

GARISSA YOUTH (G-YOUTH) PROJECT

ANNUAL Project Report
October 1, 2011 – September 30, 2012

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I. Executive Summary

Significant strides were made towards accomplishing objectives and performance targets of the G-Youth project during the last year. This report covers the period: October 1st, 2011 – September 31st, 2012.

Youth Action: The G-Youth grants fund, which provides funds to registered youth organizations from Garissa to implement community development projects or civic education and awareness activities, was launched on 2nd November 2011. Calls for proposals were usually followed by an aggressive information campaign in an effort to ensure that as many youth as possible were given the opportunity to respond. The review process for grant applications followed the processes outlined in the G-Youth Fund Grants Manual. Disbursements were made to 25 youth groups for community development grants and an additional 21 youth groups for civic education grants. The capacity of many of the youth groups was weak, and as a result, G-Youth's grants management partner, the Kenyan Community Development Foundation (KCDF) invested significant time and resources in capacity building training and support to the youth groups. The project offered capacity building through workshops, leadership camps and exposure visits to youth groups implementing similar types of community/income generating projects. Specific technical skills training was also organized for youth groups. KCDF and G-Youth staff also spent time and effort coaching, mentorship and supporting youth group in an effort to help ensure that groups were keeping on track with their work plans, program targets and budgets.

Another key accomplishment during the year was the execution of the 2012 Youth Action Summit. The Youth Action Summit of 2012 was the second youth summit undertaken by G-Youth and was held over a three day period: May 29 – 31, 2012. The 2012 Youth Summit was entitled: Wakati Ni Sasa ~ The Time is Now (for youth leadership)! The summit marked the culmination of a series of skills-building events, dialogues, and priority setting for a core group of 50 youth leaders who recently formed themselves into an umbrella body. This umbrella body, the Garissa Youth Development Association (GYDA), represents G-Youth's youth leaders who are also recipients of grant funds. The Summit successfully attracted approximately 2,000 youth and adults over the three-day period. Youth delegates from USAID's Yes Youth Can National Bungee Association as well as other youth delegates from Eastleigh, Mandera and Wajir were in attendance at the Summit. The presentation of a Youth County Action Plan was followed by a youth talent show and a football match between two youth football clubs on the 3rd and final day of the Summit.

One of G-Youth's primary deliverables was the formation of a youth district-wide organization. This was accomplished through the formation and organization of the Garissa Youth Development Association (GYDA). GYDA is the outcome of the project's revised approach to facilitate the organic creation of a sustainable youth network. GYDA emerged organically from 20 youth groups who were also the first set of grantees to implement community development grants. When GYDA was formed, the youth established a set of values and principles that each member committed to in order to lead positive change in their communities. Since the creation of GYDA, G-Youth's Youth Action team has supported the organizational development and registration of GYDA. Significant time and efforts were invested

into training and capacity-building assistance and organizational development support to the Executive team of GYDA. Many of the trainings that were provided to GYDA officials focused on leadership, governance, communications, public speaking and accountability.

Youth Work: The Youth Work activities this year focused heavily on implementing the re-adapted Work Readiness Program (WRP) for out-of-school youth in Garissa. Central to the success of the re-adapted WRP entailed using peer educators who were identified, and trained by G-Youth to implement work readiness under the guidance and mentorship of the G-Youth team. In addition to this, time was spent building new relationships with the International Labor Organization (ILO) and the Kenya Institute of Business Training (KIBT) where an agreement was successfully reached to train and certify KIBT staff to implement ILO's Start and Improve Your Business – microenterprise – training curriculum in Garissa. G-Youth also continued to work with local employers in organizations in Garissa to provide internships for graduates of G-Youth's Work Readiness Program. During the year, G-Youth was able to place over 100 youth in internships. G-Youth negotiated agreements with external employers to provide extended time (a minimum of three months) for youth to gain adequate time on-the-job experience. G-Youth also restructured the internship program and incorporated a structured mechanism for mentorship visits and feedback sessions between interns and their supervisors. During the year 212 youth benefitted from internships. Under the partnership with KNLS, G-Youth continued to support career development activities at the Career Resource Center and began to focus more efforts on transitioning management oversight to KNLS staff; and on keeping program activities sustained at the CRC through the establishment and execution of a viable sustainability plan. A key accomplishment this year was the establishment of G-Youth's Private Sector Advisory Council (PSAC) which was established in October 2011 with prominent members of Garissa's Business Community. The PSAC have served as mentors and advocates of the project and specifically for aspiring youth entrepreneurs and have been engaged in dialogue with the project team to find new and creative ways of boosting economic and livelihood opportunities for youth in Garissa. The PSAC also led many of the sessions on Day 2 of the Summit and conducted mentoring and sector specific talks to youth.

Youth Education: Activities in this component focused on the development of the "Empowering Student Futures" handbook as part of the project's in-school youth program which helped teachers introduce work readiness topics adapted for secondary school youth. The development of the handbook was done in collaboration with ten partners secondary schools in Garissa and the District Education Officer in Garissa. The Youth Education component also included G-Youth's scholarship program which awarded 1,200 scholarships to youth from Garissa. Through the scholarship program, many youth have been given the opportunity to upgrade their knowledge and skills and will, as a result, be better positioned to transition successfully into the workforce. G-Youth launched the ESL program in September 2012 in 11 madrassas through teachers trained on an adapted ESL curriculum and provided in-kind support of classroom equipment and computers for the madrassas through a grant to SUPKEM under the grants fund.

Youth Civics: Activities under this component focused on completion of pre-recorded and the launching of live youth radio civic programs that were developed and aired through STAR FM. The other key

activity was centered on rolling out G-Youth's *Learning for Living* IRI Program developed in collaboration with the Kenya Institute of Education (KIE) for upper primary school youth in class 6th, 7th and 8th in the post election violence regions of Naivasha, Nakuru, Nairobi and Garissa. IRI programs were launched in February 2012 and completed in June 2012. The G-Youth team conducted a pre and post evaluation tests and conducted surveys to teachers who implemented the programs.

Monitoring & Evaluation: G-Youth's monitoring and evaluation team focused on collecting the total numbers of youth reached through G-Youth's various interventions. Time was also spent working with the program team to conduct spot checks and ensuring quality programming. G-Youth's community needs assessments continued to be conducted every quarter to ascertain the priority needs of communities within Garissa Municipality's five locations. These assessments and evaluations have enabled the project to regularly review the project implementation strategies, to maximize efficiency and ensure relevance of the community needs. Additionally, process evaluations for activities such as leadership training, work readiness training, mentors training and data collectors training was incorporated into the training programs to capture the impact of the trainings on participants and to obtain feedback on the improvements required. The M&E team conducted a follow up survey with youth in October 2012 with a sample of 539 youth being interviewed. Summary findings show that an average of 86% of the youth found the G-Youth programs very useful. The livelihood status of youth before and after the program reveal a drastic change in youth activities; whereby prior to partaking in G-Youth activities an average of 60% of the youth were idle, 35% studying, 2% employed, 2% volunteering and 1% in business, after G-Youth the current status of the youth is 60% students, 28% job hunting, 6% employed, 4% in business, 1% sourcing for business loans and 1% volunteering. Majority of the youth employed and in business also attributed their improvement in income to the program. Youth comments after the interview was mostly an appeal to extend the program with special emphasis on scholarships, grants and WRP training respectively. They also asked for an expansion to greater parts of Northeastern and to increase the amount of grants and scholarship awards per student.

II. Introduction

With support from USAID/Kenya, Education Development Center, Inc. (EDC) has been implementing the Garissa Youth Project since 2008. Following an initial two-year pilot project during 2008-2010, EDC launched a second phase of the program focused on youth empowerment in November 2010 until November 2012. In G-Youth's second phase, EDC is using a youth-centered framework by creating enabling environments that empower youth to design and lead initiatives that improve economic opportunities for themselves and their communities. The project aims to achieve youth empowerment through four program components: Youth Action, Youth Work, Youth Education and Youth Civics. Under Youth Action, G-Youth is supporting youth to design and lead the development of their own community initiatives through capacity building to youth groups and a small grants fund. Under Youth Work, the project seeks to increase the numbers of Garissan youth with greater access to livelihood opportunities and who are better prepared to enter and succeed in the world of work. Under Youth Education, the project also aims to increase youth retention and transition to secondary schools and higher education. Finally, under Youth Civics, the project will promote principles and practices of tolerance and peaceful coexistence among diverse communities through interactive radio education and building youth's skills in developing and producing civic-themed radio programs that address issues important to them.

III. Activities Implemented (By Component)

A summary of activities implemented during the period of October 2011-September 2012 is described below including a detailed description of activities implemented during Quarter Four.

A. Youth Action

A.1. Community Development and Civic Education Grants

G-Youth's grants fund was launched in November 2011 with the local partner, the Kenyan Community and Development Foundation (KCDF), who was responsible for administering and managing the grants fund grants and scholarships. The objective of the grants fund was to enable the youth of Garissa to become active participants in the design and implementation of programs and services that impact their lives, the future generation of youth and communities in Garissa. Through the grants program, the project engages youth leaders in solving problems unique to them and their communities.

There are two sub-components to the G-Youth grants fund: the Community Development Grant component and the Civic education and engagement component. In October 2011, G-Youth and its partner, KCDF, focused on launching the community development component and issued the first call for grant applications on the 2nd November 2011. The call for applications was open for 30 days. The call for applications allowed youth from Garissa Municipality to be introduced to G-Youth's grants and to learn about the objective of the grants program and the process for participating in the program. A 30-day information campaign was initiated during the call for application period. Information about G-

Youth’s Grants Program was provided through internet, colorful posters which were placed in strategic locations in Garissa, through STAR FM radio, and blast SMS messages to youth who registered in G-Youth’s database.

G-YOUTH GRANTS APPLICATION DEVELOPMENT, REVIEW & APPROVAL CYCLE

<p>Step 1 CALL FOR PROPOSALS</p> 	<p>Step 2 STUDY THE APPLICATION GUIDE AND APPLICATION DOCUMENTS</p> 	<p>Step 3 COME TOGETHER AS A GROUP AND THINK ABOUT YOUR PROJECT IDEAS</p> 	<p>Step 4 GET FEEDBACK FROM YOUR COMMUNITIES ON YOUR PROJECT IDEA</p> 	<p>Step 5 DISCUSS AND AGREE ON WHAT IT WILL COST TO IMPLEMENT YOUR IDEAS (BUDGET)</p> 
<p>Step 6 COMPLETE THE GRANT APPLICATION FORM</p> 	<p>Step 7 DELIVER YOUR PROPOSAL TOGETHER WITH ALL THE REQUIRED ATTACHMENTS TO THE G-YOUTH OFFICE</p> 	<p>Step 8 THE PROPOSALS WILL BE REVIEWED AND RANKED BASED ON CRITERIA</p> 	<p>Step 9 THE TOP 30 APPLICANTS WILL BE PRESENTED TO THE GRANTS APPROVAL PANEL FOR APPROVAL</p> 	<p>Step 10 THE WINNERS WILL BE NOTIFIED OF THEIR AWARDS AND THEN RECEIVE THEIR GRANTS TO IMPLEMENT THEIR PROJECTS (MAX 12 MONTHS)</p> 

During the 30 day application period, G-Youth and KCDF also organized Grants Information clinics for youth from the five locations of: Township, Galbet, Waberi, Iftin, and Medina. The information clinics provided an opportunity for youth to be taken through a step-by-step review of how to fill-out the grant applications and provided with a sample copy of what constitutes a “good proposal”. Youth were also provided with an overview of the community priorities for their respective locations and were informed that their proposal were expected to respond to community priorities as were identified by their community members. At the end of the session, youth participants and community elders were provided with the opportunity to ask questions about the grants program. The Grant Information Clinics were conducted five times at the Career Resource Centre as the centralized venue for youth groups from the five locations.

During the course of the year under review, there were three calls for proposal applications done for the Community Development Grants and one call for the Youth Civic Grants. 54 applications were received for the first call and 58 in the second call for Community Development grant proposals. The Youth Civic Grants call for proposal was issued on February 15th, 2012 and yielded a submission of 48 grant applications. Unlike the Community Development Grants which were restricted to Garissa Municipality, the civic grants were open to youth groups from the entire Garissa County.

Table 1: Grants Application Call for Proposals (Community Development Grants and Civic Grants)

Call for Proposals	Issued	Closed	Applications Received
1st Call for CDG*	November 2 nd	December 2 nd	54
2nd Call for CDG	February 6 th	March 6 th	58
1st Call for Civic Grants	February 15 th	March 15 th	48

*CDG=Community Development Grant

Table 2: Number of Civic Grants applications received, disaggregated by constituency

Constituency	Number of Grant Applications Application time frame (15 th Feb-15 th March, 2012)
Dujis	30
Fafi	5
Ijara	5
Lagdera	3
Balambala	5

Process for Receiving and Reviewing Proposal Applications

The G-Youth Grants Manual that was developed for the grants program was used to guide the review and approval of grant proposal/applications. Annex 1 is an excerpt taken directly from G-Youth's Grants Policy Manual) which enumerates the process for reviewing and selecting grant applications.

The quality of proposals submitted by youth groups was extremely low and resulted in smaller numbers of proposals approved. Most youth groups were generally found to have a very low capacity in developing proposals, budgets and M&E performance plans. Because many youth groups were also newly formed, it was often difficult finding their offices during the verification site visits. To address the low capacities of youth groups, EDC's partner, KCDF, organized several proposal development workshops for youth groups that were able to demonstrate that they had a good proposal idea that was responsive to the community priorities. Following the proposal workshops, youth groups were given a chance to re-write and strengthen their proposals prior to the second tier review. The attrition rate during the first and second tier proposal review process was approximately 20% which meant that an even smaller numbers of proposals made it to the Grants Approval Panel (GAP).

Once the Grants Approval Panel met and approved the grants to be awarded, a ceremony was held in each community to formally hand-over first disbursement checks to youth groups. It was important that first grant disbursements were made in front of the Chief and elders of the community so that they could witness the awarding of grants to youth groups and could also be participants in helping to hold youth groups accountable for the implementation of their grants.

Tables 3 and 4 below list the youth groups who received community development and/or youth civic grants between October 2011 and September 2012.

Table 3: Summary of Community Grants

No	Group Name	Amount Awarded	Location	Males	Females	Total Group Members	Project
1	Al-Fatah bee farm	451,826	Iftin	8	7	15	Bee farm
2	Al-Mubarak	390,407	Iftin	11	6	17	Poultry
3	Bulla Mzuri	435,600	Waberi	9	4	13	Drip Irrigation
4	Dalsan	419,265	Iftin	10	5	15	Garbage Collection
5	Garissa Municipality Physical Challenged	485,694	Township	21	20	41	Tailoring
6	Huriwaa	385,942	Modika	10	5	15	Poultry Farming
7	Maalims	415,998	Galbet	23	0	23	Drip Irrigation
8	Midnimo	385,234	Medina	17	3	20	Tree Nursery
9	Modika	385,942	Modika	7	10	17	Poultry
10	Galbet welfare	381,695	Galbet	10	5	15	Garbage Collection
11	Ameen	413,323	Iftin	9	6	15	Event Organasation
12	Bright Bigginers	470,448	Iftin	10	6	16	Fish farming
13	Galbet Youth Development	515,938	Galbet	8	7	15	Beauty Therapy
14	Gul Support	404,063	Galbet	9	6	15	Gabbage Collection
15	Iftin Dhayah	370,805	Iftin	5	6	11	Beauty Therapy
16	Tawakal	436,145	Township	6	9	15	Poultry Farming
17	Towfiq	445,184	Galbet	11	2	13	Drip Irrigation
18	Warsan	534,482	Iftin	6	4	10	Fish farming
19	Wema	459,982	Township	16	5	21	Tailoring
20	Madina	455,746	Medina	13	3	16	Barbering
21	White scorpion	388,773	Galbet	15	4	19	Garbage Collection
22	Bulla Technical	492,772	Galbet	19	5	24	Drip Irrigation
23	Al-Ansaar	380,932	Waberi	12	3	15	Tree Nursary
24	Central Division	254,826	Township	3	5	8	Plastic Recycling
25	Miftah	495,168	Medina	13	17	30	Milk Pasteurization
Total Community Grants Approved		<u>10,240,192</u>		281	153	434	

*For Ameen youth group gender disaggregated data was not readily available, so a 60-40% male female ratio was estimated pending confirmation with the team

Table 4: Summary of Civic Grants

No.	Group	Amount Awarded (Ksh)	Location	Male	Female	Total	Proposal Idea
1	Boliomog youth group	238,419	Galbet	12	3	15	Awareness Creation And Good Governance
2	Garissa county youth for peace	231,630	Township	8	8	16	new constitution and devolved government system
3	Habibi self help group	251,232	Medina	4	11	15	Good governance
4	Hilaac youth group	265,280	Waberi	7	8	15	Sports For Peace Building And Conflict Resolution
5	Kulmiye youth group	238,161	Medina	10	5	15	New constitution and devolved government system
6	United youth group	260,994	Township	6	5	11	new constitution and devolved government system
7	Wamo progressive	241,758	Galbet	9	6	15	Leadership on good governance
8	Young Africans Development action	212,464	Township	9	7	16	Leadership on good governance
9	Youth empowerment agency	233,591	Township	25	5	30	Awareness creation and training on Leadership
10	Al fatah welfare	295,119	Iftin	5	10	15	New Constitution Dissemination
11	Bidii youth group	231,140	Galbet	7	5	12	Enhancing Women And Youth Participation In Constitution Implementation Process
12	Dagega youth group	236,095	Waberi	12	4	16	Protecting The Future Through Accountability
13	Dutch united football club	266,914	Township	28	0	28	Peace and Good Governance

No.	Group	Amount Awarded (Ksh)	Location	Male	Female	Total	Proposal Idea
14	Garissa guides	263,994	Township	0	21	21	Civic Engagement Of Youth In Democratic Process
15	Good hope youth group	243,936	Township	13	12	25	Human Right and Gender Equality
16	Help 2000	257,821	Waberi	13	2	15	Walk the Talk
17	Jipange youth group	227,873	Waberi	9	3	12	Key Holder
18	Maisha youth group	268,983	Iftin	30	20	50	Participation and Decision Making
19	Partnership youth group	262,558	Galbet	10	3	13	Civic Engagement Of Youth In Democratic Process
20	Progress youth group	228,418	Township	8	9	17	Civic Education on Human Rights and Gender Equality
21	Wahda youth group	259,509	Iftin	15	0	15	Get Involved Initiative
Total Civic Grants Approved		5,215,889		240	147	387	

**For the Wamo progressive youth group, gender disaggregated data was not readily available. A 60-40% male female ratio was estimated pending confirmation with the team.

KCDF and G-Youth's staff members spent a significant time in the field supporting youth groups with the launching and implementation of their community and civic projects. The support to youth groups consumed the majority of the time of project and KCDF staff and required weekly trips to Garissa by KCDF staff.

There were many challenges as well as successes in supporting youth to implement their projects. (See Challenges & Lessons Learned section). One challenge was that many of the youth community grants were actually business projects in which youth had minimal technical experience to implement. Therefore, to ensure that youth groups could successfully implement their projects, KCDF sponsored youth groups to attend the KIBT led Start Your Business Training and required 2 – 3 participants to attend the training. Other ways that KCDF supported youth groups to build their capacity included offering the services of a Business Development Consultant who provided on the ground technical assistance to youth groups and by sending youth groups for exposure visits to meet with other youth groups doing similar projects.

A.2. Youth Action Summit and Regional Action Plan

During the reporting year, planning for the Youth Summit commenced at the G-Youth project retreat which was held in Naivasha in January 2012. The Youth Action Team developed a workplan and the timeline for when the summit would be conducted. In March 2012, a tentative date was selected to hold the summit in late April/May and a tentative program was developed. In March, the Youth Action component manager spent two days in Nairobi to develop the first summit program draft to be shared with the youth action team and other project components for inputs. Additional guidance from EDC's Regional Office and EDC-Washington was also offered to assist with the planning of the Summit. After going through the program design and the dates of the Summit, it was decided by senior management that the dates were not feasible and the Summit was postponed until 29th -31st May 2012.

G-Youth formed a steering committee of interested youth for the planning of the youth action summit. Prior to the summit, a series of small “mini summits” were held in order to engage youth early on with the goal of creating a youth initiated, led and facilitated youth action summit. This required the youth to define the agenda, select a name for the summit, provide content, and steer implementation activities with G-Youth. Upon consultation with senior management, the Youth Action team also worked with the Youth Work team to create a combined Youth Action and Work summit. The combination of the two areas was to help streamline the synergies between the two components and allow more resources to be allocated to creating one successful summit.

The Summit was held on May 29-31, 2012 at the National Library ground in Garissa Municipality. The focus of the summit was to showcase youth leadership skills while fostering linkages for enhanced opportunities for all Garissa's youth. The Youth Action Summit 2012 also attracted Youth leaders from the USAID-funded Yes Youth Can project's bungees (parliaments) in Nairobi, Coast, Western and Rift Valley, Shabaa Youth from Coast, Youth from Eastleigh (YUSOM) and Youth representatives from Mandera and Wajir. Specific objectives of the

Summit included:

- Showcasing Garissa youth leadership skills.
- Fostering dialogue with key sectors, establishment of youth networks, and enhancing relationships with elders.
- Providing linkages to livelihoods and other opportunities for all Garissa youth.
- Introducing the newly established Garissa Umbrella Youth Network and obtaining feedback on a proposed Action Plan for Garissa youth.

The three-day event was organized as follows:



Town hall session during day 1 of the summit

Day 1: Youth Action

Presentation of Garissa's Youth Priority Issues

Ismail Ali, the Secretary of the umbrella organization, GYDA, presented the Garissa youth's priority issues and consisted of those issues identified by youth in the Mombasa Leadership Camp and priority issues captured by the survey conducted at the Mini Summit held prior to the May Youth Summit. They are as follows:

1. Peace and security
2. ID cards
3. Education
4. Employment
5. Mentorship

Presentation of Garissa Youth Development Association structure:

In the second session, the 6 member Executive Committee of the Umbrella organization, led by the Interim Chairman, Mr. Korane presented the structure, logo and constitution of the Garissa Youth consortium and shared with the audience the values and principles that guide them.

The letters spelling "HARDTOP" represent the Principles & Values the Youth leaders at the Leadership camp in Mombasa and which members committed to in moving forward.

H - Hard work

A - Accountability

R - Responsible

D - Driven

T - Trustworthy

O - Optimistic

P - Patience

GYDA's Motto: Together We Succeed

GYDA committed to the following:

1. If our words and actions inspire others then we are leaders
2. We are committed to developing a mentorship structure
3. We are committed to stay peaceful and focused
4. We are committed to work with utmost faith by taking the lead and staying united to harness opportunities
5. We are committed to uniting Garissa Youth under one umbrella

New constitution and opportunities for the youth:

The town hall discussion was broadcasted live by Star FM and hosted at Almond resort. Approximately 400 youth and community representatives attended the session. It was hosted by the Area MP Hon Duale and facilitated by two prominent lawyers, a Garissa-based Lawyer Mr. Kulow, and SWIM foundation founder Lawyer Khadija Hassan. The session was a participatory discussing the opportunities that the new Kenyan constitution provides for young people in the new leadership dispensation. The session was very educational as it discussed pertinent issues and opportunities for the youth.



Members of GYDA presenting the County Action Plan during the Summit

Day 2: Opportunities Fair – G-Youth’s Work Summit

Facilitation by the Private Sector Advisory Committee (PSAC):

The purpose of day 2 of the summit was to provide information and facilitate linkages on appropriate career choices, wealth creation, income generating and entrepreneurship opportunities through talks with private sector/ public personalities and exhibitions stakeholders in education, business development agencies in public and private sector. Day 2 was an initiative of the Private Sector Advisory Committee (PSAC) which led and managed the sessions. The PSAC is composed of young professional and successful business owners, practicing bankers and experts who roots are in Garissa. Their main role is to provide professional support to youth entrepreneurs through coaching, mentoring and business counseling. The PSAC committed itself to own the day’s process and activities in an effort to: 1) Open up and enhance networking between potential employers and Garissan youth; 2) Help to bridge the communications and information gap between youth and employers; 3) Assist youth in learning/gaining relevant information about accessing job, entrepreneurship and livelihood opportunities; and 4) Assist in raising adequate funds required for the successful implementation of the summit.

The project identified and initiated discussions with different partners to explore the possibility of collaborating and provide essential services to address the current needs the youth during summit. G-Youth held discussions with Kenya Private Sector Alliance (KEPSA) and Kenya Association of Manufacturers (KAM), Kenya Youth Empowerment Project (KYEP), Government ministries, Kenyan public and private universities, middle level learning institutions and corporate bodies to seek their active involvement and participation during the youth summit.



Members of the PSAC talking to the youth on the business opportunities available

1. Testimonials from PSAC members on their journey to success:

The Chairman lead in the testimonials of the members of the PSAC team other members who also gave testimonials were Mr. Abdi Duale- Chairman, Abdikadir Aden – of BAT , Abdi Mohamud Chief Operations Officer Barclays and Hassan Bashir CEO Takaful Insurance Africa. The summary message to the youth was to take extra seriousness in education, career choice and personal vision plan of where they want to achieve and works hard toward achieving the dream. success comes through sacrifice, focus and commitment and nothing comes easy. the youth currently have many doors open and should maximize on the opportunities that are rare to come in other parts of the country.

2. Breakout sessions on work opportunities in emerging markets:

A key feature of the Opportunitites Fair was to share with young people, information about where opportunities exists for youth in Garissa. To that end, breakout sessions were organized and hosted by a team of professionals from the public and private sectors to discuss specific sectors A Q&A session followed the presentations. Sessions were interactive youth friendly and relevant to the needs of Garissan youth. The findings of the Labour Market Assessment (LMA) that the project conducted in the first phase was interwoven in the presentations.

3. A talk for young women on “Women in Business”:

The purpose of this session was to discuss with young women the entrepreneurship opportunities that young women should consider setting up. There were two women from the Somali diaspora who shared their story on started business or organization and the steps they took to launch their business. The two women featured was Khadija Hassan who has just started the SWIM (Somali Women in Marine Conservation) Foundation and Halimaa Cleaning Services who started a successful cleaning service business in Garissa and a small farm some time ago. These women shared their personal journeys to starting their business and encouraged young women to consider entrepreneurship as a career option. Young women were inspired by the stories and had the opportunity to ask questions to the presenters.

4. Exhibitions:

Selected employers and higher education institutes, entrepreneurs and employers were invited to set up exhibitions on the opportunities they offer Garissa youth. The purpose of the exhibition booths was to provide youth an opportunity to dialogue with decision-makers and exhibitors on a one-on-one basis. 40 exhibitors from Garissa and other regions were invited and out of which 20 exhibitors participated.



5. Career Talk and Counseling:

The career counseling was offered throughout the day at the counseling rooms both for ladies and men.

6. Voter registration and impact on job creation:

The Independent Electoral and Boundary Commission (IEBC) and the Constituency Election Coordinator presented a talk ways that youth can be active participants in the electioneering process. The presenter, Mr. Suleiman Jamaa also spoke about the employment opportunities for youth at IEBC during the election season.

7. My ID, My Life:

This session was facilitated by the National Registration bureau Regional Coordinator Peter Keitany and Mr. Tumari, the District Civil Registrar, to discuss youth and ID cards. Discussions centered around the importance of an identity card to the life a Kenya youth, the basic requirements for one to acquire an identity card and how young people can help expedite getting ID cards.

8. Networking Session between PSAC and youth delegates:

Five members of G-Youth's PSAC led a networking session. The session was conducted using traditional Somali style of elders conversing to youth where youth were seated on mats and

discussed with their “elders” issues of employment opportunities , emerging markets and the need for the youth to change the attitudes towards various types of employment available in Garissa.

9. Garissa Youth Consortium Action Plan:

The culmination of the work summit was realized through the development of the Garissa Youth Consortium Action Plan (GY-CAP) which focused on addressing youth issues in Garissa. Youth identified 4 key thematic areas which are believed to be pertinent to their growth, leadership and participation in the community, these included: 1) Employment; 2) Education; 3) Mentorship; 4) Peace; 5) National Identity Cards (My ID My Life). During this process youth were asked to join thematic areas of their interest to brainstorm and come up with a strategy to address their concerns. Discussions in each of the thematic areas were moderated by a team comprised of G-Youth staff, a peer educator, youth liaison officer and a youth delegate. The executive committee of the newly formed youth umbrella organization was asked to compile the outcome of the discussions, share with the youth and focus on possible implementation.

Day 3: Celebrating Youth Talents

The last day of the Summit was fully dedicated for Youth talents and launching of the Garissa Youth County Action Plan 2012. Youth delegates from Nairobi led by YUSOM also participated in skits on issues dealing with education, employment and drug abuse, the first two being identified by the Regional Action Plan survey conducted during the mini summits.

The launch of the Garissa Youth Action Plan (GY-CAP 2012) was also covered with the Garissa Youth Consortium interim officials who presented the different sections of the plan for validation to the rest of the youth. The official closing session was conducted by the youth through speeches and entertainment.



Youth for Social Mobilization (YUSOM of Eastleigh) performing a skit during the Summit

Football match grand finale

In the evening at Garissa High School the grand finale of the football tournament was held with Al Mujahidin Football Club fighting it out with IFPRO football club. The match was in partnership with First Community Bank who financed the refreshments for the last day of the Summit.



Ifbro FC ready to play during the Youth Summit

A.3. G-Youth's Leadership Camp for Youth Leaders

During the year, G-Youth organized two leadership camps in Mombasa and Nakuru in March and August 2012 respectively, with the overall participation of 96 youth. The participants were drawn from youth organizations that have received community development and civic engagement grants. The purpose of the camp was to strengthen the leadership and networking skills of youth group representatives. This would further enable them to bring new ideas and support networks back to their individual youth groups as well as commit to promote the spirit of networking and mutual support among all of the youth groups throughout 2012 and beyond.

The first leadership camp was facilitated by Elizabeth Robinson and the second coordinated and facilitated by Ms. Beverly Nuthu, and Mr. Martin Karanaja of B&G Consultants. Specifically the objectives of the camp were to enable participants to:

1. Explore their leadership journey stories to discover individual strengths
2. Network and build relationships among the collective and find common needs, challenges, and hope
3. Visit other youth leaders, groups, and networks in Kenya to exchange experiences and see new possibilities
4. Begin collective planning for actions they want to take up in Garissa as a network of youth leaders
5. Identify leadership principles and values they all want to model in their youth groups and across groups

The workshop methodology included presentations, brainstorming, discussions, observation, multimedia instruction, team assessments, group work, experiential learning activities and question and answer sessions. (For more details see the second leadership camp report developed by B&G consulting in Annex 2. The first Leadership camp was submitted in annex of the 2nd Quarter Report.) Participating youth commented that the camp was transformative and their eyes were opened to new ideas and possibilities they couldn't entertain before. They made a commitment to share with the youth in their groups all that they other had learned and to work together to make a positive difference through their projects and their participation in GYDA. Strong bonds were developed between the various youth leaders who were invited to participate in the camp. Youth leaders came from Yes Youth Can in Coast Province; Shabaa in Mombasa and Nairobi and young women leaders from Meeting the Goal Post. Garissa youth spoke about inviting these leaders to visit them in Garissa and see their projects in the near future. The bond between Garissa youth leaders and Yes Youth Can youth leaders share a lot of commonality as the youth leaders are both participants and beneficiaries of are USAID-funded projects; and their leadership activities focus on developing their communities and starting youth livelihoods.

A.4. Community Connectors

The community connectors are youth who have worked closely with G-Youth to help provide information about their communities' needs. In the earlier part of the project, EDC recognized that reaching certain youth remained a challenge. An innovative idea of creating youth who could access those youth and the general community was formed. These youth would be called community

connectors and would help collect and disseminate data to and from the community. The community connectors also helped disseminate information about project activities to their communities. Some of the activities that the community connectors engaged in during this reporting period included:

1. Acting as liaisons between the youth and the office on project activities.
2. Making the cyber café at the Career Resource Centre available to the youth and the general public.
3. Informing the youth of the need to form groups at the location level and submitting the data to the office.
4. Visiting vocation technical institutions like Garissa Village Polytechnic to familiarize themselves with the institution offering so that they can relay the same information to other youth.
5. Support in the logistics of the scholarship and grant award ceremonies.

A.5. Participation in National Bunge Association and County Bunge Forum Discussion

Through the Yes Youth Can (YYC) National program, USAID requested the G-Youth Project to send representatives to the National Youth Bunge Association (NYBA) meeting in February, 2012. The purpose of the invitation was to enable youth participating in the G-Youth project can conceptualize the bunge concept and, if possible, apply it in Garissa. The meeting was lead by Mercy Corps and YYC National with support from USAID Kenya youth development team with youth invited from the counties where the Yes Youth Can programs operate. Currently, YYC operates in 27 Counties of which 15 counties managed to elect their county board forum. Each county forum sent its president or vice president to the meeting because those representatives were requested to attend.

The Garissa Youth Project was also invited to attend the YYC County Bunge Forum discussion on 27th - 30th March 2012 at Multi Media University in Langata, Nairobi County. The representatives to the forum were youth representatives who were selected from the different thematic groups in the G-Youth leadership camp that was held in Mombasa. The main objective of those youth sent to the event was to find out how the youth bungenes under the YYC program work and to report back to other Garissan youth on how to start a discussion on how best Garissan youth can form a network.

A.6. Garissa Youth Development Association (GYDA)

Following the first leadership camp, youth leaders from Garissa decided to form a Garissa youth network, which was initially called the Garissa Youth Consortium (GYC). During registration, GYC was told that they couldn't register as a consortium and advised to change its name to include the word association. With that GYC became the Garissa Youth Development Association or GYDA. GYDA has undertaken the following activities to date:

Registration

The formal application for Garissa Youth Development Association was done in July 2012 giving the group a Government of Kenya Issued certificate of registration. This enabled the association to officially

conduct its business as an independent identity. The registration also allowed the association to defend or demand for the rights of its members from all agencies or service providers within Garissa County.

Periodic meeting with youth grantees

The GYDA executive committee had bi-weekly meetings to discuss their progress with its Youth Group grantee members and do internal field visits to each member group to monitor the grants and activities.

Support in coordinating the 2nd Leadership Camp and Community Convening Forum

GYDA was also involved in the preparation of the Leadership Camp by encouraging and informing the Youth Groups member of the different experience they had in the previous camp in Mombasa in March 2012. They also had an opportunity to share experience in manning their groups activities and suggestion to the new grantees on how to overcome it.

A.7. Garissa “Community Day” Convening

The project held a “Community Day” Convening on September 27th at the Almond Hotel in Garissa to facilitate learning, sharing and networking among the newly established Garissa Youth Development Association (GYDA), G-Youth Project staff, KCDF, community collaborators and youth grant recipients. At this convening, the youth were able to present to their community elders and stakeholders a status report of the community development projects that they have been implementing with grant funding from the Garissa Youth Fund. This convening was held in place of holding a 2nd Youth Summit this year.



Youth presenting their projects during the Community Convening

The Community Convening had two key objectives: 1) youth were able to present their accomplishments and share challenges they experienced implementing their community projects under the guidance and mentorship of the G-Youth Project staff and KCDF; 2) project stakeholders could discuss G-Youth’s “*first wave of learning*” supporting youth to implement grants. From those lessons learned, we discussed with the community leaders where we needed to adapt approaches and strengthen the partnership between G-Youth, the youth and the community to ensure that the mission

of both G-Youth and the youth of improving the socio-economic circumstances of youth and the broader Garissa community, was achieved. Each youth group presented their community project to the elders in the audience. 25 youth groups presented their projects. Following the presentation, the elders were invited to give feedback, ask questions and share ideas, concerns and recommendations on what they thought needed improving. The feedback from the community elders and chiefs was mainly positive and the elders expressed their delight with the projects and the processes used to award the grants. They were extremely happy with the kind of projects exhibited by the young people who represented different organizations from different bullas (neighborhoods/villages) in Garissa. Many people who spoke at the meeting were very grateful for reviving the hope of the elders on the progress of their young people who once they felt will not have any entrepreneurial interest and ideas. They believed that there is a lot of hope for the young people of Garissa if the project continued.

Some shared their sentiments that the project was helping only part of the community in Garissa while referring to difference in numbers of the grantees in the locations, Township, Galbet and Iftin leading while Waberi, Modika and Medina trailing with two projects each. The participants attributed this to negligence by the youths themselves but the leaders present suggested that the project give preference to those with fewer numbers, as we plan for the extension.

A.8. Football and Volleyball Tournaments

The final event was football and volleyball finals of a month long tournament organized by Garissa Youth Project and International Organization of Migration (IOM) at Garissa Primary School. The football final was between Ngamia Football Club and Red Eagles Football Club. After a highly competitive soccer match that drew a large crowd of football fans, the match ended with Red Eagles winning by 2 goals to 1. At the end of the match, awards were given out to both the football and volleyball winners by representatives from IOM and Garissa Youth Project.

B. Youth Work

B.1. Implementation of a Re-adapted Work Readiness Program

The project re-adapted its work readiness training program (WRP) during the first year of the second phase of the project with an aim of making it more simplified, relevant and friendly for youth who are seeking jobs and livelihood opportunities in Garissa. The project then embarked on implementation the newly revised Work Readiness Program using certified youth peer educators who participated in a Training of Trainers (TOT) with G-Youth. Male peer educators trained male WRP participants and female peer educators did the training for female WRP participants. To ensure that peer educators were fully prepared to train, the project organized a half day interactive induction program for the peer educators prior to the roll out of the WRP training program. In the past one year, the project implemented 5 WRP trainings using centralized and decentralized strategies.

Centralized WRP training

The WRP centralized training was conducted in locations within Garissa's town centre, at locations that were easily accessible for out-of-school youth. The centralized approach was taken first so G-Youth

could closely support and monitor newly-inducted peer educators. The centralized training targeted out-of-school youth who were jobless and had little to no difficulty commuting to the town center for training. The project organized and implemented training programs during the months of October and November 2011 in two separate training centers for males and female youth participants. Training for female youth was conducted at the project's youth office while male youth were trained at the CRC in October 2011, and at Garissa High school in November using the extra classrooms that were not in use. During this phase, the project trained 951 youth (611 male and 340 female) during each training session.

Decentralized WRP training

G-Youth's WRP training was organized in close collaboration with the District Education Officer (DEO) who graciously allowed the project to conduct WRP in selected public primary schools. The decentralized WRP training was implemented during the holidays when the schools were not in session. This successfully increased the accessibility of this training for a cross-section of youth, and especially young women who had difficulty attending the centralized WRP training in town. Decentralized training was done at a minimal cost to the project because the DEO's office and the management of the public primary schools that were used, agreed to allow G-Youth to use at zero cost to the project. This was essentially Garissa's community contribution towards the provision of desirable services to its youth.

The first decentralized work readiness training was organized in December 2011 for each of the five locations in the Municipality. However, youth from the Waberi, Galbet, and Medina locations declined to attend trainings in their respective location for the following reasons: 1) there was no reliable means of transport to and from the training venues; 2) youth contended that the training venues were located far away from town centre which they prefer to visit on daily basis due to other pull factors associated with urban centers. Several youth opted to commute to town to join their colleagues for WRP training in Township and Iftin locations which were being held at Garissa Primary and Iftin Primary schools, respectively. Due to the increased number of participants at these centers, the project organized with the management of the two schools to provide extra classrooms to accommodate the youth.

Integrated WRP training

During the year, lessons learned from previous experiences and in an effort to make WRP training more relevant to the youth, the project strategized on the need to expose youth to a broader selection of livelihood training opportunities. To achieve this, the project focused on creating and strengthening linkages between WRP training and other skills training programs for youth to pursue in line with their career goals and interests. For example, youth who participated in WRP training during the year attended career guidance and counseling sessions. In those sessions, the youth were informed and prepared to take advantage of follow-on training and livelihood opportunities such as:

- ILO/KIBT microenterprise training program which prepares youth to start up micro-businesses and



enables them to access loans from micro-credit lending facilities.

- Internship program where youth were able to gain practical work experience in the formal employment sector.
- CISCO training at NEP TTI where youth could be trained as computer technicians to fill the existing gap in the market.
- Vocational/technical skills training at NEP TTI and other institutions who offer market-relevant training in Garissa growth sectors.
- G-Youth’s radio training programs with STAR FM where youth were trained as radio journalists and producers.
- Training of Trainers (TOT) programs to enable interested youth to participate in the project’s peer educator programs.

During the 2nd Phases final quarter of July – September 2012, two WRP decentralized trainings were conducted for members of the youth groups who were grantees of the Youth Fund and for those who wanted to access the projects business start up funds. Over 300 youth were recruited for work readiness training out of which a total of 182 youth (95 females and 87 males) successfully completed the training. Make-up classes were offered for youth who missed 2 or more sessions for WRP. This was required for them to successfully complete the course as per the requirements.

Table 5: Youth Trained in Work Readiness (October 2011 – September 2012)

	Male	Female	Total
1st Quarter	225	127	352
2nd Quarter	121	53	174
3rd Quarter	160	62	222
4th Quarter	105	98	203
TOTAL	611	340	951

B.2. WRP Peer Educator Training and Recruitment

In the past one year, time was spent to identify and create a strong team of WRP peer educators whose capacities were developed through an intensive training of trainers (TOT) program and refresher trainings. This successfully resulted in developing a cadre of vibrant youth who were both effective trainers in the classroom and great peer supporters of each other. One of the challenges but also a success of the Peer Educator WRP training was that with the investment of time spent of training, in between the periods where WRP was not in session, many of the Peer Educators either obtained jobs (most likely as a result of their newly developed skills) or opted to enroll in further education and training. That notwithstanding, the project was able to successfully replace peer educators when required to meet the Work Readiness Program targets.

Recruitment for Peer Educators was an on-going activity throughout the year. Following the first recruitment exercise that was done during year one of phase 2, a second recruitment exercise for peer educators was done in February 2012. The advertisements for WRP peer educators were made through: 1) placement on notice boards in town; 2) on STAR FM radio station; 3) G-Youth’s website and Facebook page. During the February recruitment, a total of 113 WRP graduates (89 males, 24 females) submitted applications from which a total of 51 youth (30 males, 21 females) were shortlisted for interviews. Interviews were held with the shortlisted candidates and 26 youth (13 males and 13 females) were selected to be trained as Peer Educators. In March 2012, a ten-day peer educator Training of Trainers (TOT) was held at Garissa’s Teachers College. The TOT focused on developing the participants’ facilitation skills, understanding the training methodology used for WRP, and learning the lesson modules. Peer educators were given the opportunity to practice lesson presentations and peer assessments. Unlike previous TOTs where male and female peer educators taught in separate classes, this TOT put the participants together in one class. This process saw some of the girls who initially were timid when making presentations before their male colleagues make a remarkable improvement and increase their confidence during facilitation. This resulted in many of the young women expressing a desire to be paired with their male colleagues during WRP. One female WRP trainer said that she felt “equal” to her male counterparts when training male participants. Out of the 26 peer educators who were recruited, 23 youth (13 male and 10 female) successfully completed the TOT and were certified as WRP Peer Educators. There were two peer educators who exhibited exemplary performance during the TOT. These youth were selected to serve as peer educator mentors and work with the G-Youth staff to support the peer educators, provide feedback and conduct performance evaluations at the end of each day of training. These 2 Youth peer mentors were also instrumental to the project team as they helped to recruit youth for WRP and ensured that WRP training met quality standards and were carried out successfully.

B.3. Basic ICT training

For youth to be further prepared for the world of work, training Work Readiness graduates on basic computer skills was incorporated to enrich their skills and enable them to confidently tackle the main question they have always been asked when applying for a job “*are you computer literate?*”. During this reporting period G-Youth conducted basic computer literacy training for two groups of Work Readiness graduates comprising of both male and female which totals to 101 youth (female and male) respectively.

Table 6: Number of WRP graduates trained in Basic ICT

	Dec	March	May	June	Total
Female	43	17	34	17	111
Male	40	42	43	8	133
TOTAL	83	59	77	25	244

B. 4. Young Professional Development (Internship) Program

G-Youth's Young Professional Development (Internship) Program (YPDP) strives to provide practical workplace experiences for youth from Garissa and specifically for graduates of G-Youth's work readiness training. During the year, the project continued to work with local partner organizations in Garissa to engage the WRP graduates in professional career development through the youth internship program and successfully exposed over 262 youth to hands on work experience in various sectors. Based on lessons learned during the previous internship program where the duration/time period was three weeks, the restructured internship program was offered to youth for comparatively longer periods of time from one month to three months. As a result, youth were given greater time and exposure in a work environment. The project placed youth either internally in the project or externally. Internal internships offered WRP graduates opportunities to support G-Youth in the implementation of its program activities while external internships placed youth in different organizations both in the public and the private sectors.

The project structured a comprehensive youth support system for interns which ensured that they were taken through regular mentorship by the project staff while they served as interns to enhance their professional growth. During the first quarter of FY 2012, the internship program, which has since become optional, attracted a total of 11 youth (6 male and 5 female). The low numbers are due to the fact that WRP training, which is a pre-requisite for participation in YPDP, was not conducted in the months of July, August and September 2011.

Due to the growing desire by most interns to be given more time in the workplace, the project initiated further discussions with its partners to further improve the internship program. The project discussed with employers possibilities of extending the internship for youth to a *minimum* period of three months in an effort to give youth interns adequate time, exposure and experience in the workplace.

During the 2nd quarter, 72 interns (40 males; 32 females) were successfully placed into internships. Following this success, G-Youth's internship program suffered a setback after a number of its youth who were in the 2011 secondary school cohort of graduates, and who were also graduates of G-Youth's decentralized WRP, had their exams results cancelled and thus were unable to complete their internships because they had to go back to school and repeat the 4th form. During the 3rd and 4th quarters, however, the project successfully placed 68 (41 males; 27 females) and 50 youth (29 males; 21 females) respectively into internships.

Table 7: Young Professional Development (Internship) Placements for Youth

October 2011 - Sept. 2012	External Placements		Internal Placements		Total
	Male	Female	Male	Female	
1 st Quarter	7	2	33	30	72
2 nd Quarter	8	2	34	28	72
3 rd Quarter	3	-	38	27	68

4th Quarter	6	4	23	17	50
TOTAL	24	8	128	102	262

B. 5. Career Resource Center

G-Youth has been working collaboratively with the Kenya National Library Services (KNLS) since 2010 to provide a friendly, respectful and safe space for Garissa’s youth to socialize, explore opportunities, and get involved in positive recreational activities through the Career Resource Center (CRC). Last year, the CRC was adopted as one of the Cisco Corporation’s Community Knowledge Centers (CKC) where it provide holistic information support to the members of Garissa’s community. As a community knowledge center, the CRC is linked with and thus able to interact with other established CKCs in the country. This linkage has provided an enhanced communication system through electronic media and has improved the marketing strategy and capacity of the CRC to widen its scope in essential service provision to the youth and the wider community during the year. The project’s policy to engage youth as community connectors and set up its youth scholarship and grants information desk at the CRC to run the scholarship and grants application process played a key role in improving youth involvement in CRC activities. During the year the project organized mandatory career guidance and counseling sessions for youth seeking scholarships at the CRC.

Working In partnership with KNLS, the project continued to explore sustainability strategies for the CRC. As part of the sustainability plan, the project installed a DSTV channel at CRC to air live English Premier League football matches and to charge a small fee, in what is a conducive and safe environment for the youth who tend are ardent fans of football. Although showing football matches held strong potential for income generation, little income was in fact realized from this initiative due to the security risks in Garissa; and the complaint by many youth that the CRC was established for Garissa’s youth and therefore they should not be subjected to any form payment to gain access to programs meant for them. It is also important to note that no females attended the football matches that were aired at the CRC, more than likely due to cultural and religious factors.

In June 2012, the project focused on transitioning oversight and management responsibilities of the CRC to the Kenya National Library Services (KNLS) team. Although the complete hand-over has been delayed¹, the project staff continues to slowly transition responsibilities to KNLS. (See Challenges and Lessons Learned) In July, two KNLS staff were deployed to work at the CRC library and ICT Center. The project organized an induction program for the two officers to be trained on the operation and daily routine of the CRC activities and enhance their management skills. EDC is also encouraging KNLS to consider partnering with Inoorero and Mt. Kenya Universities both of which have expressed interest in establishing an e-learning program at the CRC’s ICT centre on library science and an open learning campus at the library respectively. As a part of the transitioning process, the project undertook an

¹EDC/G-Youth requested the equipment items that were purchased for the CRC to be disposed to KNLS in Quarter Three and EDC and KNLS are still awaiting approval of this request. Until approval is given, EDC continues to play a role in the oversight of the CRC and management of the equipment items at the CRC.

inventory of the books and other equipment items at the CRC where all equipment items have been accounted for.

There was a notable increase in the number of library users in April and August because during this period, in-school youth (ISY) were on holiday and had time to organize for self study programs. During the year, youth continued to benefit from different career development support services and trainings among others at the CRC including: library services, career clinics, career guidance and counseling services, motivational video shows, ICT and WRP training, internet and printing services, and scholarship/grants services.

Table 8: Career Resource Center User Data: October 2011 – September 2012

Number of youth who used the CRC (Youth Library)			
Quarter	Boys	Girls	Total
1st Quarter	553	154	707
2nd Quarter	338	121	459
3rd Quarter	675	464	1139
4th Quarter	518	266	784
Total	2084	1005	3089
Number of Youth who attended Career Development Clinics			
1st Quarter	82	57	139
2nd Quarter	61	17	78
3rd Quarter	23	21	44
4th Quarter	55	21	76
Total	221	116	337
Numbers of Youth who received Career Guidance & Counseling			
1st Quarter	960	525	1,485
2nd Quarter	587	166	753
3rd Quarter	253	209	462
4th Quarter	-	-	-
Total	1,800	900	2,700

B.6. Microenterprise – Start and Improve Your Business – Training Program

G-Youth's Labor Market Assessment report developed by Eco-Ventures International in 2010 identified entrepreneurship as a priority career consideration for Garissan youth. It stated that given the right opportunity, youth would prefer to pursue entrepreneurship as their career/livelihood opportunity. In line with this and under the Project's phase two objectives, the project strategized on the process for creating opportunities for aspiring youth entrepreneurs to have access to microenterprise training, business development support services and micro financing/business start up loans. Towards this end, the project spent significant time and effort in identifying and strengthening partnerships with

organizations that were capable of fulfilling this mandate. G-Youth sought to partner with organization which has two key capacities: 1) the ability to develop and implement a microenterprise training program to be integrated in G-Youth’s work readiness program; and 2) the ability to provide business support services (post-training support) to youth trainees planning to set up micro-businesses or for those who have already ventured into a business.

To accelerate this process, USAID facilitated discussions for G-Youth with the International Labor Organization (ILO) and the Kenya Institute of Business Training (KIBT). G-Youth’s senior management held discussions with ILO, KIBT, the Directorate of Internal Trade (DIT) and Entrepreneurship Development Network (EDN). KIBT was chosen to take the lead in implementing the micro-enterprise based Start and Improve Your Business (SIYB) training based on the following criteria:

- KIBT is mandated by the government to offer business training to all Kenyan citizens.
- Through KIBT the government subsidizes the training cost by paying for the venue and supplying training materials to the participants.
- The cost of training per participant is subsidized (approximately Ksh 500) for the training.
- They offer business related follow-up services to their graduates through the District Business Solution Center (DBSC).
- They offer funding to people engaged in green businesses.
- They were an existing partner of ILO

Launching SIYB

To fast track launching the SIYB training, G-Youth sponsored a 10 day SIYB Training of Trainers (TOT) workshop for 16 participants selected from G-Youth staff, WRP Peer Educators, the Ministry of Trade’s KIBT and DIT parastatals, and NEP TTI. It was expected those who were trained would take the lead in setting up and implementing the SIYB program. The project was also mandated to assist NEP TTI in developing a microenterprise training program and as such, invited two NEP TTI staff members to participate in the ILO/SIYB TOT and further paid for the staff members to be certified as ILO trainers.

Table 9: Number trainers who completed the SIYB Training of Trainers

Organization	Males	Females	Total
G- Youth	2	-	2
WRP Peer Educators	2	2	4
KIBT	3	4	7
DIT	1	-	1
NEPTTI	1	1	2
Total	9	6	16

The SIYB training program equips youth with the skills needed for them to conceptualize, start, manage and sustain a business. The training program is a three week program comprising of 2 weeks training and 1 week for research on business idea/ planning which culminates into the development of a viable

business plan which may be used by the youth to access the capital needed to start a micro or small business. Under this partnership with KIBT, it was agreed that they would incorporate G-Youth's four peer educators who participated in the ILO/SIYB TOT to support of the implementation of the training.

ILO donated the SIYB resource materials to G-Youth and KIBT in preparation for the official launch of the microenterprise training program which was held on the 7th February 2012. The training started with 50 youth (25 male and 25 females) and was conducted at two venues: the CRC and the Ministry of Trade's training centre. The training program was scheduled to take 4 weeks of three phases:

- Week One: Generating Your Business Idea (GYBI)
- Week Two: Field work----research for business idea
- Week Three: Start Your Business (SYB)

The microenterprise trainees were expected to pay a commitment fee of Kshs 1000 each as stipulated by KIBT. Many of the youth were unable to pay, however, so G-Youth negotiated with KIBT to allow the youth to proceed with the training as they sourced ways of paying the 1,000 fee. In the first cohort, there were 50 youth who started the training but 38 (25 male and 13 female) completed successfully.

Table 10: Number of Youth Trained in ILO/SIYB Program

Cohorts	Male	Female	Total
Cohort 1	26	12	38
Cohort 2	24	16	40
Cohort 3	47	20	67
Cohort 4	56	29	85
Cohort 5 (no gender data avail.)	-	-	89
Cohort 6	39	19	58
Cohort 7	32	3	35
Total Youth Trained			412

B.7. Facilitating Access to Micro-credit and Business Development Services

During the year the project sought to develop a partnership with a local Garissa-based financial institution to establish a micro-credit training program in order to provide loans as well as grants to youth. Significant time was spent meeting with members of First Community Bank (FCB) and the Nomad Welfare Group (NWG), a local CBO, to explore a potential partnership towards the provision of microfinance services to youth as well as consulting DAI's FIRM project staff to get their guidance on how to structure the micro-credit program. USAID recommended that the project also engage with the Ministry of Cooperative Development on this matter. Following that recommendation, G-Youth requested for the Ministry of Cooperatives to conduct a rapid assessment of the Nomads Welfare group to help us determine if Nomad Welfare was a viable partner for the micro-credit program. The Ministry of Cooperation conducted its research and provided technical advice to Nomad on how to develop youth based saving and credit cooperative society as a youth friendly alternative to the formal

commercial banks. The findings of the Ministry of Cooperative about the Nomad Welfare Group (NWG) indicated that NWG:

- had a well-established and organized governance and management structure
- has informally been providing savings and credit services in Garissa
- has also been disbursing the Ministry of Youth's – Youth Enterprise funds to Garissan youth

The ministry recommended that NWG register itself as a SACCO and pledged to help build Nomad's capacity through training to be able to provide banking services through a front office as other commercial banks. The NWG has since then been registered as a SACCO by the Ministry of Cooperative Development and has been provided with training and capacity building support as it transformed itself into a SACCO. It was hoped that once approved, that the Nomad Cooperative Society SACCO would be able to provide startup capital and other financial assistance to SIYB graduates to enable them to set up their businesses.

In early March 2012, USAID recommended that the project consider changing its approach from setting up a micro-credit program to support youth to start a business and to converting the \$200,000 USD that was set-aside for loans to grants. EDC submitted a program modification which proposed to alter the program by redirecting the funds allocated for loans to offer business start-up grants instead of loans to youth interested in starting businesses and to offer additional education scholarships for youth. USAID approved the modification in late June 2012.

Once the program modification was approved, EDC/G-Youth took immediate steps to negotiate with KCDF to take up the new and additional mandates of increasing the scholarships from 1,000 to 1,500 scholarship and to support the establishment of a business start-up program for aspiring youth entrepreneurs. Toward this goal, G-Youth and KCDF worked on setting up a business start-up program and also negotiated a Memorandum of Understanding with First Community Bank for them to supplement the small business start-up funds with sharia compliant asset financing.

During this same period, the second through sixth cohorts of the ILO/SYB training program were composed of youth grantees (groups who were approved to set-up community development grants). The objective of the training was to further build the capacity of youth groups by providing training on how to manage their income-generating projects. The seventh cohort of youth who benefitted from SYB training were youth groups whose grant applications were initially rejected. These youth were encouraged to attend the training so that they could be given an opportunity to access the project's business start-up grants and scholarship programs. The youth from the 7th cohort were given a scholarship of 1,000 Kshs to attend the KIBT/ILO training. SYB graduates who intend to access business start up funds were assisted to develop their group/individual business plans and G-Youth is helping them to identify financing in partnership with FCB.

A key challenge in the implementation of the SYB training is that follow-up support that was expected to be provided by the Directorate of Internal Trade (DIT) through the District Business Solution Center (DBSC). (See Challenges and Lessons Learned Section)

B.8. Establishment of Private Sector Advisory Council (PSAC)

As part of the Project’s central strategy to strengthen youth access to employment and livelihood opportunities, the project engaged prominent members of Garissa’s business community to join an advisory council which was named the Private Sector Advisory Council (PSAC). The PSAC was officially launched in October 2011 by G-Youth to engage youth of Garissa with an aim to helping boost economic and livelihood opportunities for youth and livestock youth farmers. The PSAC includes members of the Somali diaspora who are prominent businessmen and women in Kenya whose members include the following individuals:

Table 11: PSAC Members

NAME	ORGANIZATION/AFFILIATION
Aden Duale, Chairman, PSAC	Nomad Palace Hotel/Medina Chemicals
Abdikadir O. Aden	British American Tobacco
Abdi Mohamed	Barclays Bank of Africa
Aden Barre Duale	Concordia Construction
Major Dekow M. Barrow	Heller Petroleum
Hassan Bashir	Takafal Insurance
Dr. Ibrahim Mohamud	Kenya National AIDS and STD Control Program
Nathif Jama Aden	First Community Bank
Mohamed Abdi	Au Gab Service
Khadija Hassan	SWIM Foundation

The above PSAC members were requested to sign commitment letters that underscore the role they will play in building a stronger and committed entrepreneurship culture in Garissa. As members of the PSAC, they have committed to the following support:

- Engage with Garissan youth on youth employment issues and deliberate with and mentor them on strategies needed to successfully enter the workforce and skills to achieve their potential;
- Provide technical assistance and guidance in the project’s job creation and placement training programs by helping to review curricula for appropriateness and relevance;
- Foster the development of work-related knowledge and skills for youth through internships and apprenticeships, mentoring and life counseling;
- Participate in the planning Garissa Youth Work Summit which is expected to: (i) help bridge the communications and information gap between youth and employers; and (ii) assist youth in learning about and accessing job, entrepreneurship and livelihood opportunities;
- Serve as advocates to the local business community to provide qualified and trained youth with employment or internship opportunities and encourage them to realize how youth can contribute to the growth of their business;

- Provide work experience to youth from Garissa within their respective businesses.

The PSAC was also tasked with working with G-Youth’s youth leaders to develop a blueprint for action through a Youth Work Summit which was held in May 2012.

To prepare the PSAC members for the role they crucially play in the project, the members were trained on the first phase of a mentorship training program. Several consultative meetings were held with the PSAC to think through the establishment of a Sharia-compliant microfinance institution that could provide credit and essential financial service to the youth in Garissa, a process that is still in progress. The PSAC members have been an instrumental support group to the project, although members’ limited availability has limited the achievements of some of the goals that were set. Nonetheless, the PSAC members have been strong advocates on behalf of the project and several have taken on an informal mentorship role to several of the youth in the project.

Youth Work Summit

A key deliverable in the Youth Work component was the implementation of a Youth Work Summit. The Work Summit was folded into the larger Youth Action Summit which took place in May 2012. The Work Summit was the focus of Day 2 of the 3-day Youth Action Summit and focused on helping to connect youth with employment and educational opportunities in Garissa. This “Opportunities Fair” invited employers and higher education institutes, entrepreneurs and employers to set up exhibitions on the opportunities they offer Garissa youth. The Fair also provided youth with the opportunity to dialogue with employers and representatives from academic institutions on a one-on-one basis. During the fair, G-Youth staff provided counseling and a drop—in clinic where aspiring entrepreneurs were able to learn about enterprise opportunities in new and emerging markets in Garissa and its environs. A special session was held with young women from Garissa to discuss the role of women in entrepreneurship.

A total of 1,441 youth (1,177 males and 264 females) attended Day 2 of the Youth Work Summit. The success of this day was partly attributed to the generous donations totaling over \$10,000 USD the project received in cash and in kind from the following organizations: Nomad Palace Hotel, Medina Pharmaceuticals, Barclays Bank of Africa, Equity Bank, First Community Bank, Kenya Commercial Bank, Coca Cola among others. (For detailed information about the Youth Work Summit, refer to the Youth Action Section A.2.)

C. Youth Education

C.1. In-School Youth (ISY) “Empowering Students’ Futures” Program

During the past year the project increased its focus on the mandate to strengthen the quality of education, learning opportunities and skills needed for in-school youth to successfully transition into the workforce. One of the key sub-components of this activity was G-Youth’s In-School Youth also referred to as the ISY program. Through ISY, the project is committed to helping to make secondary school more relevant to the needs of youth by strengthening career guidance programs in schools. In the past year,

the project continued to work in close collaboration with the DEO's office, principals and career guidance and counseling teachers from G-Youth's ten partner secondary schools to adapt EDC's work readiness curriculum to create a career guidance and life skills handbook for school teachers. The handbook is entitled "Empowering Youth's Futures: Interactive Career Awareness & Life Skills Activities - A Handbook for Secondary School Teachers". The handbook focuses on developing pedagogical techniques that teachers can employ to integrate selected career development and life skill topics into the existing school curriculum for secondary youth.

The project and teachers developed interactive learning materials in selected topic areas of the career guidance and life skills and supported the teachers to implement the activities with students in their respective schools. Earlier drafts of the handbook did not include lesson plans, rather focused on information on the topic and suggestions for how to teach them. This was done to empower teachers to create interactive lessons themselves. While the project trained teachers on how to do this, the activities they created were more focused on youth having the right answer and having good behavior rather than creating a learning environment that allowed youth to explore career options and the challenges they come up against.

Groups of 50- 100 students from each of the 10 partner secondary schools were taken through the interactive and learner friendly career guidance and life skills activities. Each activity implementation was followed by a two-day teacher capacity building/reflection workshop which aimed at giving the teachers/counselors an opportunity to share experiences and key lessons learned during the activity implementation exercise. Timing of the activity sessions and toning the language to the local context were some of the concerns that teachers addressed to improve the handbook, learner participation and general content delivery. Teachers' recommendations were sought and documented for action. Through the DEO, teachers were given express permission to implement the program during the guidance and counseling lesson which under normal circumstances are not usually utilized in most schools despite this being a directive from Kenya's Ministry of Education.

Through consultation, it was agreed that the program focus on Forms 1 and 2 high school students who in the opinion of the head teachers require these important skills to help them make informed career choices in the early stage of their secondary education. The project worked closely and conducted regular follow-ups with a core group of teacher counselors on regular basis during and after every classroom practice sessions. There were several capacity building workshops that were carried out throughout the year to reflect on best practices. One of the key outcomes of these capacity building workshops was for the purpose of improving the ISY handbook and mode of delivery.

G-Youth's core team of teachers was instrumental in helping to complete a full cycle of the handbook activity in the classroom which incorporated changes that were recommended in the handbook. The ISY handbook was developed over the course of 2011-2012 and finalized in September 2012 and is composed of nine units. The handbook will be printed and the program will be handed over to the partner schools and the District Education Office (DEO) in October 2012. As the schools prepare to incorporate the handbook the teachers/counselors are taking the initiative to induct their colleagues

into the program. The teachers have fully embraced the ISY handbook, and have provided full support to the program implementation.

In School Youth (ISY) Handbook topics

Career Awareness Topics	Life Skills Topics
<ol style="list-style-type: none"> 1. Study skills 2. Time management 3. Education after secondary school 4. Setting career goals 5. Teamwork and cooperation 	<ol style="list-style-type: none"> 1. Self awareness 2. Creative thinking in decision making 3. Self discipline for a healthy life 4. Solving conflicts

Table 12: Number of Students reached through G-Youth’s Career Guidance/Life Skills program

School	Male	Female	Total
1. Boys Town Secondary	43	0	43
2. County High School	96	0	96
3. Garissa High School	224	0	224
4. Iftin Girls School	0	68	68
5. Ikhlas Integrated	39	10	49
6. Khadija Secondary School	20	4	24
7. NEP Girls School	0	72	72
8. Tetu Boys Secondary Schools	45	0	45
9. Young Muslim High School	33	0	33
Total	500	154	654

C.2. G-Youth’s Scholarship for youth

G-Youth launched its scholarship program in partnership with KCDF through the Youth Fund in August/September 2011. The scholarship program has become a hallmark of the project as the youth and community at large have greatly appreciated the project’s support of youth to continue or advance their education. Youth through the G-Youth scholarship program have been empowered and enabled to pay for their on-going school programs and many have been able to transition to more advanced training such as vocational and professional training courses and as such, have been able to upgrade their knowledge and skills and increase their employability.



Young woman receiving a scholarship from Jacqueline Glin, G-Youth’s Chief of Party

Since its inception, the G-Youth’s scholarship fund has provided scholarship funds, ranging from 8,000 to 80,000 Kshs to 1,229 (817 males; 412 females) disadvantaged, vulnerable youth interested in enrolling in NEP TTI or other higher/middle level learning institutions. The program targets Garissa youth aged between 14 - 30 years from economically disadvantaged backgrounds and have been residing in Garissa for 3 or more years.

One of the key lessons learned during the first (1st) call for scholarship applications, was that youth needed support in making informed career decisions and as such was required to undergo career guidance and counseling sessions organized by G-Youth’s counselors to guide them on which programs to apply for in schools and required the youth to conduct their own self assessments on the careers they wanted to pursue.

The final call for scholarships in 2012 targeted two groups of youth: youth grantees who qualified for grants and who were awaiting disbursement. These youth benefitted from scholarships which enabled them to undergo SYB training to be able to have a clear understanding on how to start, manage and sustain a project before receiving funds. The second group of beneficiaries for the final call for scholarships were youth groups who applied for grants but were unsuccessful. The project awarded them scholarships to pursue the ILO SIYB training to enable them to develop viable business plans which could be used to attract funds from the project and other financial institutions. Both groups were trained by KIBT staff in collaboration with peer educators. A total of 334 youth benefited from the micro-enterprise SIYB scholarships.



A Youth with physical challenges receives a scholarship from the Mayor of Garissa

Table 13: Total Scholarships awarded disaggregated by gender

Scholarship Award Round	Male	Female	Total
Scholarship Round 1	129	58	187
Scholarship Round 2	293	137	430
Scholarship Round 3	315	175	490
Scholarship Round 4	46	30	76
Scholarship Round 5	22	9	31
Scholarship Round 6	12	3	15
Total reach	817	412	1229

As much as possible the project worked towards ensuring an equal number of scholarship recipients across the five locations in Garissa municipality. Township and Galbet locations saw more youth awarded with scholarships as even those within other locations preferred their central location and applied from their offices in town. According to focus group discussions held with the community, the scholarship program was the most appreciated component of the G-Youth Project.

Table 14: Percentage distribution of scholarship awards per location compared with 2009 Census youth population distribution

Location	Males		Females		Total	
	% Population	% Award	% Population	% Award	% Population	% Award
TOWNSHIP	20%	23%	20%	35%	20%	27%
GALBET	24%	32%	24%	29%	24%	31%
IFTIN	15%	12%	15%	11%	15%	12%
MEDINA	22%	22%	22%	12%	22%	18%
WABERI	19%	11%	18%	14%	19%	12%
TOTAL	100%	100%	100%	100%	100%	100%

C.3. ESL for Madrassa Youth

As part of the project's vision to strengthen the quality of education delivered at madrassas, G-Youth created a process of designing, developing and implementing an ESL curriculum for selected madrassas in Garissa. The ESL program was developed in collaboration with the Supreme Council of Kenya Muslims (SUPKEM), Council of Imams and Preachers of Kenya (CIPK), Kenya Councils of Imams and Ulamas (KCIU). The consortium group is working with select individual madrasa institutions to offer a solution to pronounced language barriers currently being experienced among madrasas school youth. The purpose of this intervention was to enable the madrasa youth to acquire literacy in English language to be mainstreamed into Kenyan society and be active participants in the economic development of their societies.

During the past year, the project held several consultative meetings with SUPKEM and madrasa principals to come up with an agreeable strategy for implementing the program, a process which was lengthy and created significant delays in implementing the program. When there was an impasse with identifying an agreement for moving forward, the intervention of the local Member of Parliament was required to reach consensus with both SUPKEM and the madrasa principals. One of the outcomes of this collective bargaining was agreement to use the English language teachers within the madrasa institutions to conduct the ESL program. It was also agreed that SUPKEM, as a youth-serving organization, could apply for support to the madrasas through a grant from Youth Fund. As a result, SUPKEM was awarded a grant including equipment to enable SUPKEM to monitor and provide support to the ESL program implementation and to support the Madrasa administrators and English language teachers in teaching and overall implementation of the ESL program.

The project engaged a local consultant to adapt existing ESL curricula for Madrassa audiences in Garissa and assist in implementing the ESL program for the madrassa youth in coordination with G-Youth staff and SUPKEM. G-Youth identified several ESL resource materials for the consultant to review and draw from when developing the curriculum. The consultant focused on the design and development of an interactive and learner centered ESL curriculum, teachers guide and students handbook. The consultant was also tasked to conduct a thorough training needs assessment of the madrassa students and conduct the first TOT for bilingual madrassas teachers using interactive/experiential methodologies.

Upon the development and subsequent review of the ESL curriculum, the project conducted four days ESL TOT to madrassa English language teachers from eleven madrassa institutions. A total of 14 teachers were training in interactive methodologies of teaching ESL. During the training it emerged that most of the teachers did not have any teaching background and had not had any previous professional training. It was established that most teachers were basically relying on 'on the job experience' to carry out their teaching duties. The training (TOT) was therefore an eye opener to most of them and a necessary intervention as they interacted with materials on learner centered teaching and learning methods and acquired relevant skills to employ while teaching. SUPKEM also attended the training whose task included assisting the project in giving the teachers support as well as monitoring and reporting on implementation of the ESL program.

Prior to the launch, the project invited SUPKEM and Madrassa principals for a two day review of the ESL curriculum developed by the consultant. The review process was led by the consultant with assistance of two English language senior lectures from Garissa Teachers College and the DEO's representative from Garissa. The objective of the review mainly focused on the relevance of the curriculum; the teaching methodologies recommended; the learning abilities, language level and appropriateness of the curriculum to the target group. The review team went through the three curriculum documents and made valuable recommendations to be included in the curriculum. The consultant was tasked to revise the curriculum with recommended changes while putting necessary consideration to incorporate changes recommended by the review team before presenting the final curriculum to the project. EDC Washington also provided significant support in the final editing and adaptation of the materials for the level of the students.

Following a refresher training that was conducted during the first week of September, ESL teachers embarked on rolling out ESL implementation in their respective madrassas in mid-September 2012. Prior to roll out, ESL placement tests were conducted for selected madrassa students by G-Youth, to gauge madrassas students level of English language understanding and to determine the suitability of the ESL curriculum. The test which was developed from the ESL curriculum targeted students who are left with one year to graduate. The test results indicated that most students English language skills were generally above average. This was closely followed by an ESL pre-test activity which was conducted to sample of madrassa students as a tool to gage the impact of the program on students after ESL intervention. Below is a table indicating the number of youth who have enrolled and started the ESL classes in the target madrassa institutions.

Table 15: Number of youth reached with ESL program²

	Madrassa Institution	Male	Female	Total
1	Fathi	0	63	63
2	Khadija	0	233	233
3	Munwara	33	27	60
4	Najah Orphanage	40	0	40
5	Aslien	26	22	48
6	Salaam	36	0	36
7	Alirfan	202	0	202
8	Sahliya	76	0	76
9	Salaam	-	-	-
10	Munawar	-	-	-
11	Taqwa	-	-	-
	Total	413	345	758

C.4. Strengthening NEP TTI through a Cisco Networking Academy

Developing the CISCO Networking Academy was prompted by G-Youth’s Labor Market Assessment, which found that “...the most significant immediate employment opportunities in the ICT sector are in PC troubleshooting – assisting users with everyday problems with their hardware, and networking – assisting offices to connect computers and share information. ...Nearly all government and NGO offices have computer systems--but few if any have in-house expertise in troubleshooting or network maintenance.” Another, nationwide, USAID/Kenya youth assessment also identified computer technology as an emerging market with strong growth potential.

G-Youth supported the establishment of a Cisco networking Academy at NEP TTI. G-Youth sponsored the training of NEP TTI teachers in two core Cisco training courses – IT Essentials and the Cisco Certified Network Associate training.

² 3 out of the 11 target madrassas were not able to start the ESL program implementation as the ESL teachers who were trained are reportedly out of school.

IT Essentials

CISCO IT Essentials classes started on October 3, 2011 at NEP TTI with 24 youth enrolled. A total of 148 youth have completed the program and the courses are currently on going at NEPTTI.

Cisco Certified Network Associate (CCNA)

The first CCNA 1&2 training was conducted between April and June 2012 with 23 continuing from IT Essentials to the level of CCNA 1 classes. Another 23 were enrolled for CCNA 2 classes.

The CCNA 3&4 Training of Trainers was held at AFRALTI in March 2012. Three NEPTTI trainers and the ICT Associate Manager successfully completed the training. This final training concluded the required Training for the Trainers and now CCNA 1- 4 are taught at the institution.

Below is a summary of the youth reached under Cisco from 2011-2012. One major factor impacting the project falling short with our target of reaching 500 youth was the fact that the project did not launch the Cisco training until the second year of Phase 2. As a result, the target for year 1 was not realized. EDC worked proactively with NEP TTI to find creative strategies for increasing enrollment numbers in the Cisco program. One action that G-Youth took was to provide scholarships to youth to allow them to cover the fees for the Cisco trainings. NEP TTI promised to work to increase enrollment. However, despite best efforts enrolment fell short of our target of 500 youth.

Table 16: Number of youth completing Cisco Networking Academy courses at NEPTTI in 2011-2012

Month/Course	IT essentials	CCNA 1	CCNA 2
Dec-11	24	0	0
Jan-12	23	23	0
Mar-12	10	0	0
Apr-12	25	0	23
May-12	24	20	0
Aug-12	19	0	0
Sep-12	23	23	0
Total	148	66	23

D. Youth Civics

D.1. Training and Building Youth Capacities to Work in Radio

Between the October 2011 to October 2012 period, G-Youth project staff and consultants intensified training and mentoring for youth radio producers following the launch of the on-air programs in September 2011. The number of youth radio producers increased from 6 to 22 during the year. The youth producer teams were categorized on three levels: Radio mentor producers; senior producers; and junior producers. The G-Youth training program had an initial six months of extensive class work, field work and practical work in the studios to build young people's skills in radio production techniques, basic journalism skills, media law and ethics. This intensive training enabled youth radio producers and

journalists to develop journalistic skills and to independently develop civic-themed radio shows. Mentor producers were the lead producers in the studios and mentored the senior producers, and the senior producers mentored their junior counterparts.

During the year, a total of 22 youth received training and support as radio producers although three later dropped from the junior level after their form four examination results were cancelled and they had to return to school. Five youth (3 males; 2 females) were Senior/ mentor level, Five youth (2 males; 3 females) were also trained at the senior level; and 12 youth (6 males; 6 females) received training at the junior producer level. Throughout the year, 2 youth dropped from the senior class after completing the initial training while another two secured jobs; at the senior mentor producer level 2 youth got job with local radios in Garissa.

The project used 3 consultants during the year to provide training and mentorship support to youth in the G-Youth radio program. Youth radio producers were identified to participate in the radio program through a competitive process by advertising in all the available venues of social media, blast SMS system, public notice boards and through the radio. Both male and female youth were encouraged to apply.

For Youth, by Youth: G-Youth's Youth Radio Broadcasts through STAR FM

G-Youth's radio programs were launched in September 2011 airing 30 minutes weekly civic-themed radio programs three times per week. Programs were broadcast on Star FM on 97.1FM in Garissa, 105.9 FM in Nairobi, 97.3 FM in Wajir, 97.5 FM in Mandera and also on 97.1 FM in Dadaab and Tana River, respectively. STAR FM Radio was the company, G-Youth partnered with to air the radio programs in North Eastern. Youth radio producer trainees were able to conclude the production and broadcasting of the weekly pre-recorded program. The targeted 26 thirty minute programs in Kiswahili and English were aired. Some of the pre-recorded programs were repeated owing to the overwhelming requests from listeners through Star FM.

Radio broadcasts tackled specific areas of interest for youth such as: the new constitution, peaceful coexistence, democracy, good governance, girl child education, FGM, early marriage among other topics. G-Youth's programs were aired twice a week on Thursdays and Saturdays. The program time schedule was readjusted to air on Thursdays from 11:00 am to 3:00 pm as of February 9th, 2012, in response to the Synovate monitoring report which indicated that the 3:00 – 3:30 p.m. slot was the maximum listenership time for youth. On 26th May 2012, G-Youth's weekly pre-recorded programs officially ended. Star FM graciously gave G-Youth eight, 15 minutes bonus programs aired in the month of May 2012. This however concluded the overall target of production of 26 half-hour radio programs. The 35,000 target youth listeners were surpassed with programs having reached 664,318 youth between the age of 16-30 years (442,065 males; and 202,253 females) according to Synovate, an independent research firm contracted by EDC/G-Youth.

G-Youth Weekly Live Radio Broadcasts

On Wednesday, February 22nd 2012, G-Youth launched its first live broadcast using the Somali Financial Literacy Program *Dab iyo Dahab* (Financial Literacy for Somali Youth) that had been developed for USAID-funded Somalia Youth Livelihood project in Hargeisa, Somalia. Day iyo Dahab is a Somali financial literacy series that was originally produced by EDC for the Somali Youth Livelihoods Program (SYLP) in Somalia in the form of IRI but was later re-edited by G-Youth Radio team to fit into broadcast style. The Day iyo Dahab programs is aired for approximately 20 minutes and is followed by an interactive dialogue session and call-in segment led by youth presenters where the presenter invite audience participation through call ins. G-Youth adapted the Day iyo Dahab programs and turned it into a live radio talk show series and is aired through Warsan FM – STAR FM’s constituency station. The Day iyo Dahab was launched in February during the time slot that the Youth named: *Wakati ni Sasa (The Time is now)*. Day iyo Dahab has 40 episodes with two episodes airing every week. The series is devoted to topics that offer young people skills that are immediately applicable to their daily lives and help them think about their, short, medium and long term personal goals, and how money can help them achieve them. During the live-radio program launch a number of guests were invited to witness the occasion. The youth have responded positively to the Dab iyo Dahab and Wakati ni Sasa civic programs. See Annex 4 for broadcast schedule.

Scholarships for Radio Producers

Four senior radio producers were provided with scholarships through G-Youth’s Youth Fund to help them pursue formal degrees in broadcast journalism. The youth are attending the East Africa Media Institute and are taking a distance education course which was shorted to one year after G-Youth’s Radio Manager negotiated with the college since the students have already received many radio skills through the training led by G-Youth. These four students have been taking the course over the past year. They are expected to conclude the course by end of December 2012 and will be accredited as professional radio journalists.

D.2. Interactive Radio Instruction (IRI) – Learning for Living Programs

From early 2011, G-Youth has worked with the Kenya Institute of Education (KIE) to increase the level of civic awareness among upper primary school youth in class 6th, 7th and 8th through interactive radio instruction (IRI) programming. A total of 30 *Learning for Living* radio programs were developed, produced and implemented in 68 primary schools in Nairobi, Garissa, Nakuru and Naivasha between February 2012 and June 2012. The Learning for Living Programs far surpassed its target of reaching 25,000 youth in the post election violence regions and by reaching 27,574 learners in the target areas.



Figure 1: Ebyan Sabul, G-Youth’s Work and Education Coordinator is aiding a blind student complete the IRI evaluation at Garissa Primary School

The EDC/G-Youth staff conducted post-evaluation tests for students and key informant interviews were held with a sample of the teachers. According to the key Informant interview results, 97.9% teachers indicated that they used the Learning for Living programs as part of their regular curriculum. All the teachers surveyed felt that the lessons helped them become better teachers and better prepared to teach life skills and social studies topics.

The table below is a summary of the *Learning for Living* teacher perception survey. Table 19 below shows the number of students participating in the program.

Table 17: Summary of the *Learning for Living* Teacher Perception Survey

Statement	Strongly Agree	Somewhat Agree	Not sure	Somewhat Disagree	Strongly Disagree
1.The teacher training workshop prepared me learn how to carry out the Learning for Living lessons (n=43)	88.4%	11.6%	0.0%	0.0%	0.0%
2.Teacher's guide was very useful in helping me plan for my lessons (n=47)	83.0%	17.0%	0.0%	0.0%	0.0%
3.The Learning for Living lessons helped the learners understand new concepts (n=46)	82.6%	15.2%	2.2%	0.0%	0.0%
4.Interactive activities in the Learning for Living lessons helped with the learning process (n=47)	80.9%	19.1%	0.0%	0.0%	0.0%
5.I have noticed positive behavior change in my students as a result of the Learning for Living lessons (n=47)	57.4%	29.8%	12.8%	0.0%	0.0%
6.Learning for Living lessons were very effective in teaching students lifeskills topics (n=47)	76.6%	14.9%	2.1%	0.0%	6.4%
7.Learning for Living lessons were very effective in teaching students social studies topics (n=47)	72.3%	17.0%	4.3%	4.3%	2.1%
8.I would like to use Learning for Living again in future (n=47)	85.1%	12.8%	2.1%	0.0%	0.0%
9.I would recommend Learning for Living to other teachers (n=47)	91.5%	6.4%	2.1%	0.0%	0.0%

EDC also conducted an outcome evaluation of the IRI program using a pretest-posttest quasi-experimental design for assessing the 6 graders and retrospective baseline at the endline design, with one-time assessment of student knowledge of civic matters for assessing the 7 and 8 graders. The evaluation concluded the program had a positive effect on the understanding of civic matters among 6, 7 and 8 graders. The comparison of means between the pretest and the posttest at the 6 grade level showed that boys and girls learned a lot from the program.

Since only one time assessment at the conclusion of the program was used with the 7 and 8 graders, it was not possible to estimate how much they learned from the program. Instead, the evaluation

analyzed the student responses on self assessment of how much they learned. Overwhelmingly, they said they said they either learned a fair amount, or a lot. There were some gender and area differences in self reports of the amount learned, with more girls reporting they learned a lot in Nairobi area schools, and more boys reporting they learned a lot in Garissa schools. On average, fewer students in Garissa schools said they learned a lot, compared to students from other areas. Nevertheless, on average nine out of ten students said they learned a fair amount or a lot from *Learning for Life* IRI programs.

Since the evaluation study used a simple pretest-posttest design without a strong counterfactual to assess the knowledge gains among 6 graders, and a single time assessment with the 7 and 8 graders, the extent of the attribution of the results to the program is unknown. However, the evaluation findings suggest that the intervention was likely to have had a positive impact on its participants. An outcome evaluation with more rigorous design would help establish the full benefit of the program. The full outcome evaluation report is being submitted under separate cover.

Table 18: Number of students participating in the “Learning for Living” program

Total STD 6		Total STD 7		Total STD 8		Total Reach		
Male	Female	Male	Female	Male	Female	Male	Female	Final Total
4580	4677	4962	5039	4154	4162	13696	13878	27574

E. Findings from Project Surveys and FGDs

Monitoring and evaluation activities were undertaken within the reporting period to track the project’s progress towards its goal of improving the earning, learning and skill development opportunities for youth in Garissa, Kenya. G-Youth has used the information gathered from M&E surveys to advise project activities especially in the community and civic grants program. G-Youth has also organized several forums, workshops and meetings to disseminate project information and survey findings to both youth and Garissa community members.

E.1. G-Youth’s Community Needs Assessment Survey

Starting in mid-2011 G-Youth conducted a community needs assessment to collect regular information from residents of Garissa municipality regarding the most pressing needs of the community as well as assess their level of familiarity with activities of Garissa Youth project. The Community Needs Assessment (CNA) is a tool that G-youth project adapted to understand residents’ perceptions of major problems in community, and possible solutions.

The survey questions focus on the following four major topics:

- a) population change in the community and its causes;

- b) major problems in the community and their causes;
- c) perceived authority to solve community's problems;
- d) community's perceptions of what should be done first and
- e) possible youth contributions to solving Garissa's problems.

The sample's age distribution is reflective of Garissa's population age distribution. CNA survey data has been used by the youth of Garissa to inform their volunteer community projects.

A trend analysis of four quarterly cycles of the survey from July 2011 to June 2012 revealed that a majority of the respondents fall into three categories: (1) unemployed, (2) housewifery, and (3) student.

The majority of the respondents feel as though the population size increases with time as seen by their responses. From July 2011 to June 2012 cycle's perception of population increase among



CNA data collection exercise in Garissa Municipality

the respondents was on average 70.8%. The latest

survey showed that the community perceived family factors such as families' tendency to have many children, polygamy, and lack of birth control as the major cause of the population increase. Good environment (such as availability of water, availability of land, good infrastructure, availability of jobs & business opportunities, good schools and good security & peace) and problems elsewhere (such as war in Somalia & tribal conflicts in other places, bad economy elsewhere and drought elsewhere) were secondary reasons the community gave for population increase.

Perceived major problems in Garissa vary with every data collection cycle. Residents prioritize food shortage, inadequate water supply and insecurity as top three major problems. Poor governance combined with lack of government support were two main perceived causes of the major problems facing Garissa, with a combined average of 38.8%. Residents also cited idle youth as a cause of the problems, although the figure fluctuates radically with each cycle.

In all the four cycles of survey administration, the respondents identified the government as the potential problem solver of the communities' issues. Notable is that the national arm of government more so than the local government and Area MP was mentioned as the top solver.

Over the last three cycles of the survey administration, residents have prioritized the need to improve infrastructure, water and sanitation facilities. Job creation initially seen as a top priority has lost share as community residents prioritized improved access to finance and improved skill development more and more.

The majority of Garissa's residents believe that youth can contribute towards solving the communities' problems. Residents believing that youth can address the communities' problems on average prioritized their involvement in advocacy (advocacy for peace, for education, against corruption, for better healthcare, against drugs). The second contribution mentioned was for youth to get organized by helping themselves and fighting for their rights.

E.2. Youth Leadership Survey

The G-Youth Project is working with youth in the grants program to build their leadership skills and ensure their capacity building and preparedness to participate in the grants program. During the month of March and August the G-Youth project and KCDF organized two leadership camps for a total of 93 youth. To assess the change in leadership capacity of youth, the M&E team worked with the grants program team to develop questions to capture the percentage of participating youth feeling capable of leading other youth. Below is a summary of the findings.

Table 19: Summary of averages of youth agreeing with leadership indicators before and after the training

Leadership indicator	Before the training	After the training
	% of youth agreeing with the statement	% of youth agreeing with the statement
Confidence to influence other youth leaders	50.6%	97.7%
Ability to speak about their grants in public	59.3%	96.6%
Ability to support collaboration among peers in their project teams	49.4%	95.5%
Ability to recognize how their journey story has given them leadership strength	50.6%	94.3%
Ability to recognize and value different leadership styles among their group members	38.6%	95.5%
Value interaction with youth leaders from different areas of the country	38.6%	94.3%
Ability to exchange ideas about youth leadership with a bigger network of youth	41%	95.5%
Ability to define own leadership values and principles s/he believes in and commit to practice	43.4%	95.5%
Ability to make a difference as youth leaders in Garissa	47%	96.6%
Capability to look for ways to join other youth groups to	53.7%	96.6%

Leadership indicator	Before the training	After the training
	% of youth agreeing with the statement	% of youth agreeing with the statement
creatively meet their community needs		
Percentage average	47.2%	95.8%

It can be summarized from the analysis that the workshop had a major impact on the youth. For all of the 10 indicators, there was an increase in their perception of being more capable of leading other youth as the percentage increased by 48.6% after the training. This figure is the average of "agree"+"strongly agree" after the training minus the average of "agree" + "strongly agree" at the beginning of the training. Greater increase was seen in their ability to recognize and value different leadership styles among their group members and value interaction with youth leaders from different areas of the country.

The majority of youth (96.4%) felt that the instructors and G-Youth mentors leading the groups were very helpful and provided guidance when required. 98.8% of the youth also found the education materials/handouts useful and 96.6% were appreciative of the exchange visit experience as it provided them with new ideas. The majority of the surveyed youth also revealed that the interactive activities helped with the learning process and that the overall camp experience was effective.

The overall general comments from the youth was an appreciation to G-Youth project, KCDF and USAID in giving them a chance to partake in the workshop as well as looking forward to future capacity building efforts in the grants programme.

E.3. Focus Groups Discussions

In the month of August 2012, the G-Youth project conducted focus group discussions (FGDs) within Garissa municipality to get an understanding on the community's feelings and perceptions about the G-Youth project and their perceptions about the youth in their community and their role in community improvement. For ease of administration, the FGDs were conducted at the location level with two separate interviews for youth and adults. Over 100 youth and adults participated in the FGDs.

In all five locations, certain trends were established:

1. The tendency for the older generation to be more cooperative and accepting of the project, with 95% of the adult respondents categorically supporting the project and requesting for an indefinite extension of the project.
2. Adults were also better able to objectively view the results of the various programs against individual gain and realise the potential wholesale gain for the community and municipality in general.

3. The majority of the youth were discontented with the grants activities and focussed most of the FGD discussions on their problems with the grants award process. Although the elders understood the grants and scholarship award processes, youth remain skeptical about the G-Youth project and KCDF staff.
4. Gender disparities - Adult females were all in support of the scholarship and grants components of the project citing it as a medium that will increase the livelihood opportunities of their youth and ease the burden on their shoulders. Women more than men also brought up challenges that youth face due to idleness such as substance abuse and robbery. Women adults in 3/5 locations also mentioned that the parents would benefit from adult education programs to be on a more even plane as their children.

The community members made the following recommendations for the project to implement in the next phase:

1. A decentralised system where the project has offices in every location to better facilitate meetings like the FGD and as an access point for all the information that comes from the head office
2. Increase in the target age bracket to 14-45
3. Addition of adult literacy programs so that the parents can better understand the children
4. Raise awareness among youth on the need to embrace all types of employment and not just “white collar jobs”. More emphasis on vocational jobs like masonry, carpentry and plumbing as well as professional jobs like electrical work to get the youth out of the ‘office job’ mentality
5. An extension of the program indefinitely
6. Addition of civic education programs and community mini groups e.g. peace, environmental cleanup, health, etc.
7. The youth specifically wanted to be consulted on decisions made
8. The youth also wanted the main focus of the project to be scholarships and grants as what would better address their current needs
9. Include programs that integrate youth who are studying in the Madrassas and not just focusing on formal education
10. Include programs targeting standard eight leavers who have no prospects of continuing on to secondary education.
11. Reinstate use of community connectors in our program implementations
12. Inform chiefs of all our programs for mobilization and dissemination of information within the locations.

Annex 4 shows the numbers reached by the project for the second phase November 2010 to October 2012 towards the strategic objective of improving youth opportunities and capacities and strengthening an enabling environment for youth development.

F. Communications

F.1. Communications Strategies and Achievements

In the past year a number of strategies were used to reach the youth with specific information on the project progress, available opportunities. The program updates included the use of ‘blast’ SMS system, Star FM radio (local radio station), Facebook, project website (www.g-youth.org), banners, fliers, public announcement and the posters put on public notice boards which all allowed the project to successfully link up with the youth who registered and participated in G-Youth programs and the general public. Blast SMS was used to notify the youth on available grants, scholarships and other important project notifications. The project also used a number of the above strategies to reach the youth with specific information on the various project programs:

- Blast SMS was used to notify the youth on available opportunities such as internships, meetings, trainings, scholarships, grants, events and apprenticeships.
- The project’s Facebook page was used to provide updates to the youth on the current project activities, events and encourage them to enroll and participate in the program, link them to other available opportunities and get their feedback.
- To increase both youth and public awareness of the opportunities G-Youth provided, the project also used public notice boards to post program information in the form of posters and advertisements.
- Photo coverage provided documentation of the program activities.
- The project used radio as a medium to engage with not only the youth but also the general public to share program information as both spot announcements and radio program production.
- The project website was continuously updated to include any relevant information affecting the project implementation.
- Various communication materials were developed through collaboration with G-Youth’s event planner- Willart during both the G-Youth Action Summit and the Community Day. The materials included posters, invitation cards, program booklet and a banner. The sport kits, trophies and the t-shirts previously received through the collaboration with MIST were also distributed during the G-Youth Action Summit and the Community Day which a football and a volleyball tournaments were sponsored by G-Youth as an in kind donation.
- In addition, the communication department provided guidance and ensured USAID, EDC branding regulations were followed strictly.

Table 20: Medium of communication used, number of efforts and Key messages

Medium of Communication	Number of instances	Key Message
Blast SMS	3	Notifications of youth on the Cisco Scholarship, interviews and awards

	4	Notification of youth on G-Youth basic ICT training
	5	Notification on the grants process
	2	Invitation to the G-Youth Community Day.
	2	Invitation of youth to the Summit
Radio Announcement	5	Spots announcements on the Cisco Scholarship
	3	Spot announcements on Work Readiness Training
	12	Spots on the youth action summit
	10	Scholarship
Face Book	10	G-Youth program photo updates
	2	Grants updates
	15	Youth Action Summit Countdown
	6	Scholarship
Public Notice boards	1	Summit poster
	1	Grants poster
	1	Scholarship poster
	1	Youth liaison position
Project Website	1	Cisco Scholarships
	4	Scholarship
	6	Grants
IEC Materials	2	Summit banner, community day banner, information hand book

G-Youth Website

The table below shows number of hits and visits to the G-youth website during October 2011 to September 2012.

Table 21: G-Youth website usage statistics from October 2011 to September 2012

Months	Total Hits	Total Pages	Total Visits
October 2011	2,074	5,494	28,767
November 2011	31,633	6,211	2,305
December 2011	23,803	6,745	2,798
January 2012	28,572	6,225	2,511
February 2012	35,341	7,514	2,480
March 2012	35,880	8,930	3,855
April 2012	27,534	5,843	2,112
May 2012	36,269	6,336	3,058
June 2012	22,175	4,797	2,112
July 2012	30,937	8,279	2,629
August 2012	34,918	20,571	3,010
September 2012	22,448	7,193	2,473

IV. Project Management and Administration

Staffing changes: During the past year, the project experienced turnover within the Deputy Chief of Party (DCOP) position twice. The first Deputy Chief of Party, Ibrahim Hussein, resigned in November 2011 and the second DCOP, Sharmarke Osman, who was hired in December 2011 resigned in May 2012. The project appointed Sr. Administrator, Amina Issa, as the Acting DCOP for the final months of the project's Phase 2 between May-November 2012.

In addition, G-Youth's M&E Manager, Caroline Riungu, transferred to EDC's Regional office in Nairobi and has been providing support and oversight to the G-Youth project in her new role in the Regional Office.

During the final quarter of the project, as the project was winding down, several national staffs' contracts ended as a result of the smaller activity workload. Therefore the Garissa-based team included only core program staff during the month of September-October 2012.

TDYs: During the past year, the following technical support visits from the U.S. were made for the project:

- Scott Frick, International Project Associate (2 trips) - to provide technical support to the IRI youth civics program
- Nancy Taggart, Project Director (2 trips) - to provide management support to the project
- Jessica Miranda, EDC IDD Deputy Director- to provide support to the Youth Summit planning
- Elizabeth Robinson, Technical Advisor (2 trips) - to provide support to the Youth Action activities, including the Youth Leadership Camp and to conduct mentoring training.

V. Challenges and Lessons Learned

- **Security in Northeast Province and Garissa**

Throughout the past program year, security issues were an ongoing challenge and impacted program delivery particularly related to the youth fund. Due to security warnings KCDF was limited several times from traveling to Garissa as planned to conduct trainings or to provide technical support and oversight to the grantees as scheduled which then delayed roll out of grantees' activities. In addition, security warnings prevented several workshops from being held in Garissa and as a result, activities had to be held outside of Garissa which were more expensive to organize due to transport and accommodations costs. Security challenges also contributed to unanticipated expenses for the Youth Summit. Finally, security concerns also made it necessary to make security upgrades for the project office in Garissa which also had cost implications.

- **DCOP staffing turnover**

The turnover with the DCOP position was disruptive to the management of the program because of the time devoted to recruitment and orienting new staff. When the DCOP position was vacant, it also made 'on the ground' oversight of the project activities more challenging because there were fewer senior staff to serve this role. The project was very appreciative of Amina Issa's capacity to assume greater responsibility as the Acting DCOP and in particular her performance in liaising with community members and as security focal point for the Garissa office.

- **KCDF capacity**

The project partner, KCDF, brings extensive experience in grants and scholarship management which has been essential for G-Youth's ability to award the scale of grants and scholarships that it has during the past year. However, KCDF's capacity was also stretched which has contributed to challenges with coordination and communications between KCDF and G-Youth and with the youth beneficiaries. One specific constraint was the fact that KCDF did not have a Garissa presence or full time local staff working on the project despite G-Youth's requests. As a result, the KCDF team tried to travel to Garissa as much as it could, but this was inevitably not sufficient and so they ended up relying heavily on G-Youth's staff to be their on the ground presence. Finally, KCDF was also not quite prepared for the level of support that was needed by the youth groups which was time consuming and intense. (See below)

- **Youth grantees' capacity**

As mentioned in the challenge above, youth grantees required considerable more management and technical support than was anticipated which proved to be a challenge for KCDF as well as G-Youth's staff and resources. Youth were learning to work together, manage funding and navigate team dynamics as well as launch a project within a set timeframe. Moreover, many of the youth groups' community development projects were somewhat complex business concepts that required technical knowledge or experience that the youth often did not have. To address this challenge, KCDF and G-Youth were creative in bringing in consultants with relevant expertise and organizing visits for youth to similar youth projects supported by KCDF elsewhere in the country. Nonetheless, the capacity of the youth groups in Garissa, including the umbrella youth group, GYDA, is still emerging and needs support and monitoring for the medium term in order to create more lasting youth-led community engagement.

- **Youth expectations**

Managing youth expectations for the youth grants and scholarships in particular has been an ongoing challenge for the project. As the FGD findings suggest, youth were often quick to voice discontentment with processes for awarding youth grants and scholarships. G-Youth has learned that consistent and clear communication with not only the youth but also with community members is essential for fostering and maintaining trust and good will.

- **KNLS transition**

The handover of the CRC management to KNLS has been problematic due to the Garissa branch staff's poor responsiveness for assuming some of the management responsibilities. It is also not clear if KNLS will be able to cover certain operational costs for the CRC that G-Youth had assumed during the period of the partnership. G-Youth has tried to train the Garissa branch staff on key tasks and procedures but it is not clear if they will be able to manage the CRC at the same level of quality and attention as it was during G-Youth's period of support. G-Youth has tried up to the end of the 2nd phase to transfer skills to CRC and KNLS staff in order to make the transition a smooth one.

- **Business Coaching**

A key challenge in the implementation of the SIYB training was that follow-up support that was expected to be provided by the Directorate of Internal Trade (DIT) through the District Business Solution Center (DBSC) did not take place at the level or quality anticipated. The DBSC is a millennium goal initiative and initiative of UNDP through the Ministry of Trades DIT, mandated to provide regular business development support services to upcoming and established entrepreneurs through a ONE-STOP business support center. A fully functioning DBSC provides several post training services including appropriate business information services, legal advice through the state law office; government information on licensing, taxation and registration, business counseling and mentorship services. Although an agreement was reached with KIBT and DIT to provide support to youth at the conclusion of the KIBT/ILO training, the DBSC did not provide consistent service nor was the quality as expected. G-Youth staff held discussions on several occasions with DIT to agree on ways to improve services. One of the key agreements was that the provision of BDS service would be provided for youth at the CRC. For a short period of time those changes were effected but services came to a standstill when the department had a change of staff and many of the DIT staff were moved from Garissa.

VI. Annexes

Annex 1: Excerpt from the G-Youth/KCDF Grants Manual on the Grant Making Process

Stage 1: Initial Screening and Short Listing

The following structure shall be adopted to ensure transparent and fair screening process. The initial screening and review step prequalifies entities to be invited to apply for funding. EDC reserves the right to be involved in all steps of the screening and review process.

Tender Box – Proposals will be submitted to a locked tender box. The tender box will be located at the EDC G-Youth office. The tender box will have two (2) keys. One key will remain with KCDF and the other with EDC's Chief of Party.

Opening of the Proposal Box – the application box shall be open in the presence of the Grant Approval Panel (GAP) members and youth representatives, thereafter, all the applications that meet the deadline shall be first screened and then reviewed at the G-Youth offices under strict supervision of G-Youth & KCDF staff. This is to conform to the fact that all applications shall be submitted directly to the G-Youth offices in Garissa, sealed and properly labeled. The applications will be counted and the number recorded.

Stage 1, Step 1: 1st Screening

An initial screening will only seek to check for the following:

- Completeness of the application
- Inclusion of all the required attachments

Each application must be seen by at least two people to ensure that there is concurrence with the completeness or incompleteness of the applications. A screening form shall be filed and countersigned by both reviewers. The forms will be analyzed and average points recorded. They shall be all ranked and recorded for forwarding to the locational review teams.

Stage 1, Step 2: Initial Proposal Review/Shortlisting

All the proposals that reach this stage will be screened against set criteria. A review form shall be used to rate each proposal in line with the criteria. Two forms from two reviewers per proposal will then averaged and the common points recorded. The review team shall be constituted of 7 members. KCDF will chair the Review Team. The proposals will be reviewed for a period of not more than 5 working days. The reviewers will be looking for the following:

1. Innovation: extent to which the proposed project differs from existing approaches. KCDF/G-YOUTH is particularly interested in projects which introduce a new approach, process, sector or technology
2. Growth Potential: potential of the project to be applied at a larger scale or to be replicated elsewhere.
3. Sustainability: organizational capacity and expertise to continue the activities after the end of grant funding.
4. Results and Measurability: well defined and quantifiable outcomes and outputs. All proposed projects must demonstrate feasibility and show tangible outcomes.
5. Partnerships: potential to initiate strategic alliances and bring different stakeholders together to increase success and scale.
6. Promoting gender equity: promote inclusion and active participation of young women.
7. Promoting positive impact on environment e.g. green enterprises.

Feedback and Support to Shortlisted Applicants

Two feedback activities will take place after the proposals review process:

1. Feedback to Stakeholders – This is a half day session to provide stakeholders with summary of the process and analysis of the applications received. Inputs from this session will be included in the next stage during which is feedback to shortlisted applicants (top 40)
2. Feedback Workshops to Top 40 – This is a capacity building ONE day workshop which will provide one on one feedback on the proposals to shortlisted applicants. It is intended that after this workshop each of the 40 applicants will use the inputs to refine their proposals and budgets and then resubmit within 3 working days. After this point, it will not be possible to alter the proposal documents.

Facilitation of Feedback Sessions - Both forums will be facilitated by G-Youth & KCDF.

Ineligible Activities and Unallowable Costs

In the Request for Application, activities that are ineligible and that costs are unallowable will be identified and during the feedback process workshop applicants must be informed if any of their activities are ineligible or costs are unallowable. Grant funds cannot be utilized for the following:

- Ceremonies, parties, celebrations, or “representation” expenses
- Purchases of restricted goods, such as: agricultural commodities, motor vehicles, pharmaceuticals, contraceptive products, pesticides, used equipment and fertilizers without previous written approval from EDC.
- Prohibited goods under USAID regulations, including but not limited to: police or law enforcement equipment, abortion equipment and services, weather modification equipment, luxury goods, and gambling equipment.

- Purchases of goods or services restricted or prohibited under the prevailing USAID source/origin/ nationality and other regulations; or from countries or suppliers as may be identified by USAID’s consolidated list of debarred, suspended, or otherwise ineligible organizations.
- Any purchases or activities unnecessary to accomplish grant purposes as determined by the award agreement, including any Grantee headquarters expenses that are not directly linked to the implementation of the proposed project.
- Previous obligations and/or bad debts.
- Fines and/or penalties.
- Creation of endowments.
- Other costs unallowable under USAID and/or US Federal regulations

Because all grants will be issued in a fixed obligation grant (FOG) format, grants cannot cover international airfare, indirect costs, or subgrantee costs.

Stage Two: Finalist Selection and Site Visits

The Top 40 applicants will submit their proposals within 3 working days from the date of the feedback workshop. The resubmission will include Technical Proposal, Budget, Results/Indicators matrix and work plan. Other support documents will include CVs of the project leader, certificate of registration, and bank account details.

Grants Approval Panel (GAP)

The top 40 proposals will be presented to the GAP. The GAP will meet quarterly to review the feedback and recommendations from the screening and the locational review teams. The GAP will make final decisions of those selected to receive grant awards subject to limitations of funds.

The GAP will be constituted of 8 members as follows:

- KCDF Staff (2)
- G-Youth Staff (2)
- Garissa Stakeholder Representatives (2)
- Garissa Youth Representative (2)

The 2 youth representatives will be selected or nominated by the youth themselves through an open mechanism established by KCDF in collaboration with G-Youth. Each location will nominate two youth, who will participate in a rotation in each round of GAP. No youth representative will review proposals from their location.

All review committee members may be required to complete and sign a conflict of interest document, identifying any possible relationships or perceptions of relationships that may exist between them and the applicants.

The GAP shall sit once every cycle to review the final shortlisted long proposals. The meetings shall be held at the G-Youth offices in Garissa to reduce the burden of having to move the files to KCDF in Nairobi. Prior to review, all proposals will be assigned a random number. A register of the random numbers will be maintained by the M&E officers at KCDF and G-Youth. The GAP must meet within 5 days from the date of the completion of the revised proposals and field visits to each of the applicants. Only copies of the final applications to receive grants shall be taken to KCDF for formal contacting, filing and documentation in its M&E system.

At this level each proposal shall be reviewed independently by at least 2 people. The comments from each of the reviewers shall be documented as shown in the sample documentation form in annex 7. Averages shall be taken and the top proposals shall be recommended to receive grants subject to meeting certain additional requirements or considerations:

1. Budget with realistic quarterly projections of expense
2. Availability of funding (sometimes more than half of the applicants may apply for maximum grants)
3. Completion of a field visit by G-Youth and KCDF to confirm or verify existence of the group, its members etc.
4. Applicant's ability to enter into legally binding agreement with KCDF
5. Applicant's identification of coach who has been approved by KCDF and EDC

Site Visits

Each of the applicants will be visited to acquaint the grants team with their location, activities and host communities. These are called "Get Acquainted Visits". G-Youth Staff and KCDF will carry out the visits. Specifically, the purpose of the visit is: 1) to confirm/verify existence of the groups, members, and activities; and 2) ability to enter into legally binding agreements with KCDF.

Applicants may be disqualified if field visits unearth anomalies and misleading information in the proposals (false declarations) or any other reason for disqualification. The successful applicants shall be notified in writing from KCDF within 3 business days after the completion of all the field visits. The field visits shall only be carried out by KCDF & G-Youth staff who are not members of the Grant Approval Panel. This field visit will include an organizational assessment.

Certifications and Excluded Party Checks

KCDF will complete checks for the organization and all members of the youth groups to ensure that they are not excluded from receiving U.S. government funding by verifying that that the organizations and their key individuals do not appear on any of the following lists:

Excluded Parties List: <https://www.epls.gov/>

OFAC List: <http://www.treas.gov/offices/enforcement/ofac/sdn/t11sdn.pdf>

UN List: <http://www.un.org/sc/committees/1267/consolidatedlist.htm>

KCDF will confirm that the “organizational information form” and certifications included in the long-form proposal appendices are completed and signed by the applicants. KCDF/G-Youth will confirm that applicants are registered and have a bank account.

Concurrence by EDC

EDC’s Office of Sponsored Programs must approve the template used for the grants. EDC’s Project Director and Chief of Party must provide concurrence prior to notifying the applicants that they will receive an award. KCDF will complete a form which includes the following information (EDC to provide template) and provide this to the EDC Chief of Party and Project Director:

- Youth Group Name
- Brief description of program (1 line)
- Total score received in the selection process by each applicant
- Grant amount
- Grant Period
- Due diligence – confirmation of: Registration, Reference, Verification that the organization and its key individuals are not excluded from receiving US government funding, Bank Account verification, Environmental Impact Assessments (EIA), etc.

The form must be signed by 2 evaluation committee members – one from EDC (G-Youth’s Finance and Administrative Manager) and one from KCDF. The approval of the committee’s recommendation must be signed by the EDC COP and EDC Project Director prior to notifying the applicants that they will receive an award.

Notification of Award

Accepted applicants will be sent a grants package as described below.

Declined applicants will be sent an email with basic reasons for why they were not selected. These reasons will be taken from a template list of the common reasons that applications are declined. However, if unique circumstances resulted in an organization being declined, KCDF, in consultation with EDC, may alter the template.

Issuance of Grants Package

The Capacity Building and Economic Empowerment Grants package shall include:

- a. A standard “Fixed Obligation Grant” grant

- b. A copy of the approved proposal, work plan & budgets
- c. A copy of the standard technical reporting template
- d. A copy of the standard financial reporting template
- e. Indicators form to be completed every quarter to accompany the reports

Annex 2: August 2012 Youth Leadership Camp Report

G-YOUTH LEADERSHIP CAMP REPORT BONTANA HOTEL NAKURU AUGUST 27-30, 2012



**SUBMITTED TO
TOM WERE, PROGRAM DIRECTOR
KENYA COMMUNITY DEVELOPMENT FOUNDATION
SEPTEMBER 6TH 2012**



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1. ACRONYMS

CBO	Community Based Organisation
EDC	Education Development Center Inc
G-YOUTH	Garissa Youth
GYDA	Garissa Youth Development Association
HP	Hewlett Packard
KCDF	Kenya Community Development Foundation
KWS	Kenya Wildlife Services
MOU	Memorandum of Understanding
NGO	Non Governmental Organisation
SACCO	Savings and Credit Cooperative Organization
SUPKEM	Supreme Council of Kenya Muslims
USAID	United States Agency for International Development
US	United States

2. ABSTRACT

KCDF entered into a partnership with EDC on the Garisa Youth Capacity Building Fund in July 2011 owing to extensive experience both in working with youth in Kenya as well as having a robust grantmaking experience and mechanism. With the conviction that people's participation is the key to successful and sustainable development; KCDF & G-Youth aspire to increase the effective participation of people in the development of their own communities. KCDF and Garissa Youth project are partnering to administer a skills development and economic empowerment programme dedicated and targeting **ONLY** out-of-school youth ages 18 to 30 years from Garissa Municipality through the G-Youth Fund.

The main objective of the G-Youth **FUND** is to enable youth-led organizations and associations to actively participate in the promotion of youth entrepreneurship in Kenya. Through the grants these organizations will establish innovative projects that support and create youth-led enterprises. KCDF will also provide capacity building for strengthening the organization and leadership capacity of grants recipient Garissa Youth organizations (leadership, accountability, financial planning & management skills, proposal writing and grants management) towards sustainability. One of the channels for strengthening leadership capacity is through the Leadership camp.

The overall objective of the Youth Leadership Camp is *to provide about 60 youth leaders from Garissa Municipality a life changing opportunity to learn about how to 'lead' and to reinforce their willingness to be good examples of socially accountable and resource responsible youth in Garissa.* The participants were drawn from the Youth Organizations that have received community development and civic engagement grants from the G Youth Project in the last 6 months. It is expected that these youth will be able to transfer their exposure, new learning and energy into their groups as well as their communities in a game changing way, that positions youth as prospective future leaders at all levels.

3. ACKNOWLEDGEMENT

The organizers of the leadership camp KCDF would like to thank all the participants from Garissa; the youth groups, G-Youth staff, GYDA and SUPKEM officials who attended this workshop for their contributions and suggestions made during the workshop. They would also like to thank the development partners USAID Kenya and EDC for their continued assistance in this project. Finally they would like to thank the Nakuru youth groups that hosted the visiting youth groups from Garissa on their field visit and the consultants who were the facilitators at this workshop.

4. INTRODUCTION

This is the second leadership camp for the grantees from the second call, the first leadership camp was held in March in Kilifi for the grantees from the 1st call. Just like the March one, the focus of the Leadership camp was twofold: (1) equipping youth with the skills to lead self and others and (2) providing an opportunity for youth groups from Garissa to network, dialogue, and relationship building across groups. The participants were also formally introduced to the network group Garissa Youth Development Association [GYDA] formerly known as Garissa Youth Consortium [GYC] by hearing and interacting with the officials. KCDF organised a three-day leadership camp for the youths from Garissa held at Bontana Hotel in Nakuru from the 28th to the 30 of August 2012. In this document, the workshop proceedings are presented as was captured during the three days.

5. METHODOLOGY

The workshop methodology included presentations, brainstorming, discussions, observation, multimedia instruction, team assessments, group work, experiential learning activities and question and answer sessions. It was expected that at the end of the workshop, the participants would have acquired a better understanding of leadership skills in addition to learning about teams and teamwork.

6. OPENING SESSION

Islamic and Christian prayers officially opened the camp. After which the facilitator introduced key people present that included the other facilitators, staff of G-Youth, a community leader from Garissa, KCDF and members responsible for the welfare of the participants' one for the female participants and one for the male participants. Announcements relating to other welfare and dining issues were also made. He also gave the location of facilities such as washrooms and exits available. Ground rules were then set as follows;

- Mobile phones on silent or off
- Pay attention to facilitators and other participants
- No moving around unnecessarily

Participants were advised to mingle and sit with people from villages other than their own. They were then asked to form groups of at least five members with a maximum number of seven per group and to make sure group members were from different localities and also make sure that the female participants being few in number were evenly distributed in each group. After the groups had been formed they had to give their groups a name with which they will be identified with for the rest of the camp. They were reminded that this was a leadership camp and the group name should reflect that. Each group had a mentor. After some deliberation the various groups came up with the names shown below:

Group 1: Lions

Group 2: Diplomats

Group 3: United

Group 4: Action

Group 5: Pentagon

Group 6: Songa Mbele (*move forward*)

Group 7: Democrats

Group 8: Light Liberals

Group 9: Wathajir (*United*)

7. LEADERSHIP FOR THE 21ST CENTURY

Leadership is not about the name or title but about the position you have. This session opened with a question and answer segment whereby the participants were asked to discuss in their groups and answer three questions on leadership:

1. What is leadership?
2. Who is a leader?
3. How do you distinguish a good leader from a bad leader?

Participant's responses were as follows:

Question 1: What is leadership?

- Process by which an individual takes a lead role to achieve a goal
- A person given the ability and recognition to lead organizations by showing qualities like transparency, honesty etc
- Act of taking responsibility and accountability
- Act which an individual is given by a group towards achieving a certain objective
- Act of influencing ideas, aspirations of people and being able to lead them
- Act of leading people in a right way to the end
- Act of guiding, protecting and influencing people to achieve a common goal
- Role taking including leading others, the ability to lead
- State or ability of being a leader is achieving certain objectives to achieving a certain goal

Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes. The **RPR** formula, **R**elationships, **P**rocess and **R**esults is used in identifying good leaders. The meaning of leadership as explained using definitions "...Leadership is your capacity to guide others to places they and you have never been before" (James Kouzes and Barry Posner), Leadership is the lifting of a man's vision to higher sights, the raising of a man's performance to a higher standard, the building of a man's personality beyond its normal limitations" (Peter Drucker). Participants were reminded to never forget about the purpose of their youth groups and to keep asking if they were fulfilling their purpose. What legacy did they want to leave behind what impact did they want to leave in people.

Question two: Who is a leader?

- A person who guides others towards a common goal by showing an example
- A person who has characteristics like honesty, accountability and responsibility
- A person who guides or directs and makes informed decisions to influence others
- A person who influences others to vote towards a certain goal
- A person who has a vision for his/her people and has a commitment to achieve a common goal

- According to Wale Akinyemi contributor of the Daily Nation a leader is someone who sets the pace and who paints a picture of the future that will cause intelligent men and women to pursue that future. True leaders are drivers of transformation.

Question three: How do you distinguish a good from a bad leader?

- A good leader is a consultant with his people, has motivation, is accountable, honest and a role model. A bad leader is a dictator, corrupt, has no vision, is self minded and misuses leadership
- A good leader is fair, just, flexible and a role model while a bad leader undermines opinions of others, is corrupt and discriminative.
- A good leader treats people equally, keeps promises, brings changes to the community, and shows a good example to others. A bad leader has no patriotism, likes tribalism, nepotism and doesn't keep promises
- A good leader is accessible, honest, transparent and a team player. A bad leader is egocentric, biased, corrupt and arrogant

To distinguish between a good from a bad leader one needs to look at the kind of relationship that that leader has with others especially the followers, the processes they have used in leadership that are empowering as opposed to demeaning and the results of the leader that will as desired by all and positively transformational.

In considering what makes a person a boss, a manager and a leader it was noted that bosses give direction, boss comes from a title or a position but a leader doesn't need to hold an office. Leadership is beyond a given title, a leader is not about the position but how you influence others. Being a manager involves responsibilities like making sure that things are done well and on time. A leader still needs to ensure that all those things are done in addition to leading. Everyone is a leader because of how we influence others and leadership is the how you do it not the title you are given.

Dictatorship was discussed as using force and or power to gain something, ignoring facts and being a person of your own ideas. Some of the participants thought that it was okay sometimes for a leader to become a dictator for positive protection of their citizens or maybe for a different style of leadership. They thought that sometimes it depends on the situation like in the case of a leader in a military training camp who can be a dictator to achieve results. You can be assertive without affecting people negatively as people follow leaders for money, influence, ideologies, vision, and charisma.

A question arose on whether leadership was inborn or made; some felt that it was not but people can find the uniqueness in someone and make them a leader while others felt that it was, while some felt that it was both. A few felt that communities always elect people from families that have an ancestral history of producing leaders. The environment you are born in or live in shapes you into being a good or bad leader, the way you are brought up influences whether you will be a leader or not, and one's learning environment is also a big influence as to whether you will become a good or bad leader.

It was noted that people follow leaders to accomplish what they cannot accomplish on their own, to be equipped with adequate resources and game plan that will place them in a position to win, to be rewarded and to have a voice among a multitude of reasons. Leaders need to know this so as to adequately respond the needs of those who follow which mainly comprise of survival, security, belonging, prestige and self-fulfillment.

Participants were shown pictures of five animals, Lion, Eagle, Swans, Zebra and Sheep and asked to identify as a group which of the animals symbolized leaders and why. Their responses are as follows; Lions because they are brave and that is why the group is called lions too. Swans because they move in groups and understand each other are united and have a colour- white that symbolizes peace. Eagles because of their vision, they have foresight and see beyond the obvious, have strong wings and claws, are resilient and can fly for long.

It was highlighted that characteristics and basic ingredients of good leaders are guiding vision, passion, integrity, trust and respect among others. Having confidence and the capacity to motivate, win and hold trust in addition to managing, deciding and setting priorities are some of the attributes of good leadership. A leader is responsible for the safety of his/her followers and should be sensitive to the needs of the group. A leader is a role model, confidant, initiator, friend, advocate and advisor to his/her followers; he/she needs to function in an orderly and purposeful manner in situations of uncertainty. Leadership is all about the exercise of power in order to make things happen through others and how that power is used will determine whether the followers believe that good or bad leadership is being exercised. Participants were encouraged to have meetings as groups and understand the group culture so that they can lead effectively as they display and exercise the above mentioned leadership qualities and characteristics

Experiential Learning Exercise: Blind Walk

The participants were given the opportunity to practically illustrate leadership and leadership skills through an activity known as the “Blind walk”. They had to nominate a group leader within their various groups; all the group members were then blindfolded except the leader who led them through a set path. They had to overcome various challenges as they navigated the path while blindfolded and it was up to the group leader to lead them from point A to point B successfully. The journey took them through a path that included climbing atop chairs, climbing stairs, going through a narrow path, walking over a barrier on the floor and finally going through a cloth curtain while bent under the watchful eyes of their group leaders and mentors who were there to ensure no accidents occurred. During the debriefing participants were able to relate their experience to real life leadership experiences or lack of thereof in the world using examples of challenges faced and observations made during the blind walk

Challenges and experience of blinded followers

- It was dark and we had to trust the person in front of us
- You had to trust your instincts

- The leader who had the vision was focused and showed us the light and we reached our goal at the end
- The leader was the eyes of the entire group and led from start to finish
- We had to follow instructions, took time and stumbled when we didn't follow instructions
- One of the participants felt left out of some of the paths due to his disability (he is wheelchair bound) and was left at the one of the activity points only to be collected by a team mate much later after the group had finished.
- Feared falling or stumbling, which caused confidence to sometimes wane.
- Leaders were trustful and responsible
- Leaders were caring and made sure no one was harmed during the exercise
- The leaders were selfless leading by example by going through the barriers first.
- The leaders gave good directions/instructions and were careful

Observations and challenges by the Leaders

- The group was obedient, submissive, cooperative and followed instructions
- Some groups were too fast in finishing the exercise
- The followers were good listeners
- Was the head and tail at the same time as had to keep moving back and forth and thus couldn't be in one place
- Climbing the stairs was cumbersome for some followers
- Felt responsible for their followers so had to be very careful when leading them through the blind walk
- Leader of the first group was fearful of making mistakes since his was the first group

Observations - Mentors

- Leaders consulted for help in relation to the participant with a disability (wheelchair bound follower)
- The first group was swift and well coordinated
- Follower using walking crutches did well despite his disability
- Some stubborn followers refused to bend at the cloth curtain junction
- Leaders gave proper instructions and helped the followers navigate hard challenges like climbing chairs. They were caring and gentle
- Some ambitious followers wanted to lead and not be led
- Although most followers were confident some were fearful
- There was confusion at times between followers due to the many instructions being given out especially in the case where the leader only talked to the first two places.
- Observed a leader who didn't quite lead but let the followers lead themselves
- There is miscommunication whereby a leader gave wrong instructions or a leader gave right instructions which was passed down wrongly by followers as some groups did not follow instructions properly

Relation to the real world

- Leaders were committed to taking risks when they lead by example
- Wrong information given out can land one in a trap and hence make them lose trust in their leaders
- Leadership can be exhausting and tasking
- It is important to have good communication between leaders and followers
- Tested integrity and honesty of leader whose followers finished the exercise too fast- were they really blindfolded?
- Trust goes both ways between leaders and followers
- A good leader is responsible for their followers and makes their safety a priority

Measure of a good leader

Some of the measures of a good leader are visibility, sincerity, achievements and vision. A good leader is a servant first and that is the key to his/her greatness. Choose to be a servant leader and observe the core priorities for a servant leader, which are servant hood, vision, interdependence, teamwork and result focused. Servant leaders aren't possessive about their leadership position since they view it as an act of stewardship rather than ownership. A real leader is not the person who promotes himself/herself but the promoter of others; he/she is a listener not a talker. The participants reflected on this session and concluded that a leader should lead you to the right path and a good leader shows his/her followers the right path. Ultimately, "lead, follow or get out" [Anonymous].

8. TEAMS AND TEAMWORK

This session started off with a practical activity on what the participants thought constituted teamwork. They were given five minutes to display teamwork practically in action and not words. The participants showcased their understanding of teamwork through various activities that demonstrated working together and were graded by their peers. Activities shown ranged from helping a "sick" participant, "tree planting" and carrying a disabled person through this activity the participants were able to demonstrate their understanding of what it meant to work together as a team. Each group was graded by their peers, as they performed the activity with the "Lions" emerging the winners while "United" got the least marks. The purpose of the practical exercise was to look for effectiveness and cohesiveness within the group.

Reasons for "Lions" emerging winners;

- Every member of the group was involved in the activity
- The entire group shared in the pain of the afflicted group member
- They group was made up of many hands with one mindset
- They had a common goal which was to save the life of their "sick" colleague
- They had an objective and they achieved it

Groups can be powerful and productive when they function well. The performance and output of the team is likely to be greater than the sum of its individual members “cross a river in a crowd and the crocodile won’t eat you” – African proverb. A team is much more than the sum of its parts and consists of highly effective cohesive group of individuals working together to reach a common goal. Teamwork is the ability of these individuals to work together towards a common goal.

Experiential Learning Activity: Newspaper Destruction

Participants were introduced to an activity called Newspaper Destruction. One group was to disarrange a newspaper and another rearrange the said newspaper within a specific time which was predefined by all the group members. It is important to note that the instructions were given in phases so the members had no idea what was to come next. Each of the nine groups were given a newspaper, asked to completely destroy it, then asked to rotate with groups moving on to the next group so as to rearrange the newspaper they found in front of them. See Appendix 2 for the time each group asked for and spent on rearranging the newspaper.

Observations on Newspaper Destruction – Participants

- It was hard, tedious and very busy
- Interesting but challenging and confusing
- Some groups found the exercise easy as the newspaper was not destroyed much
- Showed teamwork
- Mind boggling as had to count the number of pages in the newspaper

The participants agreed on time by using the majority wins rule. The group that took the shortest time said they were able to do so since newspaper wasn’t too damaged so it took a short time. There was wastage since the participants were rushing against time as the competition was stiff. Some groups did that on purpose thinking the wastage would not be discovered. Some groups noted that initial instructions were to destroy the newspaper so they destroyed it completely as per the instructions.

Observations on Newspaper Destruction -Observers

- Some members located newspaper pages before the exercise started
- Others complained about the initial group that caused the mess in the first place saying that it was deliberate as a revenge ploy in relation to an earlier exercise.
- Some members appeared to have lost hope of completing the exercise on seeing how damaged the newspaper was
- Some groups wanted to hide some of the pages due to time
- Destroying the newspaper was easy but rearranging much more difficult

Once the exercise was done the rearranged newspapers were counterchecked with the original newspaper to ascertain that they were reconstructed correctly.

Relation to the real world

- Wastage and hiding of newspaper pages was related to sabotage and embezzlement of funds within organizations.
- It may be easy to get funding but harder to celebrate the success of the group project if we do not work together as a team. Groups should be driven by honesty and commitment from the beginning to the end.
- The wastage showed a lack of responsibility which was a quality of bad leadership
- The need to be honest and not hide things since some groups were accused of hiding newspaper pages
- Lack of following instructions carefully and not asking questions if not sure can be detrimental. When told to destroy newspaper no one asked to what extent the newspaper was to be destroyed (whether to be torn, shredded or crunched up)

Finally the importance of owning up to mistakes and accepting them as leaders was illustrated by the use of two examples of the US presidents Nixon on the Watergate and Clinton on the Monica Lewinsky scandals respectively. Whilst President Nixon at the time denied involvement in the Watergate scandal, President Clinton owned up to his role in the Lewinsky scandal. Nixon was impeached and lost public trust while Clinton was forgiven and regained public trust.

Four stages of group development

There are four stages of group development; forming, storming, norming and performing. In the forming stage the group is a collection of individuals each with their own agenda and little or no shared experience. The individuals on being familiar with each other enter the storming stage where personal values and principles are challenged, roles and responsibilities are taken up or rejected and group objectives are defined. The group settles down at the norming stage, develops a clear identity and members understand their roles in relation to one another, establish a shared vision or goal. Once the norms are set the group enters the performing stage and is now ready to focus on output. It is here that the members will work most effectively as a team and are willing to take significant risks and try out new ideas on their own.

Question: What stage is your youth group at?

Good Hope Self Help Group: in between norming and performing stage. They have made norms but not quite agreed on everything.

Jipange Youth Group: norming stage, members understand their relationship to one another.

Al Fatah Bee Farming: performing stage, they have used grants to buy beehives even though they had already started doing something before the money came. The grant enabled them to do more.

It was highlighted that **T.E.A.M.S** means: **T**ogether, **E**veryone, **A**chieves, **M**ore, **S**uccess.

Together is how the individuals in the team work collaboratively and in unity.

Everyone is who is to be involved in order to strengthen the inclusive whole.

Achieves is the why of their existence in order to reach a specific goals or goals.

More is what they will achieve by working together rather than as individuals and finally.

Success is what they will all experience as a result of working together as a team.

Participants were encouraged to work together since groups produce fewer ideas than individuals working separately but produce better ideas as they are thought through more deeply and carefully.

The team leader's role that echoes the T.E.A.M.S acronym is **T**eaching, **E**mpathizing with, **A**sking questions, **M**otivating and **S**erving their members to overcome the five team dysfunctions that are Absence of trust; Fear of conflict; Lack of commitment; Avoidance of accountability and Inattention to results. The team leader's primary purpose for leading the team is to serve others by investing in their development and well being for the benefit of the common goal of the team and the accomplishment of their goals. The team leader has to remember that his/her's is a role not a position. Good team members are supportive of their team leader and his/her leadership, are willing to share the credit for the accomplishments with the entire team, see their strengths as a complement to the entire team, provide open and constructive feedback on all team activities, be willing to go the extra mile for the sake of the team and be willing to confront fellow team members including the team leader if that person's behavior is detrimental to the teams functioning. A team is only as strong as its weakest link; no one is a whole chain, each one is a link, take away one link and the chain is broken.

Example of teamwork by the Geese

Geese migrating usually fly in a V formation because the entire flock's flight efficiency increases by 71% compared to just one bird flying alone. They share the same direction and work as a team to get to their destination quicker and easier. When the leader gets tired he goes to the back and another goose takes the lead position thus shared leadership. If a goose gets sick or injured and has to leave the V formation, some geese leave the formation too and fly beside him until he dies or is able to fly again which is support each other no matter what till the end especially in times of difficulty.

9. SELF LEADERSHIP

The focus of discussions was on how self-leadership was practiced by two personalities namely Nancy Baraza - Kenyan Deputy Chief Justice (vice president of the Supreme Court) and Oscar Pistorius - South African paraplegic athlete. Their respective stories were shared through video clips and written briefs.

Nancy Baraza faced police investigations following claims that she had assaulted a female security guard at an up market shopping mall in Nairobi after she refused to be frisked as was the procedure for all shoppers visiting the mall due to heightened security in the country following its incursion into Somalia and attacks by extremists. The tribunal investigating Nancy Baraza's conduct over the alleged incident at the shopping mall found her guilty of gross misconduct and recommended that she be removed from office.

South African paraplegic athlete Oscar Pistorius born with congenital absence of the fibula had his legs amputated halfway between his knees and ankles when he was eleven months old due to this condition.

This did not deter him from competing in sports and he was the first ever-double leg amputee to compete in the London 2012 Olympic games (he is the only athlete to have competed both in the Olympics and Paralympics so far). He had previously competed in the 2004 Athens Paralympics Games, and he is known as the “blade runner” since he runs on bladelike prosthetic legs. His sporting motto is; “you are not disabled by the disabilities you have, you are able by the abilities you have.”

In comparing the two individuals participants observed that;

- Both were successful professionals and national/international figures. Oscar is an Olympic medallist while Nancy is the first female deputy Chief Justice in Kenya
- Oscar is a positive role model while Nancy is a negative role model
- Oscar is determined and had a vision while Nancy was arrogant and a bad leader and needs training on leadership skills
- Oscar is courageous and showed that disability is not inability and being disabled should not mean being disqualified from aspects of life
- Nancy was dictatorial while Oscar is courageous and hardworking.

Their behaviour could have been caused by:

- Nancy thought she was above the law due to her position
- Oscar was honest and believed that hope does not die, bring out the best in yourself
- Nancy probably thought that since she earned a high salary and had money and connections she could probably buy justice
- Nancy thought that since the shopping mall was high end and because of her affluence the owners would not pursue a case against her due to the money she brought them
- Due to culture Nancy probably thought a woman of a younger age (*the security guard*) cannot tell an older person to do something
- Oscar has accepted his situation and made the best out of it. He never lost hope, has a strong conviction, is humble and believes he can do better and also believes in himself.

Lessons Learnt

- Good self leadership arises from humility, patience, integrity, courtesy, having a good relationship and peaceful coexistence with others, having respect for the law and others regardless of position, consistency in whatever you set out to do, and have a good vision to reach your target.
- **Poor self-leadership arises from arrogance and poor attitude and will lead to misuse power and position.** Therefore never change due to a position instead always try to be the best of who you are
- Challenges will always come with leadership **but** hard work never goes unrewarded as patience pays and with determination you can overcome anything.
- Leaders should learn to apologise when wrong as they will be forgiven and can thus redeem themselves.

- Even though winning a trophy is easy but retaining the title is hard and getting to the top is hard but falling is easy one must never fail to try as failing to try is failure in itself. If you fail in one thing you can succeed in others.

One needs to see challenges as opportunities and that disability can never hinder your success.

Practicing self leadership

Self-leadership is based on Integrity which is what the leader professes to believe and value that must be in line with actual behaviour whether in public or private. Self-leadership is the process of influencing oneself to establish the self-direction and self-motivation needed to perform and the commitment to take full responsibility for one’s own responses to life. Failed self-leadership occurs when behaviour and action are not consistent with a leader’s stated beliefs and values. Values are those things to which we attach a relative worth, utility or importance for example honesty, respect, accountability, flexibility, disciplines and teamwork.

Change starts with each individual and coming up with one’s personal constitution will greatly assist one get on the journey of self-leadership. This comprises of establishing one’s vision, values, purpose, goals and motivation, with this in mind participants were then asked to think about one thing they would like to change about themselves in the next three months and make a commitment to themselves to work towards the same.

10. VISIT TO NAKURU YOUTH GROUPS

The participants had the opportunity to visit their counterparts in Nakuru in the afternoon to see what work has been done and how far these groups had come. *(See appendix 8 for details of host groups visited)*

LEADERSHIP CAMP GROUP NAME	NAKURU YOUTH GROUP VISITED
Diplomats	Playmakers Theatre Self Help Group
Democrats	Playmakers Theatre Self Help Group
United	Genesis Arts
Light Liberals	Young Women Entrepreneurs
Songa Mbele	Tears Group Kenya
Pentagon	Manyani Environmental Youth Group
Wathajir	Manyani Environmental Youth Group
Lions	Badilika Youth Group
Action	The Gifted Theatre Group

The groups in Nakuru visited targeted youth both in school and out of school and had implemented various activities and had ongoing projects that included maize and vegetable farming, poultry keeping, theater and the arts, savings and loans schemes, environmental campaigns, training on information and

computer systems among others. The Garissa youths observed that most of these groups had established themselves well had well structured organizational systems, had office space and more importantly had managed to implement some projects by self fundraising with no outside assistance be it from donors or other people. They also noted the challenges these groups faced like mistrust among members and how they faced them. **(See appendix 4 for a detailed account of this visit)**

Feedback from Participants;

- Learnt about perseverance
- Learnt from others experiences
- Saw teamwork and unity from the groups visited in Nakuru and hoped Garissa youth can be as united
- Saw rules and regulations that worked during the visit to Nakuru youths
- Saw many hands working with one mindset.
- Saw peace and the ability to correct each other peacefully within the Nakuru youth groups
- They were challenged to try and fundraise as much as possible
- Learnt that youth had kept aside tribalism and were working together. It was critical for Garissa youth to do the same and put clanism aside.

11. BEING THE CHANGE FOR GARISSA

Grant management experience By Garissa Youth Groups

Having observed that there were participants who were group members and not officials and thus did not have adequate information and details of grants agreement and project descriptions. To increase the rate of success of the grants and obtain the desired impact and change in Garissa, members needed to be clear on what the group projects were and the grant expectations. Participants were divided into 4 groups each meeting a G-Youth and KCDF staff member to discuss the summaries they had prepared on key information such the number of group members, project purpose, description and targeted group, overall budget, amount of 1st disbursement and planned activities. The staff provided the information to fill in the gaps as well as clarify the contract expectations on matters such as implementation and reporting.

It was evident that especially for group members they lacked adequate information on their projects while others were not sure on where or how to begin implementation. They committed to asking for further clarity from their leaders on their return home. ***[See Appendix 6 for details of feedback by Staff on the discussions]***

Grant Management Experience by 1st Call Grantees

Having visited youth groups in Nakuru, participants heard from their colleagues from the 1st call on their experience this far in managing their grants with presentations made by members of GYDA. The groups presented had projects that included solid waste management, poultry keeping, fish farming,

environmental sanitation and garbage collection, tailoring and dressmaking. Groups also worked towards peace building in Garissa. The presentations highlighted some of the challenges they faced for example illiteracy, mistrust, miscommunication, absenteeism, lack of transport, delayed funds and poor working conditions. Some of the groups like the fish farmers hoped that their project would create job opportunities in the future and generate income for other activities reducing their reliance on donor funding. For in depth information on how these groups have managed the grants disbursed to them so far, their challenges and how they overcame them please see **appendix 5**.

Application of Lessons Learnt to change Garissa

In groups participants discussed on what was at the heart of what they learned during the week and what values and principles they would model as youth leaders. They presented their feedback as follows;

Group 1: Leadership and teamwork, learnt about the characteristics of leaders and how to succeed as leaders. Importance of networking, everyone is a player in a team. They will take back home the qualities of a good leader.

Group 2: Who is a leader, qualities of a good leader and the differences between a good leader and a bad leader. Learnt about values and principles of leaders through the two case studies shown i.e. Nancy Baraza and Oscar Pistorius and how to work as a team. They will learn to cooperate as a team when they go back home.

Group 3: you struggle at first but will one day overcome, you lead, follow or get out. To be a role model you have to lead by example. They learnt about differences between a good and bad leader. They learnt about the importance of unity in teams and that patience pays. They will lead by example when they get back home.

Group 4: Teamwork and leadership-no one is independent everyone has to work together as a team. Learnt about values and principles, be ready to volunteer lead or be lead. They will take back home networking skills acquired at the camp.

Group 5: Learnt about the qualities of a good leader and that many hands make work easy and change starts with you as a leader. They will lead people to the right path and advise people to be good leaders when they go back home. They will lead by example.

Group 6: Teamwork and leadership with integrity. They want to be a united and empowered youth free from tribalism and clan division. They will share what they have learnt from the camp with the community back home.

12.GARISSA YOUTH DEVELOPMENT ASSOCIATION - GYDA

In response to participants highlighting that they needed to network as a group in order to maximize their impact within the community, GYDA officials shared on the group. GYDA was founded on the 18th

of March 2012 under the guidance of the Garissa based G-youth Project which provides them with technical support and capacity building/enhancement for the network. It is registered under the societies Act in the Attorney General's office as an association. It was formed at the last leadership camp held in Mombasa whereby all the youth (who were first cohort grantees) in the leadership camp unanimously endorsed the idea of forming an umbrella youth organization to represent all the youth groups in Garissa.

It will provide the local youth groups a platform to become active stakeholders in their society. GYDA is working to promote good governance and productive partnership between the young people, government, private sector, NGO's and the local authorities through sustainable models and structures so that they can realize their full potential as individuals and collectively as members of the society through economic, political and social action.

GYDA's vision is to see a skilled, empowered and united youth in Garissa. Their mission is to provide a platform for the youth of Garissa to address issues that are pertinent to the community by working directly with the stakeholders, leaders and community members in the locations through dialogue and development. Values of the association are **HARDTOP** - **H**ardworking, **A**ccountable, **R**esponsible, **D**riven, **T**rustworthy, **O**ptimistic and **P**atient.

Achievements so far include representing young people from North Eastern in The National Youth Bunge Association that was held at the Multimedia University in Nairobi and successfully registering the association [awaiting the certificate] under the Societies Act in the Attorney General's office among others. Near future plans include an environmental cleanup exercise and taking lead of the organisation of the upcoming youth summit.

Participant's greatest concern was on how to become members and why was membership tied to them being KCDF grantees. What would happen to their membership at the end of their current grant period? They also wanted to know why it was limited to grantee groups only yet Garissa had very many youth of whom they were an insignificant representation? It was clarified that the was intended for the network to cover the youth from the whole of Garissa but it had been perceived as an appropriate strategy to build the network first with grantees who are growing a new mindset and perspective. It is hope that this will make it easier as the network's membership grows to share and spread the shared values, which should be observable as modeled by these pioneer members. Therefore they will not cease to be members when they cease to be KCDF grantees.

It was agreed that a meeting will be organized within 2 weeks for participants to meet with the rest of the GYDA members and hold more in-depth discussions to understand more on the network. In principle they accepted to join GYDA

13. PLANNING FOR THE SEPTEMBER YOUTH SUMMIT

Overview of Previous Action Summit

Participants were given an overview of the previously held youth summit. The summit was held over a three-day period in May 2012 at the Garissa National Library. Day one consisted of Youth Action planning, presentations, discussions and recommendations. These discussions came up with an action plan for the way forward. Day two was interaction between successful business and corporate individuals and the youth on the paths to success and how hard it was to succeed. Day three was a youth talent show where the youth showcased their talents in the creative arts and other fields. The day ended with a football match. The next youth summit is to be held on the 27th September 2012 for one day only and is to be wholly youth owned and managed. Participants were urged to think along these lines and come up with ideas for the day.

Youth summit ideas

The participants came up with ideas for the upcoming youth summit to be held on the 27th September 2012. Some groups even came up with a complete event timetable in addition to the list of proposed activities. A ten member team was selected to help prepare for the day each of the groups involved in coming up with draft activities had to nominate one male and one female member to be part of the team.

Proposed activities and topics for the one-day summit:

- Involvement of community elders, invitation of religious leaders
- Drama on tribalism/plays, traditional dances, poems
- How to create job opportunities for unemployed youths
- Eradication of tribalism
- Eradication of drug use
- Creation of awareness before the summit
- Activities around conflict resolution and peace building
- Leadership skills and talk
- Encourage peace and cohesion among the youth
- Information on the Youth SACCO
- Sensitizing on the upcoming election criteria through mock elections
- Exhibition of group products e.g. clothing items from the tailoring group, poultry from the poultry farming group
- Football match and other sports
- Prayers
- Introduction of key guests

USAID REPRESENTATIVE

Lucy Kithome the USAID representative at the camp was invited to say a few words to the participants. She started by thanking everyone present for their involvement in G-youth. She informed the participants about the US governments interest in Garissa and North Eastern province as a whole. In the spirit of the leadership camp she gave the participants her perspective of being a good leader and talked

about integrity, equity, not being sexist, not favouring one clan over another as qualities of being a good leader. G-youth was used as an example of an inclusive group in terms of diversity. She asked G-youth to set an example for the other youth in Garissa so that they (youth of Garissa) can be called upon to come and help solve problems, create peace and a peaceful coexistence within their community should the need arise. The participants wanted to know if USAID will be expanding their youth initiative project to other parts of the country to which they were told that discussions were ongoing and they would be able to know in a few months. She thanked the participants once again for their commitment and involvement in the various projects they had ongoing.

14. CLOSING CEREMONY

The three-day Leadership camp culminated with a closing ceremony that saw the participants perform a short skit on proper use and misuse of grants. Two groups received grants and while one group used the grant to implement their proposed projects and were accountable for every shilling spent the other group members divided the money among them and went shopping for personal items that included laptops and clothing items. A poem and a traditional Somali male dance were presented. Representatives from SUPKEM and EDC were called upon to say a few words to the participants. They both advised the participants on the importance of good leadership and integrity. Finally one of the participants gave a vote of thanks on behalf of his fellow members and used the opportunity to give their vow of commitment to the program and to the EDC representative “as we express our gratitude, we must never forget that the highest appreciation is not to utter words but to live by them” (John F. Kennedy Former US President), they then sang the first verse of the Kenyan National Anthem as their code of commitment;

O God of all creation
Bless this our land and Nation
Justice be our shield and defender
May we dwell in unity, Peace and Liberty
Plenty be found within our borders (*Kenyan National Anthem 1st Verse*)

15. RECOMMENDATIONS

Participants through the end of camp evaluation shared of the great experience and learning that they had gained through the instructional sessions, interaction and exchange among themselves and the youth of Nakuru and even in the travelling to Nakuru as some this was their first time to leave Garissa. The challenges experienced related to participants keeping time and falling sick as a result of new climate and food. ***[See appendix 7 for detailed participants’ feedback]***

Going forth we recommend

- a. Mentorship of participants by G-Youth staff will be necessary so as to emphasize and reemphasize to them the principles learnt to increase the practice of good leadership among the

groups. It will not only be by the feedback the staff provide but by the modeling of good leadership as they interact with the group leaders and members.

- b. In the event that the G-youth project period is extended more leadership development should be invested in the participants from the two leadership camps and others from the groups who have shown tremendous effort in practicing good leadership, teamwork and modeling of the GYD values. This will also contribute greatly to the growth and sustainability of GYDA.
- c. The session with G-youth and KCDF staff of knowing about their grants, the participants were empowered with information and encouraged to ask for more clarity when they get back in case of members who did not know much in the first place. The staff will need to monitor this process closely as it could create new problems within the groups when the group leaders resist being asked and challenged by the members in the cases where they are not willing to share information on the status of the grants and projects.
- d. There was great interest generated in GYDA. With participants questions not being adequately answered, G-youth staff need to continue to assist the officials have the accurate information for the subsequent meetings. This will also be discussed in as much as depth as possible at the mentoring session looking at mainly how the officials handled the questions, what they could have done differently and what they learnt from the same that will help them be better.
- e. With the addition of almost 60 members to the GYDA umbrella body there is need to consider adding up to 3 members from this group on the executive team to increase ownership and representation. Hereafter the officials will be elected as per the constitution once they receive their certificate of registration. Care however needs to be taken in ensuring that the members are not referred to call 1 and 2 or community and civic grantees to avoid creating groupings and division in running the affairs of the network. Cooperation and collaboration across the board should be greatly encouraged.

Annex 3: GYDA Youth County Action Plan



Garissa Youth County Action Plan 2012/2013

ABBREVIATIONS

USAID	United State Agency for International Development
GYDA	Garissa Youth Association
G-YOUTH	Garissa Youth Project
EDC	Education Development Centre
NGO	Non- Governmental Organization
PSAC	Private Sector Advisory Council

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INTRODUCTION AND BACKGROUND OF THE GARISSA YOUTH ASSOCIATION

Formation of Garissa Youth Association was done after a series of consultative meeting, trainings, and learning circles (exposures) among the youth leaders from various youth groups in Garissa. The Youth of Garissa have never had a network that is truly youth owned, youth led and youth managed, thus the creation of the Garissa Youth Association is an added advantage to enhance the development of Garissa County.

The **Garissa Youth Association** will seek to mobilize, educate, inform and equip the youth on their participation and engagement on the development process and strengthen their capacities as local youth platforms that have been established to address issues that hinder growth of the young people in this region. The Umbrella Association will aim to train local youth groups to become active stakeholders in their communities.

VISION

Skilled, Empowered and united Youth in Garissa.

MISSION

Provide a platform for the youth of Garissa to address issues that are pertinent for the community by working directly with the stakeholders, leaders and community members in the Locations through dialogue and development.

VALUES OF THE ASSOCIATION

- Hard working
- Accountable
- Responsible
- Driven
- Trustworthy
- Optimistic
- Patient

Garissa Youth Development Association Work Plan:

The **Garissa Youth Development Association Work Plan** comes in the face of a myriad of challenges facing the youth in Garissa. Although the number of organizations dealing with young people has increased over the years, the lack of a strong network makes it difficult for these groups to effectively address these challenges.

The **Garissa Youth Development Association** is aimed at ensuring the youth play their role, alongside adults, in the development of Garissa Community. The Objective is to promote youth participation in community and civic affairs and to ensure that youth programmes are youth centred.

The goal is to ensure that this work plan becomes a reality. Formation of **Garissa Youth Development Association** is to facilitate, co-ordinate, monitor, advocate and promote youth issues and youth-led initiatives, under the **umbrella organization**.

This work plan is aimed at ensuring the youth play their role, alongside adults, in the development of this county.

STRATEGIC AREAS

The work plan spells out the strategic areas that must be addressed in order for young people in Garissa to effectively play their role in nation building.

These are: **Employment Creation, Education, Peace, Mentorship and ID Campaign**

KEY PRIORITY AREA 1: EDUCATION**Education and Action**

In many cases young people in Garissa are disconnected from their local environment, due to lack of awareness, access and interest. While living their lives, they may be unaware of natural settings and systems around them, or of the ways in which the built environment creates barriers and opportunities for them. *The Garissa Youth Development Association education program will assist young men and women from the various locations to explore, understand and connect to both natural and built environment in their neighbourhoods, place local environment issues in a broader context and devise workable strategies for sustainable education action.*

<i>Objective 1:</i>		
<i>The purpose is to provide Education that enhances employment opportunity for youth graduates relevant to the vision 2030 providing religious and moral values as the foundation. It should also embrace enervative technology providing woman participation in development, leadership and improve living standards, fighting racism to have one united community</i>		
ACTIVITIES	WHO	WHEN
a. Organizing community forum meetings to teach on religious and moral values	GYDA ,NGOs	Monthly
b. Conduct role model forums by inviting guest for talks and presentations.	GYDA	August 2012
c. Conduct workshops on contemporary issues like vision 2030 and technological	Government, NGO	Sept 2012
d. Trainings on work readiness	G-Youth	Ongoing
e. Organise training specifically for women marginalised issues	GYDA	October and twice and a year

KEY PRIORITY AREA 2: EMPLOYMENT**Employment Creation**

The Employment Creation will be a youth driven initiative that is at the fore front of a set of new initiatives aiming at better understanding young people's lives in towns and villages and how the planners, designers and policy makers can better respond to their needs. It places young people themselves at the centre of development and not as object - voicing their perspectives, values, concerns and priorities to an adult world that is largely oblivious to realities of youth growing up in urban settings.

The Garissa Youth Association will enhance the capacity of community-based partners to engage with youth in various program development and evaluation while also enhancing the capacity of youth to create environment for the creation of jobs at the community levels.

KEY PRIORITY AREA 3: IDENTITY CARDS

<u>Objective 2:</u>		
<i>The purpose will be to create employment opportunities where youth can reach their full potential</i>		
ACTIVITY	WHO	WHEN
Opening classes for trainings to attain Skills on Computer , entrepreneur, secretarial etc	G-Youth and GYDA	Twice a year starting June 2012
Collaborating and forming partnerships with relevant ministries e.g. Ministry of Trade, education and Youth affairs	G-Youth, GYDA, YYC and PSAC	Twice a year starting July 2012
Partnerships with NGOs e.g. UNDP, KCDF, USAID, YYC, Care Kenya		Twice a year starting August 2012
Registration of SACCO,	G-Youth, GYDA	Once a year starting August 2012
Introducing membership fee for the SACCO		Once a year starting August 2012
Partnership with the community to create forums for potential business opportunities in Cottage factories for meat, milk and manure	G-Youth, GYDA and PSAC	Thrice a year starting Sep 2012

Youth and Identity Cards

Young people in general, and especially those from regions that border another country are always undergoing very rigorous and beaurocratic process of acquiring their rights to access service and also having their status of registrations recognized as per the laws of the country, the rather feel disconnected from participating in nation building, through local and civic decision making, due to lack of documents that will facilitate their empowerment.

By addressing this issue the youth empowerment in this region will be successful in cultivating not only awareness about democratic and civic processes, but also end up having a stronger likelihood of local engagement and activism as adults. *The Garissa Youth Association will seek to inform youth on the need to access this important documents, also facilitate their involvement to create a platform for meaningful opportunities for young people to identify issues that are important to them and the society they live, evaluate the opportunities and barriers for action, and the organize to create a lasting change in the community.*

<u>Objective 3:</u>		
<i>The purpose is ensuring registration of youths in order for them to take part in General elections through processes that are transparent devoid of corruption and reduced tribalism in Garissa.</i>		
ACTIVITIES	WHO	WHEN
Hold consultative forums between the youth and the elders to discuss and solve issues of tribalism and corruption in the process of acquisition of IDs.	GYDA, G-YOUTH. Elders youth forum on, Government Registration office	16 th June, 2012 at the CRC
Hold discussion meetings between the ID Vetting committee and youth to agree on two youth (M/F) representation.		Vetting Committee and youth meeting on 23 rd 2012 at the CRC
Conduct civic awareness workshop to educate young people on the importance of IDs.		Warsan Fm and Star FM will host the two youth reps on 30 th and 1 st of July respectively.

KEY PRIORITY AREA 4: PEACE

Peace

Peaceful co-existence enhances sustainable development in any community, peace is the backbone of enhancing national development thus when young people have to play roles in enhancing peaceful environment, where they will stand not to be perpetrators or victims of violence that will seek to ruin their lives. *The Garissa Youth Association initiative looks at young people as agents of peace, ambassadors for their own communities in enhancing the unity, by addressing the cross cultural conflict that arises from the community, build a linkage with adults, organizations, and resources in the community.*

<u>Objective 4:</u>		
<i>The purpose is to have a peaceful Garissa where people coexist harmoniously with no conflict and enhance development within the background of social stability</i>		
ACTVITIES	WHO	WHEN
1. Develop working relationship on peace with the provincial administration ,community and other stakeholders	Facilitating dialogue between conflict-potential groups The Garissa Youth Association to closely work with government , religious leaders ,peace committees ,elected leaders	From June 2012-june 2013 for one year plan but the effort should be maintained forever
2. Formation of peace institutions to work with already existing youth committee and peace clubs in schools		
3. Awareness creation through public Barazas and encouraging traditional means of maintaining peace i.e. songs, poetry and theatre		

KEY PRIORITY AREA 5: MENTORSHIP**Mentorship**

Youth Mentorship development programs will assist young people to excel when the look is more focused to youth as assets instead of problems: draw upon a wide array of resources to support youth, help young people development relevant skills and competencies in a range of interest areas and provide opportunities for young people to develop mentoring relations with older youth and adults. *The Garissa Youth Association initiative looks at young people as an asset and fully supports their development through skills building using an integrated fashion, strong mentoring relations with older youth and adults and linkages with adults, organizations, and resources in the community.*

<u>Objective 5:</u>		
<i>The purpose in pursuing mentorship for the youth is to improve self esteem and self acceptance, establish role models to enhance decision making skills among the youth building their confidence to overcome challenges and display positive and cultural behavior change to have an empowered society</i>		
ACTVITIES	WHO	WHEN
Conduct guidance counselling classes	Trained professional counsellors Religious leaders	Monthly
Local media awareness	Warsan FM, Star FM	Twice monthly
Mentorship training workshops for GYDA	Professional mentor	June 2012 twice annually
Organise Youth activities like <ul style="list-style-type: none"> • football , • film • theatre 	GYOUTH GYDA	Termly
Visit schools Primary Secondary	GYDA	Termly

Annex 1

GARISSA YOUTH DEVELOPMENT ASSOCIATION CONSTITUTION.

Our Mission:

Provide a platform for the youth of Garissa to address issues that are pertinent for the community by working directly with the stakeholders, leaders and community members in the Locations through dialogue and development.

Vision:

Skilled, Empowered united Youth in Garrissa.

A. PURPOSE OF THE YOUTH ASSOCIATION:

1. To provide an opportunity for the Youth of Garissa to acquire a greater knowledge of and appreciation for urban governance system through active Participation in decision-making and implementation systems.
2. To help the Youth of Garissa to solve their problems and accomplish their goals, aspirations, hope and dreams by working directly with the stakeholders, leaders and community members in the Locations.
3. To serve the Youth of Garissa by:
 - Top Promote a sense of belonging to the youth in public offices
 - Informing the Stakeholders Municipality of Garissa on the needs and wishes of the Youth.
 - Planning and implementing Social, educational, Cultural and Recreational activities for the Youth of Garissa.
 - Working with the Stakeholders, the Garissa Municipality Council Departmental Heads, Provincial Administration, Schools, Chamber of Commerce, Civic Clubs, interest groups and Service Organizations to provide service and leadership opportunities for the Youth residents of the town.
 - To instill a feeling of positive self work and steam. To teach respect for the rights and property of others.
 - Create sense of power for the youth through Association and promote communities with support and eliminate potential negative influences among the Youth.

B. VALUES OF THE ASSOCIATION

- Hard working
- Accountable
- Responsible
- Driven
- Trustworthy
- Optimistic
- Patient

C. THE YOUTH ASSOCIATION BOARD- ADVISORY

The Association shall consist of an Advisory Board which includes;

- i. Patron (To be chosen by the youth secretariat),*
- ii. An Advisor (Head of Social Services, District Gender/Youth Officer),*
- iii. Garissa Youth Project Team Leader,*

- iv. *5 Youth Leaders who are elected by the Representative of the youth groups and*
- v. *2 youth nominated by virtue of being members of community such as gender, minority and physically challenged.*

D. DUTIES AND RESPONSIBILITIES OF THE GARISSA YOUTH ASSOCIATION SECRETARIAT MEMBERS

1. To attend all Youth Association meetings
2. Set qualifications for the Advisory Board Selection
3. To modify this Charter as needed by majority votes.
4. To select one of its members to attend the community/stakeholders meetings
5. To pass Motion and Resolutions as necessary by majority present i.e. More than a $\frac{3}{4}$ of the quorum.
6. To carry out the purpose of the Youth Association as outlined in this Charter.
7. The agenda of all Youth Association meetings are to be posted to member Organization at least two (2) days in advance of each meeting.
8. To participate in debriefing session with the full Association Secretariat meeting once every two months
9. To plan activities for the Youth Association and coordinating all such activities with the members of the Association.

E. RESPONSIBILITY AND AUTHORITY OF THE CHAIRPERSON

1. To preside all Youth Association Council meetings
2. To carry out the decisions of the Youth Association
3. To meet periodically with the stakeholders in order to provide for proper planning and coordination between the community and the Youth Association. i.e. the team should meet once in two Months' time with the Stakeholders and Community Leaders
4. To propose to the Youth Association the plans and projects designed to assist in the fulfilment of the purpose of the Youth Association.
5. To Vote only in a tie.
6. To assign each Youth Association member areas of responsibility
7. To represent the Youth Association within and outside the Municipality

F. RESPONSIBILITY OF THE LOCATION CORDINATORS

1. To be involved in the strategic planning of activities and their eventual monitoring and evaluation.
2. To coordinate all activities at Location level.
3. To provide leadership and direction at Location level.
4. To carry out assignments as directed in the local Youth Association action plan.

G. REQUIREMENTS TO SERVE ON THE YOUTH ASSOCIATION COMMITTEE

1. Remain a resident of Garissa.
2. Attend at least 75 percent of all meetings held at Location level.
3. Be an Active member of Member Youth Group in the Youth Association.
4. Fulfil the responsibilities of the office held.

5. Be available throughout the tenure period
6. Be fluent and eloquent both in written and spoken English and Kiswahili
7. Be a Strong Communicator/ communication skills
8. Set a proper example for the Youth in the community. A member of the Youth Association can be removed from office upon violation of one or more of the above criteria and by a majority vote of the Association Secretariat with the final approval of the Advisor.

Tenure of office is two (6) months.

H. MEMBERSHIP

Membership to the organization is open to both individuals and organizations as long as the individual and the organization subscribes to the values, objective and mission of the Association

The organization may from time to time admit to membership such persons or apposite organizations as the NEC of the organization shall determine to become members of the organization, provided that the members so admitted to membership shall be required to pay an annual membership subscription as shall be as follows;

- | | |
|---------------------|---------------------|
| 1. Ordinary member- | 500ksh (annually) |
| 2. Corporate groups | 1,000ksh (annually) |

I. YOUTH ASSOCIATION COMMITTEES:

The Youth Association shall create the following permanent Committees to assist the Organization in carrying out their plans, goals and projects; each Committee shall consist of people not less than five (5). These members are to be elected by the 20 Youth groups/share holders with the approval of the Secretariat. Committee membership shall be for two (6) months period.

The Committee shall be named as: -

1. **Public Health, Environment Committee**
This Committee shall be responsible over: -
 - HIV/AIDS
 - Sanitation and Water
 - Drug Abuse
 - Beautification and Clean-ups
 - Environmental Conservation
2. **Livelihood, Social Services, Resource Mobilization Committee**
This Committee shall be responsible for: -
 - Events and Talents Mobilization
 - Public Land Utilization
 - Shelter for the Disadvantages
 - Planning for Fundraising
 - Budgeting for activities
3. **Education Committee**
This Committee shall be responsible for: -
 - Advocacy for priority areas, Governance Civic Awareness, ID Campaigns
 - Seminars and Counselling
 - Voluntarily on teaching

- Advocating for the free Primary Education.

4. **Safety and Peace Committee**

This Committee shall be responsible for: -

- Safety and Peace Awareness
- Provision of Leadership on peace and crime prevention
- Organise for seminars on Drugs and Crime Prevention.

J. YOUTH ASSOCIATION SECRETARY

Shall be elected and/or appointed by the Youth Association with the approval of the Association Secretariat Members.

The responsibility and authority of the Association Secretary shall include the following:

1. To attend all Youth Association Meetings and take and maintain minutes of the said meetings.
2. Ensure that Youth Led Development, Gender, Development, and Rights-Based approaches are combined in program implementation to effectively advocate for gender equity.
3. See the day-to-day running and affairs of the organization and its programs
4. Supporting the development and growth of networks
5. To organise proper filing and records.
6. To assist maintaining the Community Action Plans
7. To have all Youth Association records reviewed by the office of the Advisors every six (6) months, preferably **June** and **January** every year.

K. YOUTH ASSOCIATION TREASURER

Shall be elected and/or appointed by the Youth Association with the approval of the Association Secretariat Members.

The responsibility and authority of the Association Treasurer shall include the following:

The Treasurer shall in general oversee that proper accounting procedures are adhered to and shall:

1. Oversee the opening of a bank account on the advice of the Advisors
2. Oversee that all drawings from the aforementioned bank account are countersigned by the Chairperson, Secretary and the person in charge of financial matters (accounts manager)
3. Oversee the provision of reports on the financial statement of the organization and audited accounts as may be required.
4. Oversee that a proper accounting basis all the financial records of the organization are kept by the person in charge of financial matters (accounts manager) in the management team

L. YOUTH ASSOCIATION ADVISOR

The Youth Association shall have at least one Advisor. The Advisor will attend Association meetings and become involved, in the Advisory role only, in all Association activities. The advisor may be the Community Leader or a designate appointed from the full time career employees of the Municipality staff or may be a Community Volunteer.

The advisor shall be a member of the Youth Association Committees with the approval of the Board.

M. REMOVAL FROM OFFICE

The Executive Committee may by resolution remove any member of their organization from office, but if such member should be aggrieved at his/her removal s/he may appeal to an Advisory Board to be called for this purpose. In the meantime, s/he shall cease to act as a member of the Association and to hold any other office under the Association, and members for the time being of the secretariat may act notwithstanding any vacancy in their body; provided always that in case the members of the secretariat shall at any time be reduced in number to less than the minimum number prescribed by this constitution, that

number shall be the quorum for the purpose of filling up vacancies in their body and of summoning a general meeting, but not for any other purpose.

Provided also that the secretariat may co-opt person or persons to advice in any capacity which the Association secretariat shall think fit

N. DISQUALIFICATION OF MEMBERS OF THE SECRETARIAT

The office of a member of the Executive Secretariats shall be vacated:

1. If a receiving order is made against him/her or s/he makes an arrangement or composition with his/her creditors
2. If s/he becomes of unsound mind
3. If s/he fails to attend the meetings of the NEC for a period of 3 months, except by special leave of the secretariat
4. If by notice in writing to the organization s/he resigns his/her office
5. If s/he is removed from office by a resolution duly passed under this constitution
6. If s/he is removed from membership of the organization pursuant to a resolution of the organization

O. VACANCIES

Any vacancy on the Youth Association, either by removal or by resignation of any member, shall be filled by nomination and/or election by the Association Secretariat with final approval by the Advisor and the Board.

P. PRE-ELECTION MEETING

- A Pre-Election meeting will be held for the purpose of reviewing the functions, goals and purpose for the Youth Association.
- Youth Leaders wanting to be considered on the ballot may file a statement of candidacy at that time.
- Every candidate who runs for office will have his or her names on single ballot.
- The candidate receiving the most voters will serve as the Association Head.
- The next highest seven candidates will serve as members of the Youth Association Committee.
- All remaining candidates will have the opportunity to serve either as Youth Department Sub-Heads of Committee members
- All contesting candidates must submit their resumes and profiles for the public.

NB: Member should be from existing Youth Group

Q. THE SWEARING IN

Whether the Association chooses election or the appointment process, the officials shall be sworn in at the first full Association meeting following their election and signing of their commitment to serve in the Association. The Officials shall have an **“OATH OF OFFICE”**.

The Association shall put in place Election Protocol and the mode of conducting election.

Annex 4: Summary of Numbers Reached During Phase II

Intermediate Result	Sub Intermediate Result	Indicator	Units	Overall Target	Actual	
Intermediate Result 1: Increased engagement of youth in their communities	Sub IR 1.1: Improved capacity of youth to participate in community affairs	1.1 Number of youth participating in youth summits	Youth	5000	2800	
		1.3 Number of youth accessing the youth Fund ³	Youth	2000	2050	
		1.4 Number of public information campaigns conducted ⁴	Info campaigns	26	258	
		1.5 Number of youth summits conducted	Summit	2	1	
		1.6 Mentorship curriculum/guide; leadership training curriculum ⁵	Guide	2	14	
		1.11 Number of community projects implemented by youth	Projects	Not defined	46	
			1.12 Number of hours of community service served by youth	Hrs	Not defined	896
		Sub IR 1.2: Increased awareness of youth of civic matters	4.2 Number of upper primary students reached through IRI Civic education program	Students	25000	27574
			4.3 Number of youth reached through radio civic education programming ⁶	Youth	35000	664 318
			4.1 Number of IRI curriculum modules for grades 6, 7 and 8, and accompanying teachers guides developed	Modules	3	30
			4.6 Number of 20 minute IRI programs in English for 6, 7 and 8 grade developed	programs	24	30
			4.7 Number of IRI teacher training guides developed	Guides	500	400
			4.8 Number of MP3 players provided for IRI classes	mp3 players	300	250 ⁷
			4.9 Number of youth led and produced civic education radio programs ⁸	programs	26	112

³ This number represents the number of youth awarded with grants and scholarships

⁴ Includes: blast sms, radio announcement, face book, public notice boards, project website

⁵ Includes: WRP adaptation handbook, In School Youth Guidance and lifeskills handbook, Community Service Learning handbook, Microenterprise curriculum, Basic ICT Training Manual, Community Connectors Training Manual, youth leader coaching toolkit, opportunities menu booklet, Emerging leader mentor facilitator guide, Emerging leader mentor course book, community needs assessment manual, ESL curriculum, ESL teachers guide, ESL student handbook, .

⁶ This represent the numbers reached for youth 16-30 years through Star FM listenership in Northeastern topography for the period of Oct-Mar 2012 as research by Synovate

⁷ This represents the number of radios purchased for distribution to the roll-out schools of Interactive Radio Instruction.

⁸ 38 fifteen minute pre recorded programs have been produced and aired per week on Star FM from Sept 2011; 34 three hour weekly live broadcast programs have been produced and aired on Warsan FM from Feb 2012 and 40 episodes of financial literacy have been aired.

Intermediate Result	Sub Intermediate Result	Indicator	Units	Overall Target	Actual
Intermediate Result 2: Increased leadership capacity of youth	Sub IR 2.2: Promotion of youth leadership in all aspects of program implementation	1.2 Number of youth who completed leadership training	Youth	144	238
		1.7 Number of youth participating in project design, implementation and M&E activities ⁹	Youth	Not defined	502
		2.2 Number of youth and adults who attended mentor workshops	Persons	150	831
Intermediate Result 3: Improved capacity of youth to pursue employment or livelihoods	Sub IR 3.1: Improved skills & attitudes for work & livelihoods among youth	2.1 Number of youth trained in work readiness program	Youth	1000	951
		2.4 Number of youth gaining internships	Youth	Not defined	262
Intermediate Result 4: Improved education opportunities for youth	Sub IR 4.1: Strengthened quality and access of formal secondary and post-secondary school education	3.1 Number of youth receiving scholarships to continue education through the Youth Fund (10% of the Fund)	Youth	1000	1229
		3.3 Number of students enrolled in Cisco Networking Academy at NEP-TTI	Students	500	148
		3.7 Number of textbooks and other teaching and learning materials provided to secondary school teachers	learning materials	Not defined	1
		3.9 Number of various computer equipment for NEP-TTI provided	equipment	Not defined	21
	Sub IR 4.2 Improved Madrassas' students access to work and education through improved English skills	3.4 Number of madarassa students receiving English learning instruction	Students	1000	758
	Sub IR 5.1: Improved capacity of youth serving organizations to meet youth needs	1.8 Number of youth action partnerships established	partnerships	Not defined	1

⁹ Project design and implementation activities include: Internal youth interns, youth participating in focus groups/seminars and workshops that inform G-Youth programs.

Intermediate Result	Sub Intermediate Result	Indicator	Units	Overall Target	Actual
Intermediate Result 5: Improved capacity of youth-serving organizations (YSO) and institutions in youth development	Sub IR 5.2: Improved capacity of education institutions to meet youth needs	3.4 Number of Madarassa teachers trained to deliver ESL curriculum	Teachers	Not defined	15
		3.5 Number of secondary school career counselors and head teachers trained	Counselors	10	18
		3.6 Number of NEP-TTI trainers trained for CISCO academy	Trainers	3	3
		3.7 Number of administrators and officials trained ¹⁰	Teachers		181

¹⁰ This represents the teachers and education officials trained on IRI methodology- 102 males and 79 females.