Basic Education Act of the 2013 and the Children Act (2001). More specifically, the Technical and Vocational Education and Training (TVET) Act of 2013 provides for the establishment of a technical and vocational education and training system. The Science, Technology and Innovation Act of 2013 facilitates the promotion, co-ordination and regulation of the progress of science, technology and innovation of the country while Sessional Paper no. 1 of 2005 aims at developing an education sector support program that would provide a comprehensive framework for program implementation, within which all providers of education and training services could participate as partners.

The Vijana Na Ujuzi (VNU) or “Youth with Skills” project was initiated specifically to address the challenge of rising unemployment among the youth in Kenya by enhancing vocational skills training opportunities through the revival and reinforcement of youth polytechnics (YPs) in Nakuru County of Kenya. The objective was to provide vocational skill training opportunities to ever-increasing number of youth who drop out of school annually; thereby enabling them to acquire skills for employment and self-reliance. Being a replication of the Tumaini la Vijana (TLV) project that was implemented between 2008 and 2011, the VNU project aimed to promote vocational skills development among youth to enable them be made employable, productive, self-reliant and responsible members of society.

Project implementation involved 6 youth polytechnics selected from Nakuru County in the Rift Valley region of Kenya. It proposed to enhance youth training opportunities in vocational skills. This was to be achieved through reinforcing and revitalizing the selected YPs through provision of appropriate textbooks, tools and equipment and computer facilities. It also facilitated management capacity building of Boards of Governors (BOGs) and advance career training of instructors. The project sought to empower women and

promote gender equality by mobilizing girl trainees through formation of girl-child clubs in the respective YPs. The VNU project focused on six youth polytechnics, namely Ndumu Dam, Njoro, Cheptuech, Saptet, Kagoto and Rongai

## **1.2 Objectives of the VNU Project**

The main objective was to have trained youth who are employable, productive, self-reliant and responsible members of society. The specific objectives were:

- i) Reinforcement of youth polytechnics through provision of learning and teaching facilities; tools, equipment, textbooks and computers
- ii) Career upgrading of instructors and capacity-building of Board of Governors (BoG) members
- iii) Establishment of girls' clubs, guidance and counseling, and Income-generating projects
- iv) Entrepreneurship training and start-up aid to ex-trainees
- v) Promotion of sports, provision of sports materials and organization of sports events
- vi) Raising awareness on HIV&AIDS

## **1.3 Project Implementation**

The VNU project was implemented by HMDS; the partner organization, by reinforcing and revitalizing the 6 YPs through provision of textbooks, tools and equipment, computers and allied facilities. Capacity building of BoG members was done through trainings and exposure tours while skills of instructors were upgraded through sponsorship for further studies in relevant trades. The ex-trainees were provided with start-up kits after completing entrepreneurial training while girl-trainees were empowered through income-generating activities (IGAs), guidance and counseling. Promotion of sports and HIV&AIDS awareness creation were carried out through the distribution of sports materials and inter-YPs sports events and organization of public campaigns.

## **1.4 External Evaluation**

Vijana na Ujuzi project was conceived and implemented specifically to mitigate the adverse effects of rising unemployment among the youth in Kenya. It was anticipated that this would be achieved through enhancing vocational skills training opportunities in the youth polytechnics. As the organization mandated to implement the project, Help Mission Development Services (HMDS) had its own mechanisms for internal evaluation of the project. However, within the project document, there was need for external monitoring and evaluation (M&E) exercise to be undertaken with regard to the Vijana na Ujuzi (VNU) project. The purpose of this external evaluation was to determine whether or not the project implementation was in line with the project objectives. The external evaluation team comprised two professionals, namely, Mr. Aggrey Lihanda Mwandishi, a Lecturer at Kabarak University and Dr. Daniel O. Auka, a Senior Lecturer at Egerton University, Kenya. The team was supported by HMDS in the provision of work materials and secretarial services. The external evaluation took place between 1<sup>st</sup> and 28<sup>th</sup> September 2014 during which time the team was briefed by HMDS, Officials of the Directorate of Vocational Training, Nakuru and Nakuru County Director of the Directorate of Vocational Training, Ministry of Education and Technology. Further, the team prepared the necessary research instruments including questionnaire and interview schedule before proceeding to the field.

## 1.5 Methodology

The monitoring and evaluation exercise involved desk review of relevant documents (e.g. operational reports and records, annual and mid-term reports, financial statements, donor and partner agreement). Field work involved verification of activities reported to have been carried out by six Youth Polytechnics participating in the Vijana na Ujuzi project and three YPs that participating in the Tumaini la Vijana project. Interviews were conducted with the YP Managers, Board of Governors (BoGs), YP instructors, trainees, ex-trainees and County administrators. This aimed at verifying the accuracy of reported results. From time to time, the M&E team consulted with HMDS staff to clarify, authenticate and fill in gaps where appropriate.

## 1.6 Key Findings

The external verification process focused on the activities relating to the three Terms of Reference:

### i) Effectiveness of the project in achieving the set objectives

Overall, the VNU project objectives were realized as set out in the project document. HMDS was able to provide learning and teaching facilities, train BoG members, sponsor some instructors for further training. Ex-trainees received training in entrepreneurial skills and were provided with start-up kits. Both awareness creation on HIV/AIDS; and guidance and counseling sessions were carried out in all the partner YPs. The girl-child IGAs had mixed results; some were doing very well (e.g. cheptuech) while others experienced management challenges (e.g. saptet and Mogotio).

The implementation efforts were impeded by low morale among instructors due to poor terms of service, financial constraints facing YPs (as evidenced by huge fees arrears), inadequate infrastructural facilities leading to congestion, poor governance pertaining to BoG and management of some YPs.

### ii) Sustainability of the VNU and TLV projects

The VNU project has made tremendous gains in revitalizing YPs, empowering the youth, equipping trainees with skills and start-up assistance, attitudinal change by communities towards the role of YPs, creating proactive BoGs through capacity building, upgrading of instructors' skills, nurturing of talents, increased exposure and self-esteem through counseling and inter-YP sports activities.

In spite of the enumerated gains that would guarantee sustainability of YPs, it is worth noting that some of the activities under VNU may not be sustainable after completion of the project. For example, although inter-YP sports activity has many positive attributes, it may not be sustainable in the long run unless it receives external funding. Despite having great potential for economic emancipation, the girl-child IGAs face many challenges vis-à-vis being usurped by YP management due to their financial outcomes.

The evaluation results of TLV show that most of the project achievements are sustainable. The YPs under review indicated that they have made strides in increasing the number of courses offered thereby attracting more trainees. The IGAs initiated under the TLV

project are still operational although there has been diversion of incomes generated from IGAs to uses that were not originally planned. Overall, it emerged that the ex-trainee start-up capital was very instrumental in empowering the beneficiaries as evidenced by positive change of their economic status. All the YPs under review still conduct regular guidance and counseling sessions, which have contributed to boosting self-esteem, reduced drop-out levels and early pregnancies.

iii) Effectiveness and efficiency of project management by HMDS

The management of VNU project by HMDS was exemplary with regard to reinforcement of partner YPs, distribution of learning and teaching facilities; and career upgrading of instructors. HMDS provided facilitators for BoG capacity-building and guidance and counseling for girls. The inter-YP sports were organized and coordinated as scheduled.

It was evident that HMDS strived to maintain prudent management of finances by ensuring that YPs accounted for all monies received. However, it was observed that the reporting system by YPs requires improvement. For example, there was no evidence of a reporting procedure to HMDS by the YPs.

There is sufficient evidence that HMDS staff have the ability to utilize the knowledge and experience gained from both the TLV and VNU projects in implementing future projects.

## 2.0 IMPLEMENTATION OF VIJANA NA UJUZI PROJECT

The VNU project was initially implemented in five YPs, namely Saptet, Cheptuech, Njoro, Ndumu Dam and Kagoto. During the project period, Rongai YP was added to the list of beneficiaries of the VNU project.

The implementation of VNU was guided by six objectives summarized in the following table.

**Table 1: Implementation of the Vijana na Ujuzi (VNU) by HMDS**

Objective	Saptet YP	Cheptuech YP	Njoro YP	Ndumu Dam	Kagoto YP	Rongai YP
Objective 1: Reinforcement of partner YPs through provision of tools, equipment, materials and textbooks	Books delivered, tools were received in all departments and tool boxes delivered. 20 computers, photocopier and printer delivered Institutional IGA – carpentry	Tools, equipment, books and materials were delivered as scheduled 20 computers, photocopier and printer delivered ICT –computer photocopying	HMDS delivered tools, equipment, relevant textbooks and materials 20 computers, photocopier and printer delivered Institutional IGA- carpentry, welding & car wash	Tools, textbooks, equipment, and computers were delivered as scheduled 20 computers, photocopier and printer delivered Institutional IGA- ICT photocopying, printing, computer packages training	HMDS delivered tools, textbooks and relevant materials in various trade areas 20 computers, photocopier and printer delivered	Tools, equipment, books and materials and textbooks; 5 computers delivered
Objective 2: Capacity building of BoG members and career upgrading of instructors	BoG members were trained 8 times through HMDS and MOYAS visited Comboni and Mogotio Yps for bench-marking 3 instructors sponsored by HMDS for further studies	BoG members were trained 8 times by HMDS and MOYAS and visited Comboni for bench-marking 3 instructors received HMDS sponsorship	BoG members were trained 8 times and visited Comboni, Mago & Mogotio YPs for bench-marking 3 instructors were sponsored by HMDS	BoG members were trained 8 times , visited Mago, Comboni and Mogotio YPs 3 instructors received HMDS sponsorship (including the YP Manager undergoing training at Egerton University)	BoG members were trained 8 times Visited Mago and Mogotio YPs 3 instructors received HMDS sponsorship (including the YP Manager undertaking training at Egerton University)	BoG members were trained once and visited Mogotio YP for bench-marking
Objective 3: Establishment of girls' clubs, guidance and	Girl' club was established. IGA dairy-girls trained in animal	Girls have dairy cow project 8 Guidance and counseling sessions	Girls have poultry activity 8 Guidance and counseling	Dairy-goat and poultry projects 8 Guidance and counseling sessions	Girls' club is operational and has poultry project	-

counseling and IGA projects	husbandry. Girls have a 0.5 acre plot on which they plant nappier grass and potatos 8 Guidance and counseling sessions done	done	sessions done	done	Monthly guidance & counseling sessions done	
Objective 4: Provision of start-up tools and entrepreneurship training for ex-trainees	8 training sessions as at the time of M&E Start-up kit given twice in 2012 & 2013	8 training sessions as at the time of M&E Start-up kit given twice in 2012 & 2013	8 training sessions as at the time of M&E Start-up kit given twice in 2012 & 2013	8 training sessions as at the time of M&E Start-up kit given twice in 2012 & 2013	8 training sessions as at the time of M&E Start-up kit given twice in 2012 & 2013	-
Objective 5: Improvement of sports infrastructure and organization of sports events	YP received 6 soccer balls, 6 volleyballs and a net, 6 sets of games kits (for both girls and boys) and games uniform for games Master and Mistress	YP received 6 soccer balls, 6 volleyballs and a net, 6 sets of games kits (for both girls and boys) and games uniform for games Master and Mistress	YP received 6 soccer balls, 6 volleyballs and a net, 6 sets of games kits (for both girls and boys) and games uniform for games Master and Mistress	YP received 6 soccer balls, 6 volleyballs and a net, 6 sets of games kits (for both girls and boys) and games uniform for games Master and Mistress	YP received 6 soccer balls, 6 volleyballs and a net, 6 sets of games kits (for both girls and boys) and games uniform for games Master and Mistress	-
Objective 6: Creation of HIV/AIDS awareness and life-skills training in partner YPs and target communities	9 sessions organized and facilitated by Family Health Option (Kenya). Students counselled on HIV prevention of HIV, essential life skills and healthy living practices	9 sessions organized and facilitated by Family Health Option (Kenya). Students counselled on HIV prevention of HIV, essential life skills and healthy living practices	9 sessions organized and facilitated by Family Health Option (Kenya). Students counselled on HIV prevention of HIV, essential life skills and healthy living practices	9 sessions organized and facilitated by Family Health Option (Kenya). Students counselled on HIV prevention of HIV, essential life skills and healthy living practices	9 sessions organized and facilitated by Family Health Option (Kenya). Students counselled on HIV prevention of HIV, essential life skills and healthy living practices	-

### 3.0 SUMMARY OF FINDINGS

#### 3.1 Vijana na Ujuzi (VNU) Project

Objective	Findings
1. Reinforcement of partner YPs through provision of learning and teaching facilities, tools, equipment, textbooks and computers	HMDS delivered tools, equipments, relevant textbooks, materials and computers By the time of the M&E Njoro and Saptet YPs had received money for institutional IGA ICT has IGA for photocopying, printing, computer packages training; Green-houses provided by the MOE&T at Cheptuech and Ndumu Dam Yps non-operational
2. Career upgrading of instructors and capacity building of BoG members	BoG members were trained by HMDS and MOYA, made tours for bench-marking (e.g. Camboni, Mogotio and Mago YPs). BoG members play a proactive role in the running of YPs, recruitment of instructors and subordinate staff and mobilization of resources, Some instructors were sponsored by HMDS for career upgrading through further studies
3. Establishment of Girls' clubs, guidance and counseling, and IGA projects	Girl' clubs established, guidance &counseling sessions were conducted, Girls' clubs are operational with several IGAs including poultry, dairy cow and dairy goats on-going Except for Rongai, all YPs received funding for girls' clubs
4. Entrepreneurship training and start-up for ex-trainees	HMDS organized 3 trainings annually where ex-trainees benefitted from skill training and start-up tool donation at the end of the year. There were 75 and 100 beneficiaries in 2012 and 2013, respectively
5. Promotion of sports, provision of sports materials and organization of sports events	Improved sports infrastructure and talents nurtured during the project period. Sports equipment supplied to the partner YPs while inter-YP sports competitions were organized at Mogotio, Njoro, Rongai and Kagoto YPs. Partner YPs are now able to have their presence felt at district, provincial and county levels.
6. Awareness on HIV/AIDS	Through sessions per YP, students have been trained on HIV&AIDS infection and prevention. Public campaigns contributed to sensitization, education and counseling of members of the community. Voluntary counseling and testing (VCT) was also done.

##### 3.1.1 Achievements

Through the VNU project the following benefits have been achieved:

- i) The revitalization of the youth polytechnics has been significantly achieved through the provision of teaching and learning materials
- ii) Economic empowerment of the youth through self- employment opportunities and wealth creation. This has be accomplished by equipping trainees with skills and start-up assistance
- iii) Capacity building of BOG and upgrading of instructors has been achieved through sponsorship for training ,education tours and benchmarking
- iv) The formation of girls' clubs and IGAs were realized in all the Youth Polytechnics despite lack of evidence for sustainability after HMDS support
- v) The guidance and counseling programs appear to have positively impacted on the girl-child as evidenced by increased self confidence, reduced pregnancies and reduction in drop out

- vi) The promotion of sports through the provision of sports materials has been effective in increasing the interaction, exposure, talent development , self esteem as seen in increased participation in County, regional and national sporting competitions
- vii) There has been change of attitude by the communities about the Youth Polytechnics as institutions for “failures” as evidenced by increased enrolment of trainees via HMDS support.
- viii) HIV/AIDS awareness creation also appears to have had a positive impact on both students and YP communities as evidenced by their increased willingness to engage in VCT services.

### **3.1.2 Challenges**

- i) Poor governance due to the caliber of management staff and BOG members
- ii) Inadequate infrastructural facilities
- iii) Limited land (e.g. for infrastructural development, agribusiness, sports and recreation)
- iv) Inadequate finances; aggravated by non-payment of fees, delayed disbursement of SYPT by government, poor performance of some IGAs
- v) Insecurity- as evidenced by break-ins in some YPs (e.g. Kagoto YP)
- vi) Water shortage especially for agribusiness projects (e.g. greenhouse)
- vii) Lack of hostels and staff houses this discourages potential trainees from joining the YP
- viii) Poor staffing aggravated by low salaries for instructors hired by the BoG
- ix) Failure by some trainees to come back to the YP after field attachment
- x) Reduced enrolment due to some trainees not coming back after attachment or when sent home for fees; some YPs (e.g. Molo and Dundori) registered high rates of enrolment since they were holding grounds for victims of post-election violence but numbers reduced drastically after restoration of peace and resettlement of internally displaced persons (IDPs)

### **3.1.3 Recommendations**

1. Impact evaluation two years after project completion
2. Replication of the project
3. HMDS could consider construction of facilities, tuition and payment of examination fees especially for the needy trainees
4. Re-constitution of some boards to improve government
5. Increase in number of beneficiaries of start-up support from 100 to about 200 per year
6. The girl-child club IGAs need enhanced supervision probably by BOG, MOYAS and HMDS
7. Enhance imparting of skills to both the patrons and girls
8. Increase the number of instructors receiving career upgrading given that most of them ( more than 50%) are unskilled, so that they may rise to government threshold of Diploma in Technical Education well equipped with respectable employable skills
9. More training and increased exposure of Board members to increase adoption of new ideas, enhanced practical learning and commitment

### 3.2 Tumaini la Vijana (TLV)

#### Tumaini la Vijana (TLV) Project: Sustainability

Among the ToRs of the M&E exercise was to determine the sustainability of YPs that were beneficiaries of the Tumaini la Vijana project. Three YPs out of 12 were picked for the study. These were Mogotio, Molo and Dundori. The results are indicated in the following table.

Table: Sustainability of TLV Project in selected Youth Polytechnics

Objective	Mogotio YP	Molo YP	Dundori YP
Objective 1: Reinforcement of partner YPs through provision of tools, equipment, materials and textbooks	New courses have been introduced (e.g. in 2010 both Food processing and Refrigeration and air conditioning were introduced. Since the completion of the TLV project, no more tools and equipment have been purchased. The YP is nonetheless well equipped and has increased enrolment to 413 from 327 in 2011.	Increased enrolment- several reasons account for this, including changing perceptions of the community about YPs; improved academic performance, placement of ex-trainees, improved facilities	Before TLV the YP did not have tools and equipment. Currently, the YP has sufficient tools and equipment. The government has constructed a hostel with capacity of 55 trainees- this has contributed to increased enrolment; currently enrolment is 110 trainees (i.e. 70 first years and 40 second years). Observations: Reduced enrolment compared to period during TLV Explanations: <ul style="list-style-type: none"> <li>Initially, there were internally displaced persons (IDPs) who were hosted at the YP and encouraged to pursue skill training in trades (both HMDS and CDF gave bursaries)</li> <li>Poverty has seen some trainees drop out of the institution</li> <li>During the “operation rudi nyumbani” (i.e. “Operation return home”) the number of trainees dropped to return to their homes</li> <li>Ex-trainees received start-up kit from HMDS. Since the lapse of the TLV project, there has been limited incentive to join the YP</li> </ul>
Objective 2: Capacity building of BoG members and career upgrading of instructors	The training that BoG members received has enabled them to mobilize and recruit more trainees	BoG members were trained in several aspects (e.g. resource mobilization, role in the YP,	4 instructors have benefitted through career-upgrading (either self-sponsored or supported through

	to the YP, write proposals for funding, Instructors have attended seminars in Accounting and record-keeping Some instructors have pursued career upgrading at university and KTTC	proposal writing). Some instructors have upgraded their careers while others are still pursuing further studies.	CDF bursaries)
Objective 3: Establishment of girls' clubs, guidance and counseling and IGA projects	Girls' club IGAs: Dairy, poultry and greenhouse Institutional IGAs: driving school, dairy, hay production, hatchery, ICT operational	<ul style="list-style-type: none"> <li>▪ Girl-child club- the making of uniforms is undertaken as the school uniform project- this IGA resumed in 2013 after some time. It is worthy noting that the girls' club exists only by name</li> <li>▪ There was a hatchery IGA, which collapsed as a result of electricity problems</li> <li>▪ The welding section makes seats and tables and sign boards for local institutions</li> </ul>	<p>The counseling initiated by HMDS has borne fruit- up to now, counseling is done at the YP weekly (i.e. 12 counseling sessions per term). The YP invites counselors from Afya Plus and ICL (i.e. "I choose a Life"), medical practitioners and religious leaders</p> <p>Counseling has contributed to reduced drop-out rates, boosted self-esteem and now trainees sit for national exams (e.g. NITA and KNEC)</p> <p>i) Girls' club The YP has a dairy project Benefits:</p> <ul style="list-style-type: none"> <li>○ Girls trained in animal husbandry (i.e. dairy-keeping)</li> <li>○ Girls provided with sanitary towels thereby reducing absenteeism</li> <li>○ Fees payment for those unable to pay</li> <li>○ Girls' self-esteem boosted</li> </ul> <p>ii) ICT Department – HMDS provided 20 computers and printer. At present 18 computers are operational – through the computer packages offered at the YP, all trainees are under obligation to attend computer classes, thereby boosting their computer literacy</p> <p>iii) Other IGAs- the wood lathe machine, electrical planer, hairdressing and blow-dryers, and sewing machines are other avenues</p>

			through which the YP generates extra incomes. The MVM department operates a battery-charger for members of the community thereby boosting revenues for the YP
Objective 4: Provision of start-up tools and entrepreneurship training for ex-trainees	Ex-trainees were given start-up kit and this has enabled them thrive in trading centers such as Esageri, Mogotio, Kabarnet, Marigat, Kampi ya Moto and Kabi Moi	Ex-trainees received start-up kits	The YP maintains a follow-up of her ex-trainees
Objective 5: Improvement of sports infrastructure and organization of sports events	YP is actively engaged in sports activities	YP participates in inter-YP sports activities	The YP has maintained active participation in Inter-YP sports activities (some of the trainees play for teams that play soccer in the national league Benefits: -talents are nurtured and youth have become more responsible
Objective 6: Creation of HIV/AIDS awareness and life-skills training in partner YPs and target communities	HIV/AIDS awareness creation campaigns are still undertaken	HIV/AIDS awareness creation campaigns are still undertaken	The YP maintains campaigns to create awareness (e.g. through banners, brochures and visits to local primary schools and open days at the YP)

### 3.2.1 Achievements of TLV Project

Name of YP	Achievements
Molo	<ul style="list-style-type: none"> <li>⊙ Placement of ex-trainees</li> <li>⊙ Increased enrolment of trainees</li> <li>⊙ Improved performance in NITA and KNEC exams</li> <li>⊙ Infrastructural development (e.g. administrative block and classrooms constructed with funds from CDF and Molo County Council)</li> <li>⊙ Positive perception by the community (the YP management organized an open day for members of the public to learn more about what goes on in the institution)</li> </ul>
Dundori	<ul style="list-style-type: none"> <li>▪ Reduced cases of early pregnancies</li> <li>▪ Girls are counseled weekly by a trained counselor; reduced drop-out rates; self-esteem boosted</li> <li>▪ Trainees participate in inter-YP sports (Some trainees participate in volleyball and football leagues where one of the ex-trainees plays for the national soccer team; talents nurtured)</li> <li>▪ Follow-up on ex-trainees to encourage their upgrading of skills</li> <li>▪ Construction of dormitory has greatly improved enrolment and academic performance (80-100% pass rate)</li> <li>▪ Positive attitude by the community towards the YP</li> </ul>
Mogotio	<ul style="list-style-type: none"> <li>• New courses introduced (i.e. hairdressing, electrical and food technology)</li> <li>• Active IGAs (dairy, poultry, driving school, ICT, bakery, canteen)</li> <li>• Employed/self-employed ex-trainees</li> <li>• Increased enrolment</li> <li>• Sports have been popularized</li> <li>• Proactive BoG membership</li> <li>• Instructors skills have been upgraded</li> <li>• Weekly guidance and counseling sessions</li> </ul>

### 3.2.2 Challenges of TLV Project

Name of YP	Challenges
Molo	<ul style="list-style-type: none"> <li>▪ Inadequate staffing – e.g. hairdressing has only one instructor for 1<sup>st</sup> and 2<sup>nd</sup> year trainees</li> <li>▪ Inadequate infrastructure – (especially workshops; books are kept in an office for lack of library facilities)</li> <li>▪ Most parents are unable to pay fees</li> <li>▪ Failure by some trainees to come back to the YP after field attachment</li> </ul>
Dundori	<ul style="list-style-type: none"> <li>– Reduced enrolment (PEV and community mentality that training at the YP is free)</li> <li>– Food shortages adversely affect the trainees who are boarders</li> <li>– Inadequate fees collection- some trainees never come back to the YP after they are sent home for fees</li> <li>– Inadequate number of instructors</li> <li>– Openness of the YP creates insecurity whereby members of the community trespass into the compound with their livestock</li> </ul>
Mogotio	<ul style="list-style-type: none"> <li>• Shortage of instructors</li> <li>• Inadequate accommodation for male trainees</li> <li>• Water shortage</li> </ul>

### 3.3 Management Capacity of Help Mission Development Services (HMDS)

The management of VNU project by HMDS was exemplary with regard to reinforcement of partner YPs, distribution of learning and teaching facilities; and career upgrading of instructors. HMDS provided facilitators for BoG capacity-building and counseling for girls. The inter-YP sports were organized and coordinated as scheduled.

HMDS makes great efforts to ensure that financial resources are prudently managed. This is done through strict adherence to financial management practices such as receipting and reports from beneficiaries. Through physical visits to the YPs, HMDS field staff ensures that all materials, equipment and allied tools are accounted for. It is worth noting that all the staff of HMDS are keen on skills upgrading through further training. Given that the VNU project is a replication of the TLV project implemented earlier on and that the objectives of both projects are similar, the staff have not had any major challenges in implementing the VNU project.

### **3.4 Recommendations on VNU and TLV Projects**

1. From the field interviews, we recommend that impact evaluation should be undertaken two years upon completion of the Vijana na ujuzi (VNU) project. It emerged that the VNU has made tremendous positive impact not only on the trainees and instructors, but also the BoG and local communities. In this regard, we recommend replication of the VNU project in other parts of the country.

2. It was observed that there exists a positive correlation between composition of the BoG and performance of the YP. It was noted that some BoG members do not even know who they represent on the board. In this regard, we recommend that the line Ministry should come up with guidelines on the caliber of personnel to serve on the board. It is anticipated that reconstituted boards in some YPs will go a long way towards enabling them to optimize on their full potential.

3. From interviews with ex-trainees it was apparent that the start-up assistance they received from HMDS was very instrumental in enabling them be either employed or self-employed. Given the many positive impacts of the start-up assistance, we recommend that the number of ex-trainees benefitting from start-up support be increased so as to get more multiplier effects both on the beneficiaries and within the community

4. It was apparent that the positive outcomes of the TLV project continue to reverberate in the three sampled partner YPs. The increased enrolment of trainees in these YPs is closely associated with implementation of the TLV objectives by HMDS (e.g. delivery of reading materials, tools and equipments, introduction of new courses, empowered trainees and proactive BoGs, nurtured talents). We recommend that such projects be replicated in other parts of the country.

5. From the three sampled YPs that implemented the TLV project, it was encouraging to note that the IGAs were still vibrant though at varying levels. It was observed that the institutional IGAs were given more attention than the girl-child IGAs. In one instance, the institution had actually usurped the IGA activities of the girls. This was against the spirit for which the Girls' club IGA concept was originally designed. In order to minimize the possibility of IGA activities under VNU project being usurped by YP management, it is recommended that the BoGs and line Ministry take a more active supervisory role in ensuring that the financial proceeds from the girls' club activities actually go into raising the welfare of the girls.

#### **4.0 CONCLUSION**

In conclusion, VNU and TLV projects significantly achieved their objectives as evaluated by their key indicators. HMDS works closely with all the Youth Polytechnics to ensure revitalization of the YPs through the delivery of learning and teaching facilities, materials, equipment, computers and books, capacity building through instructor training, empowerment of the girl child through guidance and counseling and income generating activities as well as exposure and awareness creation through sponsorship of sports events . In spite of these positive outcomes, there are a number of areas that are challenging the operations of YPs. These include financial constraints, infrastructural inadequacies, governance issues, shortcomings of YP management, among others. It is believed that implementation of the proposed recommendations will go a long way in ameliorating these shortcomings.

#### **5.0 OVERALL RECOMMENDATIONS**

1. The YPs greatly benefited from the facilitation and can benefit from additional guidance from HMDS in terms of technical assistance and supervisory visit for those YPs with most challenges. Additionally, YPs should consider changing some of the Boards and managers who demonstrated incompetence, improving the operation of the girls' clubs and IGAs and identifying other sources of financing to ensure sustainability after current donors leave.
2. HMDS should develop guidelines on a uniform reporting system to ensure proper accountability for similar projects. A performance appraisal system with feedback can help the YPs know how they are doing on the projects. The performance based management framework should form the basis for extending the grants for the subsequent periods.
3. HMDS could consider sourcing for funds to assist in the construction of facilities, tuition and examination fees. These were noted to be among the pertinent challenges facing the operations of YPs. The vicious circle of poverty in which some of the YPs find themselves makes it rather difficult for communities to actively participate in infrastructural development of the YPs. In an effort to boost enrolment, and reduce drop-out rates, it is imperative that efforts be made to source funds to support the trainees.
4. In almost all the YPs visited, it emerged that most instructors are keen to upgrade their skills. The major challenge has been limited finances given that most of them are employed by their respective Boards. The low remunerations of instructors do not allow them to save any money for further training. Yet it is only through skills upgrading that these instructors can become competitive in the labor market and also make a positive contribution to implementing the new curriculum for YPs. In view of the foregoing, it is recommended that the number of instructors receiving career upgrading be increased given that most of them (more than 50%) are unskilled. Skills upgrading will go a long way in equipping these instructors with employable skills.
5. As already noted elsewhere in this document, there is a positive correlation between composition/caliber of the board and performance. There are instances in which some Board members do not comprehend their role. This is in spite of the training that the members received. There is need to reconstitute some of the boards to improve governance. It is recommended that the relevant ministry issues enforceable guidelines regarding the caliber of individuals who should sit on the BoG of YPs. It is also recommended that capacity building for BoG members be enhanced.

6. In view of the many positive outcomes of start-up support to ex-trainees, it is recommended that the number of beneficiaries be increased from 100 currently to 200 ex-trainees yearly.



		through more job opportunities		
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Intervention Level	Outputs	Success Indicators	Results June 2014	Accumulated Results
<p><b>Objective 1:</b></p> <p>Reinforcement of YPs i.e. provision of learning and teaching facilities: tools, equipment, textbooks and computers.</p>	<p>Adequate access to teaching and learning facilities.</p> <p>Computer labs.</p> <p>20 computers per YP and communities in the project area</p> <p>Quality training</p> <p>10% academic improvement in partner YPs</p> <p>Diversification of trade courses</p> <p>Increased trainee enrolment</p>	<ul style="list-style-type: none"> <li>- Five Youth Polytechnics fully equipped and community integrated (owned)</li> <li>- Ratio average 1:2 textbook to trainees</li> <li>- Ratio average 1:2 tool/machines to trainees</li> <li>- 20 computers per YP and Computer literacy</li> <li>- 10% improved academic performance</li> <li>- 16 new courses introduced in YPs</li> <li>- up to 50% more trainees</li> <li>- Dropout rate under 5%</li> </ul>	<ul style="list-style-type: none"> <li>- The 5 partner YPs satisfactorily equipped according to course offer and trainees.</li> <li>- Ratios currently at 1.2 for textbooks and 1.3 for equipment to student.</li> <li>- 1 new YP i.e. Rongai YP, brought on the programme in July 2013 equipped with 5 computers</li> <li>- 160 students examined and 137 (85.6%) passed improvement of 37.85% (2014 results not yet) Baseline Average of 47.75 %</li> <li>- 10 Courses offered; 5 replicated at different YPs during the period of review.</li> <li>- Enrolment increased to 656 students (656-255= 401)i.e. 157.25%</li> <li>- Drop-out rate still high - 6.55%</li> </ul>	<ul style="list-style-type: none"> <li>- All 5 YPs equipped according to course offer and trainees, are functional and now well accepted by local communities. Burglary at Kagoto YP inconvenienced work there for half of 2014 but it's back to normal</li> <li>- Average ratio 1:2 textbook to trainee and 1:3 tool/machines to trainee</li> <li>- Partner YPs completed their Computer labs and received 20 computers each. The late entry, Rongai YP has received 5 computers: Total 105 delivered.</li> <li>- 248 students examined so far and 219 (88%) passed (2012: 82, 2013: 137). Improvement of 40.25% on baseline of 47.75%</li> <li>- 22 new courses replicated. Altogether 39 courses offered in the 6 partner Yps.</li> <li>- Enrolment increased by 746 students to 1001 i.e. 292.55% from 255 in 2012.</li> <li>- Drop-out rate stood average - 6.31%.</li> <li>- Challenges: lack of fees, long walking distances to and from school, lack of lunch programmes in school, marriage, early pregnancy and poor socialization.</li> </ul>

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<p><b>Objective 2:</b></p> <p>Seminar for teachers, stakeholders and evaluation.</p>	<p>Upgrading of teachers' skills</p> <p>Improved management skills</p> <p>Enhanced participation and project ownership</p> <p>Better contacts between YP and authorities</p>	<p>- 5 instructors upgraded per year</p> <p>- Stakeholder evaluation held per year</p> <p>- Individual YP management trainings /meetings</p> <p>- Full transparent YP books and YP communication to beneficiaries / community</p> <p>- Full acceptance of YP board in the community</p> <p>- Regular Interaction / exchange of YP and authorities</p>	<p>- 2 of 15 instructors sponsored for career upgrading completed their Diploma course studies.</p> <p>- 1 sponsored instructor was confirmed into Government payroll.</p> <p>- Stakeholder evaluation seminar set for October 30/31 2014, in Nakuru.</p> <p>10 BoG management sessions done and attended by 64 out of 79 members (i.e. 13 per YP x 6 = 78 + 1 representative of the Ministry =79)</p> <p>- Partner YP BOGs trained in their management roles, responsibilities and functions including resource mobilization and proper book keeping.</p> <p>- Full acceptance of YP BOGs in the community.</p> <p>- The New Government strategy of devolving vocational training portfolio to County Governance enhanced lots of consultations which continued among stakeholders during period of review. Construction of 3 classrooms on-going at Cheptuech YP, supported by CDF.</p> <p>- None during the period of review</p>	<p>- 15 instructors supported to upgrade their careers. 4 have completed their Diploma studies and one confirmed in Government payroll. 8 complete at end of 2014; 3 others in 2015.</p> <p>- 2 stakeholder evaluation seminars held at Kunste and Bontana Hotels in Nakuru in 2012 and 2013, respectively. Representatives from partner YPs, the Government, HMDS and CO-OPERAID attended.</p> <p>- 64 out of the 79 BoG members trained had 8 sessions each except for Kagoto and Rongai, which had 7 and 1 session, respectively.</p> <p>- All Partner YP BOGs trained in management knowledge and practice. BOG Members appropriately informed and capable of strategic thinking and planning, for their YPs.</p> <p>- Local communities happy with partner YPs and supportive of their BOGs.</p> <p>- Interaction between BOGs, local leadership and relevant authorities e.g. the chiefs, District Officers, Education officers, Senators and MPs has been increasingly productive.</p> <p>- 6 classrooms constructed; equipment, textbooks and 2 greenhouses provided; 2.5 acres of land allocated and 7 instructors posted to partner YPs. Partner YPs interacting well with portfolio authorities</p> <p>- A new vocational training curriculum will soon be launched and its implementation, might bring additional authority for YPs. They are expecting the County Government to adequately staff and develop YPs into quality training institutions.</p>
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		- Additional authorities services for YP		
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<p><b>Objective 3:</b></p> <p>Girls Clubs i.e. Guiding and counselling, and IGA support.</p>	<p>Gender equality</p> <p>Competitive and confident women</p> <p>Personalities</p>	<ul style="list-style-type: none"> <li>- 150 members of girls' clubs in all 5 YPs</li> <li>- 10% increase of girls part of YP population</li> <li>- new courses in "girls professions"</li> <li>- 95% participation of club members in activities</li> <li>- Enhanced girl-child self-esteem</li> <li>- Reduced FGM practice and early marriages.</li> <li>- Number of participants on girl child day</li> </ul>	<ul style="list-style-type: none"> <li>- 214 members of Girls' Clubs</li> <li>- 34.8% based on initial number (214 regular + 101 short course) in 2014 against YP population of 656 regular + 97 short courses= 753.</li> <li>- 12 girls undertook/undertaking MVM and electrical courses.</li> <li>- Membership participation averaged 52% because of limited activities at Njoro, Kagoto and Ndumu dam.</li> <li>- Generally, girls more freer, confident and participatory in decision making areas</li> <li>- FGM no longer talked about in project area. Early pregnancy and marriage persistent.</li> <li>- Altogether 214 girls participated ( Excluding Short courses Trainees)</li> </ul>	<ul style="list-style-type: none"> <li>- 547 members of Girls' Clubs (2012: 122; 2013: 211, 2014: 214 )</li> <li>- 23.53% based on initial number (135girls + 120 boys = 255) in 2012 and current number (315) by June 2014</li> <li>- 40 girls have pursued courses previously regarded male-only domain</li> <li>- Girl participation averaged 77.4% (a drop from 81% in 2013. Irregular attendance due to lack of school fees- Cheptuech club still owes Girls' club</li> <li>- Girls becoming more competitive and freely participating in decision making and leadership roles.</li> <li>- FGM diminished in project area.</li> <li>- Early pregnancy and marriage persistent.</li> <li>- Cumulatively, 561 girls participated in club activities i.e. (2012:136; 2013: 211 and 2014:214)</li> <li>- Girls' Club Dairy cow IGAs at Cheptuech and Saptet performed satisfactorily, marketing their milk to Kenya Creameries Co-operative (KCC). Njoro and Kagoto's poultry continued struggling to stabilize. Ndumu Dam's dairy goat IGA wound up to be replaced by poultry IGA which is doing well. Kagoto, Njoro and Ndumu dam have 18 and 22 and 38 native chicken, respectively.</li> </ul>
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<p><b>Objective 4:</b></p> <p>Start Up capital) for Graduates i.e. entrepreneur training and provision of start-up tool kits.</p>	<p>Small scale business enterprises</p> <p>Employment creation</p> <p>Business skills of graduates.</p>	<ul style="list-style-type: none"> <li>- 50 youth assisted with tool kits per year.</li> <li>- All youth trained thrice per year</li> <li>- Informed knowledge in book keeping, investment, marketing</li> <li>- Knowledge about service providers of advanced business training in the region</li> <li>- 75 % employed / self-employed</li> <li>- Creation of employment opportunities</li> <li>- 20 % improved household income in graduates families</li> <li>- Reduction of poverty in project communities.</li> </ul>	<ul style="list-style-type: none"> <li>- 100 to be assisted with tool kits in November/December 2014</li> <li>- 394 trainees trained twice this year in book-keeping, entrepreneurship and about Micro-financing service providers in the region</li> <li>- 76% of graduates employed / self-employed (121 out of 160 graduates)</li> <li>- 4 job opportunities created</li> <li>- Improvement in regular household income. Impact will be assessed later</li> <li>- More finances flowing in local communities as a result of emerging business activities and employment creation. Impact will be assessed later</li> </ul>	<ul style="list-style-type: none"> <li>- 175 assisted with tool kits (2012: 75; 2013: 100)</li> <li>- Cumulatively, 1,304 students trained in business skills, customer care, resource mobilization and book-keeping.</li> <li>- Of 248 ex-trainees, (88 in 2012 and 160 in 2013), 87 are employed and 156 self-employed (total 243 representing 97.98%)</li> <li>- 9 job opportunities created (2012: 2, 2013: 3, 2014:4 )</li> <li>- Improvement in household incomes as business enterprises and employment opportunities increase in respective local communities. Impact will be assessed later</li> </ul>
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<p><b>Objective 5:</b> Improved Sports infrastructure i.e. provision of sports materials and organization of sports events.</p>	<p>Development of sports talents  Well exposed and interactive youth</p>	<ul style="list-style-type: none"> <li>- Full equipment for 650 students Football, Netball &amp; Volleyball</li> <li>- 2 sports events with 350 participants per year</li> </ul>	<ul style="list-style-type: none"> <li>- 656 trainees equipped with balls, nets, games uniforms and referee whistles</li> </ul>	<ul style="list-style-type: none"> <li>- Cumulatively, 382(2012)+589(2013)+656(2014)= 1,627 trainees and 5 partner YPs equipped</li> <li>- 5 Inter-YP sports events organized with total 2,283 trainees and instructors participating i.e. (2012: 2 events with 889 participants, 2013: 3 events with 1'026 participants and 2014: 1 event with 368 participants)</li> <li>- Improved sports infrastructure and talents</li> <li>- Partner YPs emerging on district, provincial and regional sports fora in ball games and athletics</li> </ul>
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## **Annex 2: Enrolment, Number Graduating, Employed and Self-employed in Various YPs**

				2012				2013				2014*	
	Target Jan 2012	Target Jan 2013	Target Jan 2014	Enrolled Dec 2012	Graduated Dec 2012	Self-employed Dec 2012	Employed Dec 2012	Enrolled Dec 2013	Graduated Dec 2013	Self-employed Dec 2013	Employed Dec 2013	Self-employed June 2014	Employed June 2014
Njoro	107	161	241	96	27	5	2	136	51	31	9		
Saptet	72	108	162	82	15	2	2	125	33	23	4		
Kagoto	30	45	68	45	7	1	0	90	7	6	0		
Ndumu Dam	107	161	241	108	19	2	0	100	24	9	5		
Cheptuech	68	102	153	51	20	4	2	92	37	22	6		
Rongai	0	46	60	0	0	0	0	46	8	4	2		
<b>Total</b>	<b>384</b>	<b>623</b>	<b>925</b>	<b>382</b>	<b>88</b>	<b>14</b>	<b>6</b>	<b>589</b>	<b>160</b>	<b>95</b>	<b>26</b>	<b>47</b>	<b>55</b>

Note: The ex-trainees who are employed by June 2014 are all beneficiaries of start-up kit delivered in 2013

Employed and self-employed for 2014 are beneficiaries of 2013 tool kit provision. Data for the 2014 beneficiaries will be available in 2015

Source: HMDS, 2014

### Annex 3: INSTRUCTORS IN VARIOUS YPs

#### ANNEX 3A: NJORO YP

Name	Trade	Highest academic qualification
1. Zipporah Mweni	Food Processing Technology	Diploma in Education
2. Mercy Chepkurui	ICT	Diploma in Information Technology
3. Jeremiah Mokuu	MVM	Diploma (KTTC)
4. Jared Omare	Agriculture	Diploma
5. Caroline Mwangi	Fashion, Design & Garment making	Diploma in Technical Education
6. Catherine Nyawera	Hairdressing & Beauty Therapy	Diplma
7. Albert Okinda	Agricultural Engineering	Diploma
8. George Onyango*	Electrical & Electronics	Higher Diploma
9. George Odhiambo*	Electrical & Electronics	Diploma
10. Patricia Atieno*	Fashion, Design & Garment making	Diploma

#### ANNEX3B: DUNDORI YP

Name	Terms	Technical Course
1. David Ngari	Permanent	Degree-Technical Education, Examiner NAVCET, NITA
2. Alexander Wanderi	Contract	Advanced Diploma- Hairdressing & Beauty; Agrib., IT
3. Peter Matandi	Contract	Dip. Automative; Dip. Edu. KTTC Craft III- Automative
4. Salome Musunza	Permanent	Dip. Tech Edu. HD Edu Mgt- Clothing Option KTTC
5. Sarah Wacheri Gathi	Contract	Dip. Clothing Tech. Dip. Tech Edu. KTTC; HD -Ongoing
6. Ezekiel Muigai	Contract	Dip. ICT
7. John Mwangi	Contract -BoG	Grade I Carpentry & Joinery; Grade I Masonry
8. Stephen Chege	Contract	Grade III Electrical Wiring

## Annex 4: Board Members of Various YPs

### ANNEX 4A: SAPTET YP

Name	Position	Academic Qualifications	Represents who?
1. Christopher Kipkeiget	Chairman	KCSE - Dip. Civil Engineering	Community
2. John Korir	V. Chairman	KCSE - Dip. Building	Parents
3. Joseph K. Maiywa	Treasurer	KCSE	Community
4. Paul Samoei	Member	KCSE - MVM	Jua Kali
5. Alice Rotich	Member	KCSE - Teacher	Community
6. Anna Ruto	Member	KCSE - Farmer	Co-opted
7. Joseph Kerich	Member	KACSE - Teacher	DEB
8. Rono	Member	KCSE - Teacher	Special Needs
9. Faith Tesot	Member	KCSE - Teacher	Youth
10. Lily Cheruiyot	Member	KCSE - Finger Print Technologist	
11. Joseph Bor	Deceased	Deceased	Deceased
12. Joseph Kilel	Member	M.Ed - TTC Tutor	Community
13. Robert M. Kitur	Secretary	KCSE - YP Instructor MVM	YP
14. Dr. Eric Korir	Member	PhD – Lecturer	DEB
15. Philip Milgo	Ex-officio	KCSE - Area Chief	Administration
16. Dr. Josephine Njuguna	Ex-officio	PhD – CDY	Ministry

### ANNEX 4B: CHEPTUECH YP

Name	Position	Academic Qualifications	Represents who?
1. Daniel Korir	Chairman	KCSE – Trained teacher	DEB
2. Samuel Maina	V. Chairman	KACSE - Senior Lecturer ECD	Community
3. Jessicah Cheruiyot	Treasurer	KCSE –Business	Community
4. Susan Tanui	Secretary	KCSE	Community
5. Langat Wilson	Member	KACSE- CPA	Professionals
6. Geoffrey Ngetich	Member	KCSE - Business	Youth
7. Chemng'eno	Member	KCSE	Youth Youth
8. Rose Cheboi	Member	KCSE	Community
9. Richard Mutai	Member	B.Com	Jua Kali
10. William Marinday	Member	KCSE - Retired teacher	
11. William T. Towett	Member	KCSE	
12. Richard Terer	Member	KCSE - ECD teacher	

**ANNEX 4 C: NJORO YP**

Name	Position	Academic Qualifications	Represents who?
1. Lucy Ndunda	Chairlady	BSc. Agric	Special needs
2. James Gikaria	Treasurer	KCSE- Diploma Sports	Sponsor
3. Francis Ngugi	Member	KCSE- Business	Sponsor
4. Jane Majani	Member	KCSE – Adult Education	Community
5. Nicholas Omanga	Member	KCSE – Electrician	Community
6. Gladys Methu	Member	UCE (Uganda) - Business	Youth
7. Paul Gachinga	Member	KCSE – Sports	Youth
8. Jane Kulecho	Member	EACE – Counseling	Industry/Commerce
9. Paul Kagiri	Member	KCSE- Teacher	Special interest
10. Michael Ngugi	Member	Co-opted	Co-opted (Parents/Instructor representative)
11. Leah Chepkoech	Member		Co-opted (Parents/Instructor representative)
12. Jared Omare	Member		Co-opted (Parents/Instructor representative)

**ANNEX 4D : MOLO YP**

Name	Position	Level of Education	Represents who?
1. Moses Wahome	Chairman	Diploma- Welding	Commerce & Industry
2. Agnes Ndung'u	Vice Chairman	O'Level	Community
3. Regina Mwangi	Treasurer	O'Level	Community
4. Naomi Ngaruiya	Member	O'Level	Youth
5. Michael Karanja	Member	A'Level- Banker	Community
6. James Kariuki	Member	O'Level	Special needs
7. Joseph Mwaura	Member	O'Level	Community
8. Samson Kimani	Member	University graduate	Youth
9. Ngaruiya Ng'ang'a	Member	University graduate	
10. YP Manager	Secretary	University graduate	
11. Shadrack Koros	Member		
12. Michael Wang'ombe	Member		
13. Chief	Ex-officio		

#### ANNEX 4E: KAGOTO YP

Name	Position	Highest academic qualification	Represents who?
1. Mwangi	Chairman	LLM (Masters in Law)	Community
2. George Mugwe	Vice Chairman	O'Level	Community
3. S. Njuguna	Member	O'Level- Technician Mech. Eng.	Community
4. Marylene	Member	Diploma- Sales & Marketing	Sponsor
5. Peter Kimani	Ex-officio	Postgraduate Diploma- Project Mgt	Area Chief
6. Rachael Njuguna	YP Mg/ Secretary	Diploma-pursuing BSc. Degree	YP Manager
7. Naomi Maina	Treasurer		
8. George Gitau			Youth
9. Mary Wanjiku			PTA
10. Zipporah Wairimu			PTA
11. Peter Marumber			PTA
12. Bosco Mithanga			Special needs
13. Isaac Maina			Special needs
14. Daniel Mutinda			Instructor
15. Kishor Dhanji			Sponsor

#### ANNEX 4F : DUNDORI YP

Name	Position	Level of Education/Profession	Represents who?
1. Mboche Wanyoike	Chairman	University - Public Administration	Community
2. Francis Mbugua	Treasurer	O'Level - Businessman	Community
3. David Ngari	YP Manager/ Secretary	O'Level - Instructor	Ministry
4. Geoffrey Mutai	Member	O'Level- Public Administration	Agri-business
5. Mary Maina	Member	O'Level – Businesswoman	Community
6. Margaret Thingo	Member	O'Level- Nurse	Community
7. Joseph Maraimu	Member	A'Level - Farmer	Sponsor /PTA
8. Joseph Kanyi	Member	A'Level- Teacher	Sponsor
9. Simon Kihui	Member	Degree- Veterinary Officer	
10. Jane Wairimu	Member	O'Level- Public Administration	Administration
11. Stephen K	Member	A'Level- Public Administration	Business community
12. Ibrahim Ng'ang'a	Member	O'Level- Businessman	Jua Kali
13. David Ngachu	Member	O'level	Youth
14. Judy Mirango	Member	O'Level- Farmer	Special needs

## **ANNEX 5 : VOICES FROM YP BENEFICIARIES**

Cheptuech YP

Susan Tanui:

*“I am very happy for all that HMDS has for the YP. I will never forget HMDS and my prayer is that they continue helping others as they have helped us. If possible, I hope to get a sewing machine or a computer from HMDS. May God bless HMDS wherever they go and in whatever they do”.*

Daisy Chepkemoi:

*“I thank HMDS for the assistance accorded us in getting a cow to enable us get milk. Us girls have many needs. I train in dress-making. HMDS has given us machines. I did not know sewing but now I am able. We have learned counseling. May God bless HMDS”.*

Mary Cheptoo:

*“I request HMDS to teach us how to get start-up capital. We have been trained in guidance and counseling. We were taught how to take care of ourselves. I am happy with dress-making, which will help me for the rest of my life”*

Rhodah Langat (Matron/Instructor):

*“During the HIV/AIDS sessions, the girls were able to determine their status. HMDS enabled the girls to get exposed during the HIV/AIDS campaigns and sports. HMDS has made significant contribution as a real godsend. HMDS gave textbooks, materials, even for uniforms made by the students at a subsidized rate. I do not know how to thank HMDS. We are indeed grateful”.*