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 **MPTF Office GENERIC FINAL NARRATIVE report**

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| Recipient  Organization | GenU  funding (USD) |
| UNICEF Kenya | 572,468.36 |
| **TOTAL** | 572,468.36 |

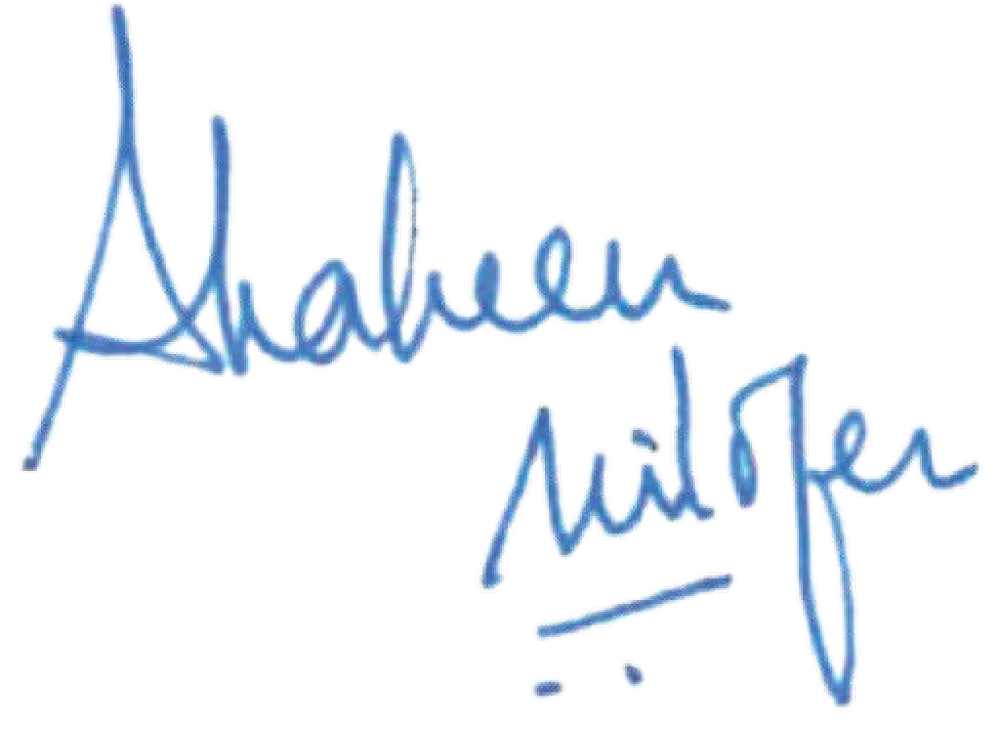
# REPORTING PERIOD: 1 JANUARY – 31 DECEMBER 2022

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| **Programme Title**:  Expanding Education, Skill Development, Employment and Engagement Opportunities for Young People  MPTF Office Project Reference Number:[[1]](#footnote-2) *122972* | **Recipient Organization(s)**: UNICEF Kenya |
| **Programme Contact**:  Mahboob Ahmed Bajwa  OiC Deputy Representative – Programmes UNICEF Kenya  United Nations Avenue, Gigiri Nairobi, Kenya [mabajwa@unicef.org](mailto:mabajwa@unicef.org) | **Programme Partner(s)**:   * **Government of Kenya**   + Generation Unlimited (GenU) Kenya Secretariat   + Kenya Girl Guides Association   + Kenya Scouts Association   + State Department for Youth Affairs   + Kenya Institute of Curriculum Development   + Kenya National Examinations Council   + Ministry of Education   + Women Educational Researchers of Kenya   + Finn Church Aid   + International Research & Exchanges Board |
| **Programme Country**:  Kenya | **Programme Location (provinces or priority areas)**:  National |
| **Programme Description**:  The two components of the programme focus on interventions via which:  **1) Young people acquire skills through mentorship and community service learning (CSL).** This intervention is linked to the following outcome: Improved learning outcomes and life skills for employment and lifelong learning for adolescent girls and boys.  Building on previous support, this intervention will | **Total Cost of the Programme**: US$ 572,468.36  **Breakdown of Total Funded Cost by Recipient Organization**:  Other sources of funding as applicable:   * Other donors: None |

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| be used to provide technical assistance to develop and implement the mentorship and community service learning components of the secondary-level competency-based curriculum (CBC).  **2) Young people develop creativity as a mindset and are civically engaged through the Youth Agency Marketplace (Yoma) model for Kenya**. This intervention contributes to achieving the following outcome: More empowered and engaged young people working towards GenU priorities and the Sustainable Development Goals (SDGs).  Yoma is a youth-led digital and ‘market-generating’ innovation that aims to put young people in the driver's seat of their learning and skill development through technology and public-private partnerships. This model will be linked to the secondary-level CBC, the United Nations Partnerships for SDGs platform, SDG Accelerator Lab and Ajira Digital Program (housed in the Ministry of ICT, Innovation and Youth Affairs) and other significant innovation, skilling and job-matching platforms/schemes. |  |
| **Estimated No. of Beneficiaries (across all outcomes)** | **Start Date**:  1 Jan 2022 |
| **Indicative numbers Direct Indirect** |  |
| **Women (aged 18–24)** 90,000 328,000  **Girls (aged 10–17)** 3,500 143,00 | **End Date**: 31 Dec 2022 |
| **Men (aged 18–24)** 90,000 307,000  **Boys (aged 10–17)** 3,500 148,000 | **Total Duration**: 12 months |
| **TOTAL** 187,000 783,000 |  |
| **Outcomes** to which the programme contributes:   1. Transform the formal school experience to build skills young people need for productive lives and the future of work (GenU Strategic Priority 1). 2. Improve connections between young people and existing work opportunities (GenU Strategic Priority 3). 3. Promote equitable access to quality education, training, employment, entrepreneurship and civic participation (GenU Strategic Priority 6). 4. Equip young people as problem-solvers and engaged members of civil society, helping to create a better   world (GenU Strategic Priority 7). | |

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| **Recipient Organization**  *Name of Representative:* **Shaheen Nilofer**  *Signature:*  *Name of Agency:* **UNICEF Kenya Country Office**  *Date and Seal:* 5 May 2023 |  |
| ***Global Team Director***  ***Signature:***  ***Date:*** | |



# List of Acronyms

|  |  |
| --- | --- |
| **AAH-I** | Action Help Africa International |
| **CABESI** | Camels, Bees and Silk Project |
| **CBC** | Competency-Based Curriculum |
| **CSL** | Community Service Learning |
| **CQASO** | County Quality Assurance & Standards Officers |
| **CWD** | Children with Disabilities |
| **CE** | Citizenship Education |
| **DRC** | Danish Refugee Council |
| **EE** | Environmental Education |
| **FAO** | Food and Agriculture Organization |
| **FCA** | Finn Church Aid |
| **FDSE** | Free-day secondary education |
| **FGD** | Focus Group Discussions |
| **GenU** | Generation Unlimited |
| **GER** | Gross Enrolment Ratio |
| **GPI** | Gender Parity Index |
| **HCD** | Human Centred Design |
| **ICL** | I Choose Life |
| **IPs** | Implementing Partners |
| **IREX** | International Research & Exchanges Board |
| **KEPSA** | Kenya Private Sector Alliance |
| **KGGA** | Kenya Girl Guides Association |
| **KICD** | Kenya Institute of Curriculum Development |
| **KNBS** | Kenya National Bureau of Statistics |
| **KNCCI** | Kenya National Chamber of Commerce and Industry |
| **KNATCOM** | Kenya National Commission for UNESCO |
| **KNEC** | Kenya National Examinations Council |
| **KPHC** | Kenya Population and Housing Census |
| **KEPSA** | Kenya Private Sector Alliance |
| **KEPSHA** | Kenya Primary School Head Teachers Association |
| **KSA** | Kenya Scouts Association |
| **KYEOP** | Kenya Youth Employment and Opportunities Programme |
| **MTEF** | Medium-Term Expenditure Framework |
| **MoA** | Ministry of Agriculture, Livestock, Fisheries and Co-operatives |
| **MoE** | Ministry of Education |
| **MoICT I&YA** | Ministry of Information Communications Technology, Innovation & Youth Affairs |
| **MPTF** | Multi-Partner Trust Fund |
| **NCCC** | National Children’s Council Congress |
| **NGO** | Non-Government Organization |
| **NRC** | Norwegian Refugee Council |
| **NYC** | National Youth Council |
| **PEE** | Parental Empowerment and Engagement |



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| **SRH** | Sexual Reproductive Health |
| **SMS** | Short Message Service |
| **SDYA** | State Department for Youth Affairs |
| **SDG** | Sustainable Development Goals |
| **TSC** | Teachers Service Commission |
| **UNFPA** | United Nations Population Fund |
| **UNICEF** | United Nations Children's Fund |
| **UNDP** | United Nations Development Programme |
| **UN Women** | United Nations Entity for Gender Equality and the Empowerment of Women |
| **VBE** | Value based education |
| **WIK** | Windle International Kenya |
| **YEDF** | Youth Enterprise Development Fund |
| **YOMA** | Youth Marketplace |
| **Yunitok** | Youth Unite and Talk |

# Overview of Generation Unlimited (GenU) in Kenya

According to the 2019 Kenya Population and Housing Census, 35.7 million Kenyans (75.1 per cent) are aged under 35 years. The development of skills, employment, entrepreneurship, creativity, talent, information and communication technology (ICT) and volunteerism is a priority that drives programmes and activities for youth. Despite the availability of numerous youth programmes, however, there continues to be a mismatch between the skills attained and the skills needed in the labour market, and this disconnect has resulted in high youth unemployment in Kenya.

To develop holistic learners who can meet the changing needs of the 21st Century job market, Kenya adopted the competency-based curriculum (CBC), which covers pre-primary education (two years), primary education (six years), secondary education (six years) and tertiary education (three years). CBC promotes individual well-being and the acquisition of skills and capabilities of learners and enables them to meaningfully contribute to the economy and society at large. The CBC learning pedagogy is flexible, responsive and embraces the diverse learning needs and abilities of learners. It allows them to progress at their own pace based on their ability to master a skill or competency, regardless of the learning environment, preparing them for continuous learning and skilling.

The Mentorship Policy, and Community Service Learning (CSL) component of the Competency- Based Curriculum (CBC)strengthens parental engagement and the involvement of community stakeholders, particularly the private sector. The engagement of the private sector in mentorship is critically important on both the supply and demand side by promoting skills training, entrepreneurship, innovation, employment services, and wage and employment subsidies. It provides meaningful connections for young people and mentees and influences their lives at home, at work, and in their communities. It has also been linked to improved academic, social and economic prospects.

On 23rd September 2022, during President William Ruto’s inauguration speech, he highlighted the challenge of 800,000 youth joining the workforce annually with over 600,000 unable to find work. With the growing jobless economy and bulging youth population, the government is advocating for the **‘***bottom-up economic transformation agenda’* (BETA). BETA seeks to promote investments and financial instruments to the numerous unemployed young small-scale traders, farmers, fishermen, informal sector workers and entrepreneurs and financially empower them. The ‘*Hustler’s Fund’*2; a mobile money credit facility premised on the ‘*bottom-up economic transformation agenda’* aims to make credit available to the vast majority of the population that may have previously been left behind by lending to businesses at 8 per cent per annum. It was launched in November 2022 as one of the country’s transformative economic empowerment strategies.

These public sector interventions are aligned with the GenU public-private youth partnership mission to skill and connect young people to opportunities for employment, entrepreneurship and social impact. GenU provides the much-needed platform to advance and coordinate the young people’s agenda in Kenya. The GenU Kenya mission is aligned with the global mission and seeks to *promote education, skills, empowerment and employment for young people through multi-stakeholder partnerships.*

In June 2022, the Kenya Kwanza Alliance Youth Charter was launched with an emphasis on the creation of jobs, youth-friendly policies, revolving funds for small businesses, growing the sports and culture and creative sector, and orange, green and blue economies and aims to deliver concrete results for young

2 <https://www.hustlerfund.go.ke/> accessed on March 27

people in Kenya. The GenU Kenya Secretariat has realigned the country’s vision to include these priorities. The governance structure is comprised of the GenU Kenya Multi-Stakeholder Alliance Forum, GenU Kenya Steering Committee and GenU Kenya Secretariat.

**GenU Kenya Multi-Stakeholder Alliance Forum**: This is the highest governing body and is convened by the Executive Office of the President and the GenU Kenya Steering Committee. Members are drawn from the global GenU partners with operations or programmes in Kenya, and have the responsibility to deliberate and evaluate GenU programme contributions to both national development priorities and GenU Kenya objectives.

**GenU Kenya Steering Committee**: Co-chaired by the Deputy Chief of Staff in the Executive Office of the President and the United Nations Resident Coordinator’s Office, the GenU Kenya Steering Committee’s membership also includes government ministries – in particular the Ministry of Education, Ministry of ICT, Innovation and Youth Affairs and Ministry of Health – and several United Nations agencies and private sector partners. Equity Bank Foundation, The World Bank and African Development Bank are also members. The Steering Committee meets quarterly to report on the progress of GenU Kenya activities and ensure that GenU investments are aligned with government priorities, and it also provides strategic guidance and advice to GenU country partners.

**GenU Kenya Secretariat**: Hosted at the Executive Office of the President, the national secretariat acts as a liaison between the Generation Unlimited Global Secretariat and GenU Kenya and coordinates and facilitates in-country programmes. The national secretariat team works with government ministries and partners to implement the current GenU roadmap and scale up existing youth programmes. The national secretariat is also in charge of GenU communications and knowledge management in the country. The Secretariat has aligned the road map to the Kenya Kwanza youth manifesto. Implementation efforts by the GenU Kenya Secretariat are aligned to four workstreams:

* Workstream 1: Connecting every school and learner to the Internet.
* Workstream 2: Scaling up online/remote learning, skilling and livelihood platforms.
* Workstream 3. Encouraging entrepreneurship skills and opportunities.
* Workstream 4: Supporting young people as changemakers.

# Situation Analysis

Young Kenyans will continue to be cut off from a growing number of job and business opportunities because they feel that their acquired skills do not match labour market requirements. To address this gap, in 2023 President William Ruto launched the ‘*Jitume Program’*; a government initiative aimed at providing the youth with access to digital services, digital skills, and opportunities to enable them to take advantage of technology for job creation. *Jitume* is a Swahili phrase translated into English as ‘*get out and challenge yourself’*. It complements and builds on the successes made by the Ajira Digital Programme3 and the Kenya Youth Employment Programme (KYEOP)4. *Jitume*, is aligned with the Kenya National Digital Master Plan (2022-2032)5 and envisages upskilling of over 1,000,000 young people entering the job market annually with ICT skills. Young people from all 47 counties will have access to enrol in on-the-job training with pathways for digitally enabled jobs. They will also benefit from accessing courses online or at the ‘*Jitume Labs’* which are centres with computers with internet

3 [https://ajiradigital.go.ke/#/index](https://ajiradigital.go.ke/%23/index) accessed on April 3, 2023

4 <https://kyeop.go.ke/> accessed on April 3, 2023

5 https://cms.icta.go.ke/sites/default/files/2022-04/Kenya%20Digital%20Masterplan%202022- 2032%20Online%20Version.pdf

access, and will be awarded certification upon completion of the various courses.

According to the Ministry of Education6, in 2020 there were 3,402,596 learners enrolled in public secondary schools, which is a slight increase from 3,045,227 in the previous year. The Gross Enrolment Ratio (GER) for secondary education level was 76.5 in 2020 from 71.2 per cent in 2019. The average GER for boys was higher than that for girls, at 78.6 and 74.5 respectively. In 2020, there was gender parity nationally in access to secondary education with a gender parity index (GPI) of 1.01 with notable regional disparities where the GPI was lowest in Mandera (0.54), Wajir recording (0.58), Turkana (0.62), Garissa (0.68), Samburu (0.74), West Pokot (0.9) and Marsabit (0.96).

Several issues emerged during review of the Medium-Term Expenditure Framework (MTEF) 2022/23 – 2024/25 with recommendations for the education sector to improve on the delivery of its mandate. The recommendations included but were not limited to a multi-sectoral approach; adequate infrastructure to support the delivery of education outcomes; expansion of the use of ICT in education delivery and management; and special needs education through assistive devices and disability-friendly institutions. To address the youth employment challenge, it was recommended to strengthen linkages between training institutions and industry, and operationalize at the county level new Technical and Vocational Education and Training (TVET) institutions and university colleges with an emphasis on advocacy, mentorship, and incubation centres. The MTEF states that the effective implementation of the education programmes and recommendations will result in increased socio-economic benefits for learners and Kenya as a country.

The Economic Survey reports that only 75.8 percent of learners moved from primary to secondary school in 2021. 85.5 percent of students graduated from high school in the same year, making 2021 the year when the greatest number of children completed primary school and transitioned to secondary school. The growth was largely attributed to the implementation of government policies of ensuring 100 per cent transition from primary to secondary schools. Other measures include the free day secondary education (FDSE) that provides fee subsidies to enhance access, provision of teacher training and technological upgrades to improve quality, and the transition to CBC in basic education and technical and vocational education and training to improve relevance of learning and skills development.

Despite the implementation of policies and recommendations in the education sector, the need for life and employability skills among adolescents and young people remains an extremely pressing issue. GenU Kenya has prioritized digital skilling and mentorship as a learning-to-earning pathway. This is aligned to the MTEF mentorship recommendation. The second year of the programme funded by the GenU Trust Fund focused on **advancing the implementation of the mentorship programme** and **Community Service Learning (CSL**) as part of the Competency Based Curriculum in secondary schools. UNICEF continued to strengthen the capacity of the Ministry of Education, building on the CSL guidelines developed in the first yearandin the second year, focused on the development of the curriculum support materials which included, CSL assessment guidelines and specific assessment tools for secondary school. With the assessment guidelines, learners will undertake and receive assessments on their first CSL project under the Competency-Based Curriculum, CSL includes class activities that combine meaningful community service with instruction and reflection to enrich the learning experience and encourage civic responsibility.

6 Basic Education Statistical booklet, 2020

# Outcome 1: Young people acquire skills through mentorship and community service learning (CSL), as part of the competency-based curriculum (CBC).

The nexus between the education system and the curriculum is critical for transforming young people’s education, training and work. Kenya reformed its national curriculum in 2017 and began implementing the new curriculum in the same year. The competency-based curriculum defines the knowledge, skills and attitudes to be transmitted and applied daily, grounded in the values and perspectives that Kenyan society upholds. The ongoing curriculum reform is guided by the vision: *Nurturing every learner’s potential*. It aims to produce engaged, empowered and ethical citizens who are equipped with relevant and quality knowledge about national values, and social competencies. Current evidence establishes that Kenya’s education system places a strong emphasis on academic and cognitive skills, with little or no focus on the other competencies demanded by today’s rigorous living and working spaces – such as communication, creativity, critical thinking, grit or resilience, and leadership skills. CBC seeks to make learners competent in seven key areas, namely *communication and collaboration*, *critical thinking* and *problem-solving*, *creativity and imagination*, *citizenship, digital literacy*, *learning to learn*, and *self- efficacy*.

Through partnerships with the Ministry of Education and Kenya Institute of Curriculum Development at the national and county levels, community service learning through mentoring continued in 60 secondary schools across six counties. The mentoring provided learners with the knowledge, skills and attitude to effectively manage daily challenges such as career choices, positive peer pressure, drug and substance abuse, negative media influence, online safety, and sexual and reproductive health and rights. In the second year of the programme, **5,309 learners (2,858 girls or 54 per cent) and 2,451 boys or 46 per cent)** were engaged in mentorship sessions across **60 secondary schools** nationally. These sessions covered personal empowerment, self-esteem, stress management, and enhancing resilience and transferable skills such as decision-making. The learners found the content practical and relatable to their context. **The positive feedback resulted in increased enrolment in the mentorship session, surpassing the target of 4,000 learners (50% girls)**. The mentorship training has enhanced the decision-making power of high school students as they select subjects inclined to their career pathways. It has also provided a platform to freely discuss and address challenges affecting the quality of education and life challenges young people face such as teenage pregnancies, drugs and substance abuse. 90 girls participated in community service learning across 60 secondary schools in 5 counties, namely Turkana, Marsabit, Samburu, Garissa and West Pokot.

The two-year cumulative beneficiaries reached between 2021 – 2022 are **14,102** learners: 7,491 girls (53 per cent), and 6,611 boys (47 per cent). In the first year of the programme, 8,793 learners – 4,633 girls (53 per cent) and 4,160 boys (47 per cent) – including 413 children with disabilities (5 per cent), were trained on life skills, child protection, career guidance, role modelling and community service learning. The training has contributed to achieving the first three outcomes of the programme namely **equipping young people with skills for the future of work**, **making market linkages for young people** and **promoting equitable access to quality education, training, employment, and entrepreneurship.**

UNICEF also supported the development of a framework for the implementation of Community Service Learning (CSL), Value-based Education (VBE), Parental Empowerment and Engagement (PEE), Citizenship Education (CE), and Environmental Education (EE) aimed at a holistic implementation of community service learning and inter-related programmes that enhance the

acquisition of 21st century skills for learners. These programs will enable learners to develop 21st century skills essential and actively promote their social responsibility and citizenship.

CSL and competency-based education and training are one of the ‘accelerator programmes’ in the GenU Country Investment Agenda, and have provided young people with opportunities to acquire transferable life skills that will lead to employment and lifelong learning.

# Outcome 2: Young people develop creativity as a mindset and are civically engaged through the Yoma (Youth Agency Marketplace) model for Kenya.

Young people are a national resource and have the potential to foster economic growth and societal change when engaged productively. Kenya’s youth population continues to grow rapidly;however, young people face significant socio-economic challenges including health issues, unemployment, lack of skills and limited access to ICT and opportunities for meaningful civic engagement.

The Kenya Population and Housing Census report of December 2019 indicates that young people under 35 years of age make up 75.1 per cent of Kenya’s population of 47.5 million, and have an unemployment rate of 14.2 per cent – more than double the 4.9 per cent rate among the general population. Fifteen per cent of youth and young adults aged 15–35 years are not in education, employment or training, with a higher percentage of girls and young women represented (18 per cent compared with 9 per cent of boys/young men) owing to gender-specific constraints7. Unemployment and underemployment are highest among those aged 15–35 years, with unemployment varying according to education, age, gender and urban/rural setting. With 500,000 to 800,000 young Kenyans entering the labour market each year, the economy has been unable to provide the necessary volume of employment opportunities – formal and informal alike – and young people have often been turned away for lack of experience.8

Despite the launch of the new *Jitume* centres, the existing Kenya Youth Employment and Opportunities Programme (KYEOP) and Ajira Digital Program, there remain challenges around inequitable access and poor connections to the labour market.

Building on the innovative mindset of youth as agents of change, UNICEF Kenya and its partners continue to implement the Yoma model, **connecting young people to training opportunities necessary for the labour market and enabling their access to mentorship, volunteer and work opportunities in their communities**. Working with partners like the Kenya Girl Guides Association (KGGA), Kenya Scouts Association (KSA), National Youth Council (NYC) and State Department for Youth Affairs (SDYA) the Yoma model engaged **103,612 young people** young people **in activities** such as community tree planting, sports tournaments, digital skills training, community clean-ups, vaccination drives and smart agriculture training.

7 Kenya National Bureau of Statistics, *2019 Kenya Population and Housing Census: Volume III: Distribution of population by age, sex and administrative units*, KNBS, Nairobi, 2019.

8 Ibid

Young people’s lack of control and decision-making power regarding productive resources and their low community participation justify the case for enhancing their engagement. The Government has committed to including youth in relevant planning and transformative processes under the Kenya Youth Development Policy.9 To this end, Youth Unite and Talk (Yunitok)10, a youth engagement platform based on U-Report, was successfully launched in 2021 following a co-creation process with young people to develop a localized brand name for the platform that resonates with them, with more than 126,00011 Yunitokers (49 per cent girls) enrolled. The Yunitok platform is available via SMS text messaging across the two major mobile operators in Kenya – together these operators cover more than 98 per cent of Kenya’s connected young people. A national steering committee for Yunitok has been established comprising of stakeholders such as the Kenya National Chamber of Commerce and Industry (KNCCI), Kenya Private Sector Alliance (KEPSA), Mastercard Foundation (MCF), Ministry of Education, Ministry of Health, Plan International, United Nations Population Fund (UNFPA) and the World Bank. The steering committee oversees young people's engagement through Yunitok. It uses Yunitok poll results to advocate with stakeholders and policymakers and coordinates partners to mobilise young people through their existing networks of adolescents and young people.

Ahead of the Kenya General Election on 9th August 2022, over 42,000 young people – 86% of them aged between 15 and 30 - shared their views in Yunitok opinion polls from June to July 2022. Yunitok provided the platform for civic engagement and they called for stronger action on five priority issues namely: **enhancing education**, **primary health care**, **social protection**, **ending violence against children**, and **climate change.**

On enhancing education, 93% of respondents to the Yunitok poll believed that the Internet was ‘very’ or ‘somewhat’ important for doing well at school. Almost 40 percent of respondents believed that connecting schools to the Internet was the most urgent thing to address, with another 33 percent calling for teacher training to be prioritised. However, Internet connection in schools remains a challenge with less than half (40%) of parents’ polls confirming that their children had access to the Internet at school. Respondents also lacked confidence in their online skills, with less than a quarter of children and young people (24%) considering their ability to use the Internet to be ‘excellent’. Climate change was one of the top issues raised by children and young people and the respondents highlighted the risks of climate change to children in Kenya, urging the government to include children and young people in climate adaptation.

Given that access to affordable financing has been highlighted as a challenge for young people in response to the Yunitok polls, information sessions by the government of Kenya’s affirmative action funds were provided to users registered on YOMA. These sessions were complemented by chatbots on the Yunitok platform that provided information on setting up a business. The YOMA platform also

provided incentives and premium training resources for members of the platform. The training opportunities included digital literacy, climate change opportunities, art and design and social media marketing contributing to the government’s priority of digital skills for young people.

# Programme Strategy

GenU Kenya’s goal is to ensure that every young person aged 10–24 years is in some form of school, learning, training or employment by 2030. The programme continues to contribute to four of the key transformational outcomes for young people under GenU, namely:

* + Transforming the formal school experience to build skills young people need for productive lives and the future of work (GenU Strategic Priority 1).
  + Improving connections between young people and existing work opportunities (GenU Strategic Priority 3).

9 Ibid.

10 https://yunitok.in/

11 U-Report Yunitok Kenya, ‘Engagement’, <[www.yunitok.in/engagement](https://www.yunitok.in/engagement/)>, accessed on April 26, 2023.

* + Promoting equitable access to quality education, training, employment, entrepreneurship and civic participation (GenU Strategic Priority 6).
  + Equipping young people as problem-solvers and engaged members of civil society, helping to create a better world (GenU Strategic Priority 7).

# Programme component 1: Promote community service learning (CSL) and mentorship to connect young people to work opportunities, through career counselling and work experience programmes as part of the competency-based curriculum (CBC).

This intervention is linked to the following outcome: Improved learning outcomes and life skills for employment and lifelong learning for 4,000 adolescents (50 per cent of girls). It is also connected to GenU Kenya Accelerator 1 and GenU Strategic Priorities 1, 3, 6 and 7.

**Technical assistance and capacity building**: In the second year, UNICEF provided technical supportto the Ministry of Education and Kenya National Examinations Council in developing curriculum support materials, including CSL assessment tools and training of teachers and government partners in the CSL implementation**.**

**Partnerships**: The Ministry of Education is the main partner for this programme component working with the Kenya National Examinations Council and non-governmental organizations (NGOs). In addition, collaborations, market linkages and partnerships were developed with several institutions and organizations such as health centers, educational institutions Kitalekapel Vocational Training Institute, Ministry of Agriculture (MOA), local community-based organizations; Camel, Bees and Silk Project (CABESI), Inua Dada Foundation12 and Inua Dada Mashinani, Caritas, ChildFund at the Marsabit county offices and the Turkana Catholic Diocese. These partners provided appropriate opportunities for young people to be mentored under the approved government mentorship policy. CSL and mentorship provided experiential learning, work opportunities and informed decision-making on career choices through career guidance and experiential learning experiences.

**Community mobilization**: Community engagement and parental empowerment played a crucial role in the implementation of CSL and mentorship as part of CBC. Parents and school management boards were engaged in identifying relevant private sector actors as well as resource persons to implement CSL and the mentorship programme. The capacity of 4**6 boards of management (BoMs) members and 11 curriculum support officers (CSOs)** was enhanced to support the implementation of the programme.

**Integrated service delivery**: UNICEF Kenya continued to support the operationalization of the mentorship policy, specifically its implementation at the secondary school level to facilitate the growth and development of adolescent mentees. UNICEF partners engaged public secondary schools to establish alumni associations with **100** young people trained as mentors. The training covered exam preparation, Sexual Reproductive Health (SRH), how to make career choices, leadership in communities, self-confidence and life skills. These alumni mentors along with **19** trained teachers (10 female) engaged **5,309** learners; 2,858 girls; (54 per cent) and 2,451 boys (46 per cent) to provide holistic personal development and career guidance to the mentees empowering them to be more independent in making decisions. Mentees also acquired skills on how to protect themselves against sexual abuse and exploitation.

12 https://inuadadafoundation.org/

UNICEF procured 200 recreation kits13 benefiting approximately **38,471** learners (21,722 girls) in secondary schools. The recreation kits provide innovative ways to engage learners in promoting the development of life skills such as cooperation, teamwork, negotiation, empathy and stress management and enhance social cohesion and build trust.

**System strengthening**: UNICEF Kenya continues to advocate for the scaling up of CSL and mentorship in the secondary school curriculum. UNICEF works with the Ministry of Education and its semi-autonomous government agencies in the continued rollout of CBC and provides the transition to the proposed CSL structure at the secondary level. The development of curriculum support materials for CSL enhances the nationwide implementation of CSL as part of the county action plans.

# Programme component 2: Young people develop creativity as a mindset and are civically engaged through the Youth Agency Marketplace (Yoma) model for Kenya.

This intervention contributes to achieving the following outcome: More empowered and engaged young people working towards GenU priorities and the SDGs. 103,612 were reached through the Yoma model. As release of a new version of Yoma was scheduled for early 2023, with enhanced functionality and user experience, further roll out was slightly delayed to wait for this newer version, which affected overall progress toward the target, but the additional users will be added in Q2 2023 and will have access to this enhanced version of the platform.

To ensure both online and off-line enrolment, partnerships were activated including with I Choose Life, Kenya Scouts Association and Kenya Girl Guides Association and incentives like training, airtime, and data bundles were distributed. The vast network of State Department for Youth Affairs youth empowerment centres across the 47 counties were supported to provide access to the internet for young people so they could enroll and complete online courses. Through these activities, the partial target was achieved and as the YOMA platform is tested and further iterations rolled out, activations will resume online as initially planned.

The intervention is also connected to the GenU Kenya accelerators and GenU strategic priorities, namely promoting civic engagement and creativity as a mindset; and promoting equitable access to quality education, training, employment, entrepreneurship and civic participation. The following strategies were used to achieve the results under this programme component.

**Innovative technology**: Through technology and public-private partnerships, the YOMA model for Kenya matched young people with opportunities ranging from volunteering, apprenticeships, social innovation challenges and boot camps. Young people shared the points accrued on the Yunitok platform and this was verified by showing the task certificates as proof of completing community activities and SMS confirmation messages. The points earned were exchanged for access to skills development opportunities (e.g., internships, mentorships, marketing support, incubation and online or offline

13 Each recreation kit contains : 5 balls (football, hand ball, volleyball), 5 pieces volleyball net, 6 tennis balls, 5 packs of playing cards and bridge cards. Plastic coated paper, 5 packets in each kit, 5 hand inflation pumps; 5 skipping ropes; scrabble games, 5 sets of wooden puzzles; modelling clay; abacus, 5 dictionary, colouring books, crayons, drawing books & erasers.

training opportunities).

To drive enrolment on Yoma, young people engaged in on and offline activities earning points for referrals in their virtual wallet. Yunitokers with 100 or more points were able to attend in-person trainings..

**Social innovation and civic engagement**: Turning challenges into opportunities is one of the characteristics of young people. Despite the negative effects of the economy brought on by the COVID- 19 pandemic, UNICEF Kenya facilitated youth innovation challenges to foster and iterate ideas and social innovations within their communities. To ensure that young people who are closest to the ageing population in their communities were engaged in increasing the COVID-19 vaccine uptake, young people on Yoma participated in a vaccine campaign dubbed ‘*GiveItAShot*’. The *GiveItAShot* campaign provided information about COVID-19 vaccines, co-created with the Ministry of Health, to increase vaccine trust as well as encourage young people to get vaccinated. Over **60,000** young people participated in the competition, with 176 young people emerging as winners and **8,562** young people getting vaccinated.

**Partnerships**: Yoma has been supporting Kenya’s youth ecosystem by enhancing connections and linkages between various actors, initiatives and opportunities for young people. Developing key partnerships is crucial to achieving this. Beyond the Ministry of ICT, Innovation and Youth Affairs, the programme continued to nurture the partnerships with Kenya Scouts Association and Kenya Girl Guides in the engagement of young people on Yoma.

**Research and knowledge management**: UNICEF engaged International Research & Exchanges Board (IREX) to research and inform the implementation of the Yoma online marketplace in other countries. The research covered components of the token economy, entrepreneurship, and the relational well-being of young people. IREX developed a comprehensive Monitoring Evaluation and Learning (MEL) plan to operationalize the MEL framework already developed. The MEL plan is a dynamic document that outlines the MEL system with specific steps and processes to track and assess outputs, outcomes, and impact for the scaling of YUNITOK and Yoma activities.

# Accountability

UNICEF Kenya is the only recipient organization and thus has primary accountability for the delivery of the intended results using these funds.

1. **Recipient Organization(s) and Implementing Partners and the Modality of Engagement** UNICEF Kenya’s network of implementing partners is extensive and reliable. UNICEF continued working with the Ministry of Education, Ministry of ICT, Innovation and Youth Affairs, the private sector, local partners and non-governmental organizations and community-based organizations for implementation. UNICEF has strengthened the capacity of GenU Kenya by placing GenU specialists in both the UNICEF country office and the GenU Kenya Secretariat. These technical staff provide support to the youth agenda in the country as well as within the UN agencies.

The Ministry of Education, Kenya Institute of Curriculum Development and Kenya National Examinations Council have technical staff and a national network of actors with experience in implementing education reforms. The planned interventions build on the existing capabilities to increase learning outcomes for young people who will benefit from CSL and the mentorship programme.

UNICEF Kenya’s leadership in the education sector uniquely positions the country office to influence policy at the national level. UNICEF has supported the curriculum reform agenda, finalization of Kenya’s National Education Sector Strategic Plan 2018–2022, the government mentorship policy, and the joint sector review of the education sector. In doing so, it has provided significant technical guidance on how the Ministry of Education will translate Kenya’s Basic Education Act 2013 into a child-friendly education system for all, and ensure access to education for children as well as implement the new curriculum and operationalize some of its key policies.

The Ministry of ICT, Innovation and Youth Affairs is leading youth employment initiatives in the country, through its network of 150 Ajira digital centers that have been rebranded as *Jitume* centers. These centers are across all counties and support young people to obtain digital skills and jobs by providing access to hardware and internet access. UNICEF has used these centres to support young people in accessing the Yoma platform as well as remote participation and boot camps for the GenU imaGen ventures innovation challenge.

# Partnerships

In 2022,GenU Kenya contributed to the Global Opportunity Youth Network’s (GOYN)14 **Mombasa Public Private Youth Multistakeholder Forum on Youth Skilling and Employment.** The platform is part of the global GOYN initiative to catalyse systems shifts for youth in communities around the world through the creation of sustainable training, employment, and income-earning pathways. Through partnerships and collaboration with the Government, private and public sector, development partners, youth and youth-serving organizations are brought together under one platform in Mombasa to catalyse youth access to skilling, employment and entrepreneurship opportunities. Private sector companies in the partnership include and are not limited to Bamburi Cement, Jua Kali Association of Kenya and Base Titanium, all large-scale manufacturing and production companies that require trained and skilled labour.

The GOYN coordinating secretariat in Mombasa convened meetings to align youth employment interventions with government priorities and strategies, facilitate linkages between stakeholders and provide opportunities for peer learning as well as the identification of priorities and mobilization of stakeholders and resources.

GenU Kenya continues to work closely with the Partnerships for SDGs platform, a high-level collaboration between the Government of Kenya and the United Nations. The Partnerships for SDGs platform convenes a range of partners, including private sector entities, non-governmental organizations, philanthropists and academia, to accelerate progress towards achieving the SDGs.

# Sustainability

Kenya has prioritized the young people’s agenda and youth remains a central theme for the government, with the Kenya Kwanza Youth Charter and the Youth Bill under draft. This underpins the need for scaling and continued support to GenU in Kenya.

The government has identified agriculture as one of the sectors that can catalyze the transformation of the rural economy by engaging young farmers in innovative farming practices.The 2021 Kenya Economic Report15 indicates that agriculture remained the dominant sector, accounting for about 22.4 per cent of the overall gross domestic product (GDP) in 2021. The value of marketed

14 https://goyn.org/ the accessed on April3, 2023

15 <https://kippra.or.ke/download/kenya-economic-report-2021/> accessed on September 22, 2022

agricultural production increased by 4.3 per cent from Ksh 505.3 billion in 2020 to Ksh 527.0 billion in 2021. Agriculture provides opportunities for youth to engage in entrepreneurship and innovation. Youth could in turn contribute to efforts towards making agriculture ‘smart’through digitization and innovative solutions. Emerging governance models and innovations support the digitization of agriculture, also known as Agriculture 4.0, and a green economy. There are opportunities for young farmers to tap into digitalization and benefit from linkages with environmental protection work. Modern ‘smart’ technologies and digitization in the farming business have motivated a new generation of farmers, managers and entrepreneurs. Agriculture is a priority pillar for youth employment, entrepreneurship and innovation, aligned with the Government of Kenya and GenU’s priority to provide employment and entrepreneurship opportunities in the green economy, waste management and the circular economy. To address the unemployment youth challenge, GenU, UNICEF, the World Bank, Kuza (a social enterprise) and the Government will develop and implement *Engaging Kenyan Youth in Agriculture and Nutrition (EKYAN)*, a programme that will be implemented through public-private-youth partnership (PPYP) and aims provide young people with skills and agency to become agri-preneurs, build the capacity of smallholder farmers on sustainable agriculture practices and help transform agri-food systems.

GenU is also leveraging opportunities in the green economy to drive youth-led, sustainable green entrepreneurship on the African continent. Through **BeGreen Africa** and in partnership with IKEA Foundation and the Tony Elumelu Foundation – which leads the largest youth entrepreneurship programme in Africa - an initial 240 young Kenyan green entrepreneurs will be supported to develop and scale up their businesses on waste management, while building evidence on how young green entrepreneurs can contribute to circular economies.

# Risk Management

The transition of the government in Kenya during the August 2022 election posed a risk to the continued operations and engagement of GenU in Kenya. UNICEF Kenya worked with the previous and current GenU Secretariat teams at the Office of the President to prepare and adopt a clear transitional strategy for young people in general and GenU specifically. This helped ensure that GenU remained a priority during the political transition period and the gains made are highlighted with the new Kenyan Government.

H.E President Ruto officially launched the Kenya Kwanza Youth Charter and has been keen on public- private-youth partnership to deliver concrete results for young people in Kenya. As a champion of young people, he has been invited to join the GenU Global Leaders Group ensuring continuity of GenU priorities in Kenya.

UNICEF Kenya continues to proactively mitigate risks by working with government ministries and the Office of the President to ensure that GenU remains a priority in Kenya and re-aligning the priorities with the government’s priorities.

A Presidential Working Party On Education Reform was constituted to provide recommendations on the appropriate structure to implement the Competency Based Curriculum (CBC) in Kenya. Because of the time and investment UNICEF Kenya has provided towards the implementation of the curriculum to enhance the acquisition of 21st century skills, including drafting the CSL guidelines and framework for implementation of CBC related programmes, UNICEF was invited to provide feedback to the task force and advocated for the need of an equity lens in the provision of education in Kenya, ranging from

distribution of teachers to ensure quality education and allocation of financial resources including investment in school connectivity to bridge the digital divide. The recommendations of the task force will be shared in 2023 when the report from the county and stakeholder consultations are completed.

# Monitoring and Evaluation

As one component of its monitoring and evaluation strategy, UNICEF Kenya will conduct polls on the Yunitok SMS platform to obtain information on the number of beneficiaries who have had a change in employment status, access to training courses and increase in income and entrepreneurial skills from the GenU programmes in Kenya.

# Innovation and Scalability

The programme continues to tap into the most recent innovations and cutting-edge technologies to deliver quality programming results at scale. UNICEF Kenya leverages the experience gained in implementing creative learning, digital literacy and coding skills in primary and secondary schools to enhance the delivery of CBC. The full-scale implementation of community service learning nationally at the secondary school level under CBC will begin in 2023, where learners will have their first project, building on the lessons learnt and tools developed during the delivery of CSL under this programme. The programme will continue to develop and test options for virtual mentorship in schools and leverage existing connectivity support, including from the Giga initiative, which aims to connect every school to the internet.

Yoma has continued to be adapted, contextualized and rolled out, building on successes in the programme’s first year, especially around using digital tokens to incentivize young people to participate in self-development opportunities, volunteering, social activism and civic engagement. This will not only support young people out of formal school but also those in formal schooling, as well as contribute to enhancing CSL.

To further scale up the Yoma model, the Yunitok platform continues to engage young people in remote locations, amplify their voices and include them in training opportunities and in-person meetings and community activities. As Kenya strives to achieve universal primary education by 2030, over **200 young people** registered on Yunitok are contributing to this goal by collecting, verifying and analysing data needed to reach **Out of School Children (OOSC)** and young people across **16 counties** in Kenya who remain excluded from education. The data collected will make it possible to better identify who they are, where they live and the barriers they face in order to plan for **accelerated education programs (AEP)** as well as support appropriate policies. This not only provides a scaling opportunity for Yunitok and YOMA but also builds on funding from Educate A Child.16

Finally, the programme leveraged ongoing work on social innovation programmes such as UPSHIFT and the GenU imaGen Ventures programme (formerly called the Youth Challenge). To increase the participation of young innovators, UNICEF worked closely with the State Department of Youth Affairs (SDYA) and supported over **200** young people to participate in the imaGen Ventures youth challenges both virtually and in-person at the Ajira Digital/Jitume centres. **Six winning** teams at national level are employing over **479** young people in their communities in scaling their registered businesses/start-ups and have registered revenue of $10,000 as of July 2022. Kenya has produced two winning teams at global level in two consecutive years: [Motobrix in 2021](https://www.unicef.org/kenya/stories/how-generation-unlimited-empowering-young-kenyan-problem-solvers) and [Saniwise Toilet in 2022*.*](https://www.unicef.org/kenya/stories/young-people-invent-award-winning-eco-toilet)These start-ups include young people from refugee communities and the surrounding host communities.

# Knowledge Management

In support of promoting the exchange of learning and the sharing of knowledge, the findings and examples of good practice compiled throughout the first year of the programme are an asset for its second year. Experience of and learnings about the adaptation and advancement of the Yoma model in Kenya will inform the rollout of Yoma in other African countries. These findings will contribute to the wider body of knowledge on education, skill development, employment and engagement opportunities for young people, potentially feeding into policy recommendations at a wider organizational level and for GenU initiatives and work by GenU partners in other countries and regions. The findings will also inform GenU partners’ programmatic work.

# Communication and Visibility

All communication and visibility at the country level have been demonstrated with stories in social media, radio and TV highlighting the innovation challenges on Yoma and imaGen Ventures winners.

Aquaculture

<https://www.unicef.org/kenya/stories/catch-day-young-people-get-head-start-fish-industry>

Aquaculture story in the local newspaper:

<https://www.the-star.co.ke/health/2023-03-15-young-people-get-a-head-start-in-the-fish-industry/>

Saniwise/YOMA story

* Story: [Young people invent an award-winning eco-toilet | UNICEF Kenya](https://www.unicef.org/kenya/stories/young-people-invent-award-winning-eco-toilet)
* Video: <https://www.youtube.com/watch?v=NTo12sO6dO0>

# TABLE 1: THEORY OF CHANGE



Increase opportunities for practical career exploration and preparedness for young people through CSL.

Advocacy for inclusion of community service learning (CSL) programmes in school calendar.

|  |
| --- |
| **Impact** |
| **Outcomes** |
| **Outputs** |
| **Inputs** |



Operationalize the mentorship policy by enabling mentees to develop and enhance relevant life skills and ethical etiquette.

Engagement of young people, private sector innovators, academics and so on, to identify topic areas for geographically cross- cutting and transformative enablers.

Innovative technologies for youth engagement are scaled up (Yoma and Yunitok)

Youth leadership and capacity- building activities, including the GenU Youth Challenge.

Strengthened institutional awareness and urgency around young people's challenges.

Young people have increased sourcing and platforming of ideas, innovations and perspectives.

Institutions have strengthened legal frameworks and guidelines towards implementation of CBC to ensure equitable,

gender-sensitive and inclusive quality education.

Through mentorship, girls and boys have improved knowledge, skills and values to make positive and long-lasting impact.

Unique potential in young people is nurtured through implementation of competency-based curriculum (CBC).

Young people have improved creativity as a mindset and are civically engaged.

More empowered and engaged young people working towards GenU priorities and the SDGs.

Improved learning outcomes and life skills for employment and lifelong learning for adolescents. improved

Improved equitable access to quality education, training, employment, entrepreneurship and civic engagement for young people (GenU Strategic Priority 6).

Improved access to formal school experiences that build skills young people need for productive lives and the future of work (GenU Strategic Priority 1).

Young people are benefiting from expanded education, skill development, employment, and engagement opportunities.

**Table 2: PROGRAMME RESULTS MATRIX**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Result** | | **Baseline** | **Target** | **Achieved** | **MOV** | **Lead Organization** |
|  | **Impact Statement: The urgent need for expanded education, skill development, employment and engagement opportunities for young people is met.** | | | | | |
|  | **Outcome 1: Improved learning outcomes and life skills for employment and lifelong learning for adolescent girls and boys.** | | | | | |
|  | **Output 1.1: Through mentorship, girls and boys have improved knowledge, skills and values necessary to make positive and long-lasting impact.** | | | | | |
| 1.1.1 Number of adolescents equipped with transferable skills through community service learning (CSL) and mentorship. | | 0 | 4,000  (50% girls) | 5,309 learners (54 per cent girls) | Programme reports | UNICEF; Ministry of Education |
| 1.1.2 Number of strategic collaborations and partnerships developed with private sector to increase opportunities for practical career exploration and preparedness for young people | | 20\* | 30 | 30 | Programme reports | UNICEF; Ministry of Education |
|  | **Output 1.2: Institutions have strengthened legal frameworks and guidelines towards implementation of the competency-based curriculum** (**CBC) to ensure equitable, gender-sensitive and inclusive quality education.** | | | | | |
| 1.2.1 Number of CSL curriculum support materials and guidelines developed. | | 1 | 3 | 2 | Policy document | UNICEF; KICD; KNEC |
| 1.2.2 Number of education officials with improved capacity on delivery of components of CBC, including CSL and mentorship. | | 100 | 200 | 150 | Programme reports | UNICEF; Ministry of Education |
|  | **Outcome 2: More empowered and engaged young people working towards GenU priorities and the SDGs.** | | | | | |
| 2.1 Proportion of young people polled by GenU, after participating in GenU initiatives, who express an increase in enthusiasm for such initiatives. | | 0 | 50% | 66.7%[[2]](#footnote-3) | GenU poll report | UNICEF |
| 2.2 Number and proportion of young people reached by GenU initiatives who  demonstrate improved employment outcomes (e.g., placement in jobs, duration of unemployment, wages, retention, labour productivity). | | 0 | 50% | 479[[3]](#footnote-4) | GenU poll report | UNICEF |
|  | **Output 2.1: Young people have improved** c**reativity as a mindset and are civically engaged.** | | | | | |
| 2.1.1 Number of innovative tools for youth engagement that are scaled up, including the Yoma (Youth Agency Marketplace) model and Yunitok | | 2 | 3 | 3 | Project reports; real-time data | Ministry of ICT&YA; GenU Kenya; UNICEF |
| 2.1.2 Number of youth leaders who participated in capacity-building activities  through the GenU Youth Challenge and UPSHIFT programme. | | 1,000 | 2,000 | 5,472[[4]](#footnote-5) | Project reports | KGGA, KSA and SDYA;  UNICEF |
| 2.1.3 Number of young people, private sector partners, innovators, academics and other stakeholders engaged through Yoma and other platforms to identify and scale up transformative enablers for young people. | | 1,000 | 187,000 | 103,612 | Project reports | KGGA, KSA and SDYA; UNICEF |

***\*****Baseline in Year 1 was 0 and the target was 20. Year 2 will build from this baseline of 20 to add 10 new strategic partners.*

**TABLE 3: PROGRAMME RISK MANAGEMENT MATRIX**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Risks** | **Risk Level (Likelihood x Impact)**: Very high, high, medium,  low | **Likelihood**: Almost certain (5),  likely (4),  possible (3),  unlikely (2),  rare (1) | **Impact**: Extreme (5),  major (4),  moderate (3),  minor (2),  insignificant (1) | **Mitigating Measures** | **Responsible Unit/Person** |
| 1. Inadequate funds to operationalize the mentorship policy and guidelines. | High | Likely (4) | Major (4) | * Advocate for resource allocation from the Government of Kenya and development partners * Develop a resource mobilization strategy | UNICEF/Chief of Education |
| 2. Weak motivation and competing priorities for mentors and private sector. | Medium | Likely (4) | Extreme (5) | * Advocate for corporate social responsibility in private sector * Partnership with Kenya Private Sector Alliance * Offer virtual mentorships * Advocate among the members of the   GenU Kenya Multi-Stakeholder Alliance Forum | Ministry of Education/ Ministry of ICT, Innovation and Youth Affairs/  UNICEF |
| 3. Delays in finalization of programme plans and implementation. | High | Likely (4) | Moderate (3) | * Keenly monitor plans by key stakeholders | UNICEF/Education Section Kenya Institute of Curriculum Development/  Ministry of Education/  Ministry of ICT, Innovation and Youth Affairs |
| 4. Restrictions to programme implementation due  to COVID-19 realities and risks. | High | Almost certain (5) | Major (4) | * Develop protocols for programme implementation in presence of COVID-19 * Explore digital platforms for learning in partnership with other initiatives such as Giga | Ministry of Health/ Ministry of Education/ UNICEF/  World Health Organization |
| 5. Limited access to data/internet to enable use of Yoma. | Medium | Likely (4) | Extreme (5) | * Data-led incentives with mobile network operators for Yoma access * Leverage global partnerships with mobile network operators | UNICEF/Innovation Section Ministry of ICT, Innovation and Youth Affairs |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Risks** | **Risk Level (Likelihood x Impact)**: Very high, high, medium,  low | **Likelihood**: Almost certain (5),  likely (4),  possible (3),  unlikely (2),  rare (1) | **Impact**: Extreme (5),  major (4),  moderate (3),  minor (2),  insignificant (1) | **Mitigating Measures** | **Responsible Unit/Person** |
| 6. Low uptake of and enthusiasm for Yoma. | High | Possible (3) | Moderate (4) | * Promotion of Yoma through multiple youth networks/forums/channels * Communication campaign led by champions and influencers, and social media campaigns | UNICEF/Innovation Section  young people/ youth ambassadors |
| 7. Resource constraints in the private sector due to COVID-19. | High | Likely (4) | Major (4) | * Partnership with post-COVID-19 economic recovery programmes * Partnering with corporate social responsibility programmes in the private sector for continuity of community service learning and Yoma | UNICEF/Partnerships Section Ministry of Education/  Ministry of ICT, Innovation and Youth Affairs |
| 8. Inadequate redemption opportunities for Yoma digital tokens. | High | Likely (4) | Major (4) | * Awareness creation on digital tokens to remove suspicion * Purchase initial incentives to build traction | UNICEF/ Innovation Section UNICEF Eastern and Southern Africa Regional Office (global partnerships) |
| 9. School closures and insecurity leading due to potential electoral  violence. | High | Possible (3) | Extreme (5) | * Promotion of peace education and conflict resolution among young people | UNICEF/ Education Section young people/  youth ambassadors |
| **Assumptions**:   * Continued ownership and leadership of GenU Kenya by Government of Kenya. * Commitment of partners to corporate social responsibility programmes. * Peaceful transition of power. * Global memoranda of understanding with mobile network operators are adapted at national level to enhance access. | | | | | |

1. The MPTF Office Project Reference Number is the same number as the one on the Notification message. It is also referred to as “Project ID” on the project’s factsheet page the [MPTF Office GATEWAY](http://mdtf.undp.org) [↑](#footnote-ref-2)
2. 50% excellent and 16.7% outstanding [↑](#footnote-ref-3)
3. Number of direct and indirect jobs created from GenU programs [↑](#footnote-ref-4)
4. 387 took part in the imaGen ventures bootcamp and 5,085 in mentorship sessions for leaders [↑](#footnote-ref-5)