

CO:OPERAID

Education for children in Africa and Asia



EVALUATION OF SUSTAINABILITY **TUMAINI LA VIJANA (TLV)** («Hope for the youth»)

Skills Training project in Nakuru, Nakuru North, Koibatek, Baringo
and Molo Districts, Kenya

OCTOBER 2014

Evaluation report of October 2014

The external evaluation team comprised two professionals, namely, Mr. Aggrey Lihanda Mwandihhi, a Lecturer at Kabarak University and Dr. Daniel O. Auka, a Senior Lecturer at Egerton University, Kenya. The external evaluation took place between 1st and 28th September 2014 during which time the team was briefed by HMDS, Officials of the Directorate of Vocational Training, Nakuru and Nakuru County Director of the Directorate of Vocational Training, Ministry of Education and Technology.

The team evaluated **Vijana na Ujuzi (VNU)** skills training project, implemented from 2012-2014. **Among the ToR of the exercise was to determine the sustainability of YPs that were beneficiaries of the former project phase, titled Tumaini la Vijana (TLV) project, 2008-2011.** Three Youth Polytechnics (YPs) out of 12 were picked for the study. These were Mogotio, Molo and Dundori YPs.

Background: Skills Training in Kenya

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

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

The skills training project of CO-OPERAID was initiated specifically to address the challenge of rising unemployment among the youth in Kenya by enhancing vocational skills training opportunities through the revival and reinforcement of youth polytechnics (YPs) in Nakuru County of Kenya. Tumaini la Vijana (TLV) project was implemented between 2008 and 2011 to promote vocational skills development

among youth to enable them be made employable, productive, self-reliant and responsible members of society. The project reinforced and revitalized the selected YPs through provision of appropriate textbooks, tools and equipment and computer facilities.



Objectives of the Project

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

The specific objectives were:

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

YOUTH POLYTECHNICS (YP) supported by TLV project

YPS IN NAKURU DISTRICT

1. NAKURU YOUTH POLYTECHNIC, NAKURU
2. **DUNDORI YOUTH POLYTECHNIC, NAKURU**
(<https://www.facebook.com/profile.php?id=100048480086083>)
3. SUBUKIA YOUTH POLYTECHNIC, SUBUKIA
4. **MOLO YOUTH POLYTECHNIC, MOLO**

(<https://www.facebook.com/p/Molo-polytechnic-100063789401290>)

YPS IN KOIBATEK DISTRICT

5. **MOGOTIO YOUTH POLYTECHNIC, MOGOTIO**

(<https://www.facebook.com/p/Mogotio-Vocational-Training-CentreTraining-for-life--100064171624286>)

6. **MAJI MOTO YOUTH POLYTECHNIC, ELDAMA RAVINE**

7. **KABIMOI YOUTH POLYTECHNIC, ELDAMA RAVINE**

8. **CHEBEREN YOUTH POLYTECHNIC, ELDAMA RAVINE**

YPS IN BARINGO DISTRICT

9. **MARIGAT YOUTH POLYTECHNIC, MARIGAT**

10. **NGINYANG YOUTH POLYTECHNIC, NGINYANG**

11. **KITURU YOUTH POLYTECHNIC, KITURU**

12. **OCHII YOUTH POLYTECHNIC, OCHII**



Sustainability of TLV project

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

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

The evaluation results of TLV show that most of the project achievements are sustainable. The YPs under review indicated that they have made strides in increasing the number of courses offered thereby attracting more trainees. The IGAs initiated under the TLV project are still operational although there has been diversion of incomes generated from IGAs to uses that were not originally planned. Overall, it emerged that the ex-trainee start-up capital was very instrumental in empowering the beneficiaries as evidenced by positive change of their economic status. All the YPs under review still conduct regular guidance and counseling sessions, which have contributed to boosting self-esteem, reduced drop-out levels and early pregnancies.

Table: Sustainability of TLV Project in selected Youth Polytechnics

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

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|---|--|---|---|
| | | | <ul style="list-style-type: none"> Ex-trainees received start-up kit from HMDS. Since the lapse of the TLV project, there has been limited incentive to join the YP |
| Objective 2: Capacity building of BoG members and career upgrading of instructors | <p>The training that BoG members received has enabled them to mobilize and recruit more trainees to the YP, write proposals for funding, Instructors have attended seminars in Accounting and record-keeping Some instructors have pursued career upgrading at university and KTTC</p> | <p>BoG members were trained in several aspects (e.g. resource mobilization, role in the YP, proposal writing). Some instructors have upgraded their careers while others are still pursuing further studies.</p> | <p>4 instructors have benefitted through career-upgrading (either self-sponsored or supported through CDF bursaries)</p> |
| Objective 3: Establishment of girls' clubs, guidance and counseling and IGA projects | <p>Girls' club IGAs: Dairy, poultry and greenhouse Institutional IGAs: driving school, dairy, hay production, hatchery, ICT operational</p> | <ul style="list-style-type: none"> Girl-child club- the making of uniforms is undertaken as the school uniform project- this IGA resumed in 2013 after some time. It is worthy noting that the girls' club exists only by name There was a hatchery IGA, which collapsed as a result of electricity problems The welding section makes seats and tables and sign boards for local institutions | <p>The counseling initiated by HMDS has borne fruit- up to now, counseling is done at the YP weekly (i.e. 12 counseling sessions per term). The YP invites counselors from Afya Plus and ICL (i.e. "I choose a Life"), medical practitioners and religious leaders Counseling has contributed to reduced drop-out rates, boosted self-esteem and now trainees sit for national exams (e.g. NITA and KNEC)</p> <p>i) Girls' club The YP has a dairy project Benefits:</p> <ul style="list-style-type: none"> Girls trained in animal husbandry (i.e. dairy-keeping) Girls provided with sanitary towels thereby reducing absenteeism Fees payment for those unable to pay Girls' self-esteem boosted <p>ii) ICT Department – HMDS provided 20 computers and printer. At present 18 computers are operational – through the</p> |

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



3.2.1 Achievements of TLV Project

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

3.2.2 Challenges of TLV Project

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

Recommendations on VNU and TLV Projects

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

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

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

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

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

CONCLUSION

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

OVERALL RECOMMENDATIONS

1. The YPs greatly benefited from the facilitation and can benefit from additional guidance in terms of technical assistance and supervisory visit for those YPs with most challenges. Additionally, YPs should consider changing some of the Boards and managers who demonstrated incompetence, improving the operation of the girls' clubs and IGAs and identifying other sources of financing to ensure sustainability after current donors leave.
2. The implementing agency should develop guidelines on a uniform reporting system to ensure proper accountability for similar projects. A performance appraisal system with feedback can help the YPs know how they are doing on the projects. The performance based management framework should form the basis for extending the grants for the subsequent periods.
3. The implementing agency could consider sourcing for funds to assist in the construction of facilities, tuition and examination fees. These were noted to be among the pertinent challenges facing the operations of YPs. The vicious circle of poverty in which some of the YPs find themselves makes it rather difficult for communities to actively participate in infrastructural development of the YPs. In an effort to boost enrolment, and reduce drop-out rates, it is imperative that efforts be made to source funds to support the trainees.

4. In almost all the YPs visited, it emerged that most instructors are keen to upgrade their skills. The major challenge has been limited finances given that most of them are employed by their respective Boards. The low remunerations of instructors do not allow them to save any money for further training. Yet it is only through skills upgrading that these instructors can become competitive in the labor market and also make a positive contribution to implementing the new curriculum for YPs. In view of the foregoing, it is recommended that the number of instructors receiving career upgrading be increased given that most of them (more than 50%) are unskilled. Skills upgrading will go a long way in equipping these instructors with employable skills.

5. As already noted elsewhere in this document, there is a positive correlation between composition/caliber of the board and performance. There are instances in which some Board members do not comprehend their role. This is in spite of the training that the members received. There is need to reconstitute some of the boards to improve governance. It is recommended that the relevant ministry issues enforceable guidelines regarding the caliber of individuals who should sit on the BoG of YPs. It is also recommended that capacity building for BoG members be enhanced.

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

