



PROGRAMME NARRATIVE PROGRESS REPORT

<p>Programme Title & Project Number</p> <ul style="list-style-type: none"> Programme Title: Expanding education, skill development, employment and engagement opportunities for young people. MPTF Office Project Reference Number: 00122974 	<p>Country, Locality(s), Priority Area(s) / Strategic Results¹</p> <p><i>Country/Region</i> National with components in selected counties in Kenya</p> <p><i>Priority areas</i></p> <ol style="list-style-type: none"> Formal school experiences that build skills young people need for productive lives and the future of work are promoted. Improved equitable access to quality education, training, employment entrepreneurship and civic engagement for young people.
<p>Participating Organization(s)</p> <p>UNICEF</p>	<p>Implementing Partners</p> <p>Government of Kenya:</p> <ul style="list-style-type: none"> Ministry of Education; Ministry of ICT and Youth Affairs; Kenya Institute of Curriculum Development (KICD) <p>Generation Unlimited Kenya Secretariat Kenya Girl Guides Association (KGGA) Kenya Scouts Association (KSA)</p>
<p>Programme/Project Cost (US\$)</p> <p>Total approved budget as per project document: US\$ 787,000</p> <p>TOTAL: US\$ 787,000.00</p>	<p>Programme Duration</p> <p>Overall Duration: 12 months</p> <p>Start Date²: 24.07 2020</p> <p>Original End Date: 31.07.2021</p> <p>Current End Date: 31.07.2021</p>
<p>Programme Assessment/Review/Mid-Term Eval.</p> <p>Assessment/Review - if applicable <i>please attach</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Date: <i>dd.mm.yyyy</i></p> <p>Mid-Term Evaluation Report – <i>if applicable please attach</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Date: <i>dd.mm.yyyy</i></p>	<p>Report Submitted By</p> <ul style="list-style-type: none"> Name: Jean Lokenga Title: Deputy Representative Participating Organization (Lead): UNICEF Email address: jllokenga@unicef.org

² The start date is the date of the first transfer of the funds from the MPTF Office as Administrative Agent to UNICEF Headquarters. The start date at country level was 1 August 2020.

List of Acronyms

CBC	Competency Based Curriculum
CSL	Community Service Learning
FAO	Food and Agriculture Organization
FGD	Focus Group Discussions
GenU	Generation Unlimited
GER	Gross Enrolment Ratio
HCD	Human Centred Design
IPs	Implementing Partners
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
KPHC	Kenya Population and Housing Census
KSA	Kenya Scouts Association
LTA	Long-term Agreement
MoE	Ministry of Education
MoICT I&YA	Ministry of Information Communications Technology, Innovation & Youth Affairs
MPTF	Multi-Partner Trust Fund
NEET	Not in Education, Employment or Training
NGO	Non-Government Organization
NYC	National Youth Council
SMS	Short Message Service
SDG	Sustainable Development Goals
TSC	Teachers Service Commission
UNICEF	United Nations Children's Fund
UNFPA	United Nations Population Fund
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
USD	United States Dollar
YEDF	Youth Enterprise Development Fund
YOMA	African Youth Marketplace

EXECUTIVE SUMMARY

Kenya successfully launched Generation Unlimited (GenU) on August 5th, 2020 with a bold vision to provide access to quality education, training and employment for 30 million young Kenyans under the age of 24. H.E. President Uhuru Kenyatta, in his opening remarks³, highlighted the need to scale up existing youth programmes by utilizing the GenU multi-stakeholder platform to advance the youth agenda. GenU in Kenya has since gained institutional footing through a secretariat which coordinates GenU and is embedded in the Office of the President, and a wide range of stakeholders including UN leadership and agencies. UNICEF remains a key stakeholder.

Through the GenU platform, UNICEF Kenya is working with partners to expand education, training and employment opportunities for young people, aged 10 to 24 years. This programme '**Expanding education, skills development, employment and engagement opportunities for young people**' is aligned to the Kenya GenU priorities and the Youth Development Policy 2019 that recognizes the potential of young people to drive innovation in Kenya. Through the generous support from the Government of the Netherlands, 208,000 young people will benefit from skilling and empowerment programmes.

Despite the difficult and unpredictable operating environment that COVID-19 has presented, which led to some delays and adjustments, important progress has been made with regards to the critical stage of start-up planning, partnership coordination and implementation of specific activities that could be carried out with no health risks.

UNICEF is providing technical support to the Ministry of Education (MoE) through the Kenya Institute of Curriculum Development in the development of Community Service Learning (CSL) curriculum. The implementation of CSL as a learning area will equip young people with practical skills in solving community problems while building trust within their communities as they engage in social impact activities and social innovation.

Yunitok, a youth engagement platform based on U-Report, was successfully launched following the meaningful engagement of young people in developing a localized brand for the platform that resonates with the youth. The Yunitok platform is available on SMS across the two major mobile operators in Kenya – these serve more than 98% of the connected young people in Kenya. Yunitok will enable youth voices to inform policy and programme design and will be used to mobilize young people to participate and engage in the African Youth Marketplace (YOMA), a youth-driven online platform that uses Artificial Intelligence to match young people with individualized learning pathways, impact tasks to positively contribute to their community, and jobs based on their aspirations and psychometric profile.

Young people have also been involved in giving feedback to the adaptation of YOMA for Kenya by participating in challenges and testing the incentive system available on the platform. As part of YOMA and in collaboration with the Kenya Scouts Association and the National Youth Council (NYC), more than 100 young people were engaged in community service involving cleaning and tree planting and a further 13 girls and 19 boys benefited from entrepreneurship training.

The funds have also been catalytic. For example, they were leveraged to lead a multi-agency proposal (UNICEF, UN Women, and FAO) to the COVID-19 Multi-Partner Trust Fund, which mobilized an additional US\$ 850,000 to improve the livelihoods and engagement of youth in Kenya, including US\$ 340,000 to UNICEF for U-Report and YOMA. Specifically, the funding will connect young men and women to agribusiness and livelihood opportunities through YOMA, engage youth in awareness-raising initiatives to

³ <https://www.unicnairobi.org/news-and-events/press-release-government-of-kenya-the-united-nations-to-step-up-efforts-to-advance-education-training-and-jobs-for-millions-of-young-people/>

combat gender-based violence and help scale up youth-led initiatives enterprises in the target counties of Turkana and Kisumu.

1. Purpose

In Kenya, while there were 10.1 million pupils (4.97 million girls and 5.1 million boys) at primary school level in 2019, there were only 3.26 million pupils (1.64 million girls and 1.63 million boys) at the secondary level.⁴ It is critical to ensure a better transition rate into secondary education and a quality of education that is both appropriate and useful, which is a key factor for enrollment and attendance.

To improve the quality of education and better prepare young people for gainful employment, Kenya reformed and started the implementation of the national Competency Based Curriculum (CBC) in 2017. The new CBC aims to nurture every learner's potential and equip young people with relevant competencies to easily transition from school to work. The competencies are 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*'. The Community Service Learning (CSL) which is part of the CBC will provide training opportunities for young people and help them gain transferrable life skills through mentorship and community service learning. By ensuring a multiskilled workforce that is able to meet the demand for 21st century skills, including strong academic, thinking, reasoning, and teamwork skills, and proficiency in using technology, young people will remain competitive in the ever-changing workplace environment.

The gradual roll-out of CBC began in January 2019 from grade one to grade four, with the old curriculum still in use from grade five to University level. GenU and UNICEF Kenya are supporting the phased implementation of the CBC by providing technical support to the Ministry of Education (MoE) to formulate guidelines on the new learning areas for senior secondary level in the CBC curriculum, including on mentorship and community service learning, and supporting the Kenya Institute of Curriculum Development (KICD) in conceptualizing, designing and implementing the CSL.

The Kenya Population and Housing Census (KPHC)⁵ December 2019 report released by the Kenya National Bureau of Statistics (KNBS) indicated that young people below 35 years make up 75.1 percent of Kenya's population of 47.5 million, with an unemployment rate of 14.2 percent, more than double that of the general population of 4.9 percent. Fifteen percent of youth aged 15-35 years are not in education, employment, and training (NEET), with a higher percentage being young women (18 percent compared to 9 percent of young men) due to gender specific constraints. Unemployment and underemployment are highest among 15-34-year-olds with unemployment varying along lines of education, gender, urban or rural settings. With 500,000 to 800,000⁶ young Kenyans entering the job market each year, the economy has not been able to provide the necessary amount of employment opportunities (whether formal or informal) and often young people are turned away for lack of experience.

Findings from the Focus Group Discussions (FGD) with young people that formed part of the development of the GenU Country Investment Agenda revealed that youth feel there is a mismatch between the skills they attained in school and the job market requirements. This mismatch highlights the importance of obtaining life skills and relevant technical skills to access modern job markets.

⁴ Kenya National Bureau of Statistics (KNBS) 2019

⁵ 2019 Kenya Population and Housing Census Volume III: Distribution of Population by Age and Sex- December 2019

⁶ Kenya National Bureau of Statistics (KNBS) 2019

Building on the innovative mindset of youth as change agents, UNICEF with its partners is implementing the African Youth Marketplace (YOMA), a youth-driven online platform that uses Artificial Intelligence to match young people with individualized learning pathways, impact tasks to positively contribute to their community, and jobs based on their aspirations and psychometric profile. Youth are incentivized to participate via a digital token that can be redeemed in a physical or intellectual marketplace, and each individual has a digital wallet that contains their engagement and certificates, thus building a digital CV verifiable through blockchain technology. The platform is being linked to the Sustainable Development Goals (SDGs) Partnership Platform, SDG Accelerator Lab and Ajira Centers (housed at the Ministry of ICT, Innovation and Youth Affairs) and other innovative skilling platforms like UPSHIFT and ATINGI. Private sector partners joining the marketplace will provide incentives, premium training resources and digital tokens.

2. Results

The programme recognizes the centrality of working with national governments, partners and the youth to consolidate efforts and deliver results.

Outcome 1: Improved learning outcomes and life skills for employment and lifelong learning for girls and boys

Technical Assistance and capacity building: During the reporting period, the Ministry of Education (MoE) was provided with technical support through Kenya Institute of Curriculum Development in the development of the CSL curriculum. The implementation of CSL as a learning area will equip young people with practical skills in solving community problems while building trust within their communities as they engage in social impact activities and social innovation.

System Strengthening: The mentorship programme and CSL is aimed at facilitating positive growth and development by providing opportunities and experiences for young people to make informed career decisions through guidance and support from teachers and mentors. Guidelines for the implementation of the mentorship programme were jointly developed with the Ministry of Education but due to the Government of Kenya directive on school closures to curb the spread of COVID-19, implementation was delayed.

A technical working group of twenty one members drawn from different State Departments of the Ministry of Education, KICD, Teachers Service Commission (TSC), Kenya National Commission for UNESCO (KNATCOM) and UNICEF commenced in January 2021 as restrictions on COVID-19 were lifted and will guide implementation of the mentorship policy.

Outcome 2: More empowered and engaged young people working towards GenU priorities and the SDGs

Partnerships: Essential partnerships were formalized to engage young people in Kenya with the different departments from the Ministry of ICT, Innovation and Youth Affairs, including the State Department for Youth Affairs, National Youth Council and the Youth Enterprise Development Fund, to ensure young people's voices and views were applied. UNICEF also established partnerships with the Kenya Scouts Association, Kenya Girl Guides Association, UN Women and FAO to collaborate on youth engagement.

Through these partnerships, **Yunitok**, a youth engagement platform based on U-Report, was successfully launched in the country following the meaningful engagement of young people in developing a localized

brand for the platform that resonates with the youth. UNICEF leveraged a global Long-term agreement (LTA) to configure the Yunitok platform for Kenya and contracted an SMS company to ensure young people could access the platform without incurring any costs. Consequently, the Yunitok platform is available on SMS across the two major mobile operators in Kenya, which serve more than 98% of the connected young people in Kenya. A national steering committee including additional stakeholders such as the World Bank, Plan International, United Nations Population Fund (UNFPA), Mastercard Foundation, Ministry of Education, Ministry of Health, Kenya Private Sector Alliance (KEPSA) and Kenya National Chamber of Commerce and Industry (KNCCI), has been established. The steering committee will oversee young people's engagement through Yunitok, advocate with stakeholders and policymakers on Yunitok poll results, and coordinate partners for mobilizing youth. Yunitok has enrolled more than 512 young people since officially being launched, 66 percent of whom are girls. An engagement calendar developed by the national steering committee will guide the mobilization of more young people from various networks in different counties to scale-up the use of the platform in the coming weeks. Yunitok will also be leveraged as a key tool to engage additional young people - such as the 2.4 million Scouts, 300,000 young Red Cross volunteers, 7 million Shujaat subscribers, and the National Youth Service – in YOMA who can work as eyes and ears (monitoring and feedback) and hands, feet, mouth and brains (training, mobilization, volunteerism, social action and development).

Young people have also been involved in designing the adaptation of YOMA for Kenya by participating in challenges and testing the incentive system available on the platform, and adjustments were made based on their feedback, ranging from changing incentive and redemption offers to including preferred IT course options on the platform. Through the Kenya Scouts Association and the National Youth Council (NYC), more than 100 young people were engaged in community service involving cleaning and tree planting with primary school learners in Nairobi. The YOMA platform allows young people to be recognized for these efforts through certificates and premium training opportunities. For example, entrepreneurship training benefitting 32 young people (19 boys and 13 girls) was conducted with the support of the Kenya Scouts Association. The training covered how to start a business, develop a business plan, access financial services and basic management skills. The implementing partners will replicate the training and community service approach in Kisumu and Turkana counties during the next quarter with young people. Technology companies like Cisco and Oracle have expressed interest in joining the YOMA ecosystem for Kenya and are being onboarded, which will enable more young people to access virtual training resources. Cisco has committed to supporting the creation of a Cisco virtual academy that will be co-branded with YOMA.

In 2020, a virtual GenU Youth Challenge was conducted to identify and generate transformative ideas from 45 young people. The Green Project Initiative, a team of two young men and a young woman from an informal urban settlement, emerged as the Youth Challenge global winners. Green Project Initiative proposed a waste management solution that recycles and uses garbage to make briquettes, reducing waste while creating employment for youth and promoting environmental conservation. An innovation accelerator has been identified to support the Green Project Initiative and five other ideas, and the teams will be provided with mentorship and financial support to scale their projects to reach more young people in three counties: Kisumu, Nairobi, and Turkana. The incubator will also provide training and support for these nascent youth enterprises to mature and reach more young people.

3. Delays in implementation, challenges, lessons learned & best practices

One of the risks highlighted in the programme document was the school closures due to the COVID-19 pandemic with the anticipation that the restrictions would be lifted by July 2020. These closures continued for the remainder of 2020 and delayed engagement with learners on the implementation of the CSL and mentorship activities in schools and even with the re-opening of in-person learning in January 2021, some activities remain suspended indefinitely.

A national conference on career guidance was hosted by KICD with various stakeholders including Government officials and learners attending both in person and virtually. Based on the successful participation of learners and delegates at the conference, mentorship activities will now be conducted virtually to ensure the continued safety of the learners and mitigate the risk of further delays in the implementation of activities.

Despite the inability to meet physically, the virtual meetings with the Ministry of Education and the career guidance conference provided a platform for multiple stakeholders to meet and hold discussions on conceptualizing the career guidance for schools as early as primary school level. Career guidance is one of the eight themes under the mentorship policy that the MoE is focusing on.. By exposing primary school learners to various career opportunities, students can see the relevance between the curriculum and future careers and make informed decisions during selection of pathways in senior school. They will also be more inspired to remain engaged and motivated to strive for success.

Restrictions on physical activities have also had a negative impact on planned youth challenges and UPSHIFT cycles. One virtual youth challenge was conducted successfully drawing on experiences in other country offices such as Nigeria and South Africa. The continued COVID-19 containment measures have limited access to refugee locations where infection rates are significant, and delayed UPSHIFT in-person training. The current UPSHIFT curriculum will be digitized and made available on ATINGI, the e-learning platform for YOMA. Developing a digital version of the UPSHIFT curriculum will increase access to the training content on the platform for more young people and ensure that youth on the move are not left behind in skilling and training opportunities. It will also scale YOMA and ATINGI beyond Kenyan borders as they will be online and accessible anytime and on any device.

Operationalizing the YOMA token incentive system has been complex with technical and bureaucratic hurdles including a) at the government level, arriving at a consensus on how to integrate YOMA into the existing Ajira Digital Programme for online training and jobs and Ajira points and b) at a national level, differentiating the value-addition of YOMA points among the existing digital tokens in the market. These challenges have resulted in delays in creating awareness and popularizing the platform among youth networks widely. Despite these challenges, new and exciting partnerships are being pursued to leverage existing partners' experience in implementing robust token systems in Kenya that could be connected to the YOMA system and catalyze the platform's growth. It has been decided to start implementation in select counties and work with partners with token systems that already have a national footprint in Kenya.

There is no successful youth programme development without the inclusion of young people in the process, especially if young people's creative mindsets are to be inculcated. Young people have been consulted and engaged from the initial design and user testing of YOMA and their feedback resulted in changes to the incentive and redemption offers and incorporation of preferred IT course options on the platform.

Finally, partnering with government and ministries can be complex and take time as there is no one-size-fits-all approach, and very few shortcuts to establishing strong and productive working relationships. Challenges related to the COVID-19 pandemic have highlighted the importance of developing solid partnerships to achieve impact, especially when seeking systems-level change. UNICEF Kenya's leadership and track record on advocating for positive change positioned it to influence continued CBC reform at the national level when the government's immediate attention focused on responding to the COVID-19 pandemic. Through the support of the GenU Kenya Secretariat, anchoring Yunitok within the State Department for Youth Affairs was pivotal in ensuring sustainability beyond the programme funding cycle and generating data to inform youth policy and programming.

4. Qualitative assessment

The programme has successfully achieved the results based on the timelines in the programme implementation plan and through partnerships and engagement with various government ministries. Some of the key partnerships include:

- **Ministry of Education (MoE)** has taken the lead on the mentorship policy's dissemination, sensitization, and operationalization in learning institutions. This ownership from government will ensure sustainability, national impact and mainstreaming of the mentorship activities in all basic education institutions.
- **Kenya Institute of Curriculum Development (KICD):** the national agency that advises government on curriculum development and is responsible for the development of curriculum design for Community Service Learning (CSL) under the new Competency-Based Curriculum (CBC). This partnership ensures alignment with government's priorities and the technical support on curriculum design for the Competency Based Curriculum (CBC).
- **Ministry of ICT, Innovation and Youth Affairs, State Department of Youth Affairs:** leads and coordinates crucial youth initiatives supported by UNICEF, including Yunitok (U-Report), YOMA and youth challenges. This partnership builds on the vision of the Kenya Youth Policy 2019 that seeks to engage young people in identifying their needs and helps amplify their voices to positively change their communities. The State Department is the chair of the Yunitok National Steering Committee in Kenya.
- **National Youth Council (NYC):** The council's role as the voice of youth in Kenya makes it a crucial partner for Yunitok in Kenya and it will play a vital role in advocating for youth issues that are amplified through Yunitok. Its vast network will be a platform to scale the reach of innovative youth engagement platforms.
- **Youth Enterprise Development Fund (YEDF)** has been engaged to provide support to youth ideas from innovation challenges and other platforms to scale and establish functional youth-led enterprises and social ventures. This partnership will further enhance the YOMA platform in transitioning young people from learning to work opportunities and entrepreneurship. YEDF will also provide the longer-term financing and enterprise development options beyond this programme.
- **Kenya Scouts Association (KSA) and Kenya Girl Guides Association (KGGA):** Given their vast network, a comprehensive work plan has been developed with both organizations to mobilize young people for community service and engagement and youth entrepreneurship training as part of the YOMA platform.
- **Kenya Primary School Headteachers Association (KEPSHA)** is in charge of the Children's Council. The Council is a representative body composed of children elected by other children to organize social, curricular and co-curricular activities aimed at improving children's participation in governing their school. The Children's Council proactively represents children's concerns to the school administration, Board of Management and the school community through ethical, accountable and constructive service. The 2021 Children's Council Congress is expected to have resolutions based on the four thematic areas of **Value and Citizenship, Life Skills, Career Guidance** and **Community Service Learning**.

5. Indicator Based Performance Assessment

	<u>Achieved</u> Indicator Targets	Reasons for Variance with Planned Target (if any)	Source of Verification
Outcome 1 Improved learning outcomes and life skills for employment and lifelong learning for girls and boys.			
Output 1.1 Boys and girls have improved knowledge, skills and values necessary through mentorship to make positive and long-lasting impact			
Indicator 1.1.1 Number and proportion of young people reached by GenU initiatives demonstrating increase in transferable skills (e.g. coding, book-keeping, husbandry) Baseline: 0 Planned Target: 8,000 (50% girls)	0	<ul style="list-style-type: none"> ▪ COVID-19 pandemic led to schools' closure from March to October 2020 and health restrictions on any activities that involved large numbers. The planned activities in schools had to be postponed until the re-opening of schools in January 2021. ▪ With the re-opening of schools, the Ministry of Education (MoE) priorities shifted to the health, safety and preparation of learners for the national examinations in March- April 2021. ▪ These competing priorities led to the limited time to meet with Ministry of Education officials. 	Policy document
Indicator 1.1.2 Number of collaborations and partnerships developed with private sector to increase opportunities for practical career exploration and preparedness for young people. Baseline: 0 Planned Target: 20	0	Development of these partnerships was dependent on the implementation of the mentorship policy and guidelines led by the MoE as this would guide the type of partners to engage with. This was delayed with the delay of implementation of activities with the MoE.	
Output 1.2 Institutions have strengthened legal frameworks and guidelines towards implementation of the CBC to ensure equitable, gender sensitive and inclusive quality education.			
Indicator 1.2.1 Community service learning (CSL) curriculum designed and policy guidelines developed. Baseline: No Planned Target: Yes	No	<ul style="list-style-type: none"> ▪ Draft implementation framework for CSL completed. 	Policy document
Indicator 1.2.2 Number of advocacy meetings on mainstreaming mentorship	2	In progress	Meeting minutes

	Achieved Indicator Targets	Reasons for Variance with Planned Target (if any)	Source of Verification
in the secondary school curriculum conducted. Baseline: 0 Planned Target: 4			
Outcome 2: More empowered and engaged young people working towards GenU priorities and the SDGs			
Indicator 2.1 Proportion of young people polled by GenU after participating in GenU initiatives who express an increase in enthusiasm. Baseline: 0 Planned Target: 50%	0%	Survey to be conducted in Q3 of implementation.	Survey results from young people and poll results from Yunitok.
Indicator 2.2 Number and proportion of young people reached by GenU initiatives demonstrating improved employment outcomes (e.g. placement in jobs, duration of unemployment, wages, retention, labor productivity). Baseline: 0 Planned Target: 50%		Survey to be conducted in Q3 of implementation.	Survey results from young people.
Output 2.1: Young people have improved creativity as a mindset and are civically engaged			
Indicator 2.1.1 Number of innovative tools for youth engagement including the Youth Market Place (YOMA) and U-Report launched and scaled up. Baseline: 0 Planned Target: 2	1 (Yunitok launched in Kenya)	U-Report branded as Yunitok has been launched. YOMA is not yet being promoted widely as the incentive system is not yet fully operationalized.	http://kenya.ureport.in Steering committee meetings and Presentations.
Indicator 2.1.2 Number of youth leaders who participated in the capacity building activities through the GenU Youth Challenge and UPSHIFT programme.	140	Young people were engaged in community service and capacity building with partner organizations. Kenya Scout Association provided entrepreneurship training and additional activities planned for Q3.	Activity Report/DCT from Kenya Scouts Association and Kenya Girl Guides Association.

	Achieved Indicator Targets	Reasons for Variance with Planned Target (if any)	Source of Verification
Baseline: 45 Planned Target: 1,000			
Indicator 2.1.3 Number of young people, private sector, innovators, academia and other stakeholders engaged through YOMA and other platforms to identify and scale transformative enablers for young people. Baseline: 870 Planned Target: 199,000	1,496	The brand name U-Report was already registered in Kenya by a private company and the platform could not be launched with the same name. The initial months were spent co-creating a unique brand name. Yunitok (U-Report) has now been formally launched with a functional Steering Committee. Mobilization of young people to join is ongoing and will accelerate connecting young people to YOMA opportunities.	Yunitok and YOMA dashboards. Mobilization and training reports from partners.

6. Specific Story: Youth Unite & Talk!

U-Report is a well-known free social monitoring tool designed for young people to strengthen community-led development and citizen engagement. First launched in Uganda in 2011, UNICEF developed the social messaging tool and data collection system to improve civic engagement of youth, inform leaders and foster positive change. It is now used in more than 70 countries.

There was just one problem. In Kenya, the name U-Report had already been trademarked by a media company and the tool could not be launched with the same name as it would be confusing. In partnership with the State Department for Youth Affairs, National Youth Council, Youth Enterprise Development Fund, Kenya Scouts Association, Kenya Girl Guides Association and the Generation Unlimited Kenya Secretariat, UNICEF organized a two-week online naming challenge to identify potential names for the digital platform.

The rebranding also presented an opportunity to engage youth in co-creating a new name for U-Report localized to the Kenyan context that resonated with young people. Posters, videos, tweets and messaging were shared across all the partners' social media platforms calling on young people to submit their proposed names for consideration.

Cynthia Nyongesa, Gen-U youth ambassador and member of the Global GenU Young People's Action Team, was also involved in creating a buzz about the naming challenge and called on young people to participate in the online competition. At the end of the submission period, a list of names was compiled and reviewed based on the selection criteria including creativity, relevance to the youth platform and uniqueness. From more than 200 names submitted, a shortlist of five names that met the selection criteria were subjected to a second round of online voting with close to 105 votes cast. In the end, the name "**Yunitok**" was selected as the preferred brand name.

Yunitok - Youth Unite & Talk! Is now the official name for U-Report in Kenya. The platform will share essential information with young people and allow their voices to be amplified and inform programmes and policies that concern them. It will be leveraged as a key tool to engage additional young people - such as the 2.4 million Scouts, 300,000 young Red Cross volunteers, 7 million shujaz subscribers, and the National Youth Service – in YOMA, a GenU initiative and a youth-driven online marketplace that uses Artificial Intelligence to match young people with individualized learning pathways, impact tasks to positively contribute to their community, and jobs based on their aspirations and psychometric profile.

7. Programmatic Revisions

Implementation of the mentorship activities will be conducted through blended learning i.e. online and in-person classes. This is to ensure adherence to the Ministry of Health guidelines and COVID-19 protocols against large gatherings. This will also encourage larger participation and will enable a national forum for dissemination and sensitization of the mentorship policy as well as the national children's government conference.

The UPSHIFT and youth challenges will now be implemented virtually. The UPSHIFT curriculum will be digitized and deployed on the YOMA e-learning platform and ATINGI for access online by young people in refugee communities and surrounding hosting communities. The UNICEF country office will leverage an initiative by the regional office to map online learning resources in refugee communities to ensure comprehensive access to the curriculum nationally. Learners enrolling in the online curriculum

will be supported by a group of trainers who received an orientation on the curriculum before the travel and health restrictions were imposed.

8. Resources

The funds have also been catalytic. For example, in Kenya they were leveraged to lead a multi-agency proposal (UNICEF, UN Women, and FAO) to the COVID-19 Multi-Partner Trust Fund, which mobilized an additional US\$ 850,000 to improve the livelihoods and engagement of youth, including US\$ 340,000 to UNICEF for U-Report and YOMA (African Youth Marketplace). Specifically, the funding will connect young men and women to agribusiness and livelihood opportunities through YOMA, engage youth in awareness-raising initiatives to combat gender-based violence and help scale up youth-led initiatives enterprises in the target counties of Turkana and Kisumu.

Through the partnership with the Youth Enterprise Development Fund (YEDF), access to longer-term financing and enterprise development for young innovators on YOMA will be available beyond this programme.

Operationalization of the mentorship policy is a long-term process as the editing, approval and finalization of curriculum support materials will continue beyond the current funding year. The current funding has jump-started the process at both the primary and secondary school levels and will be used to mobilize additional resources to support the full implementation and roll-out of the CSL and mentorship policy.

ANNEX 1: Social media campaign for co-creation of U-Report’s localized name (Yunitok)



Figure 1: Round 1 flyer with call to join the naming challenge



Figure 2: Five shortlisted names



Figure 3: Winning announcement flyer



Figure 4: Michelle Omumamu creator and winner of the naming challenge.

ANNEX 2: Young People Engaged in Community Service with Learners in School (YOMA)



Figure 1: Kenya Scouts painting a primary school as part of community service activity



Figure 2: Young people from the National Youth Council planting trees with primary school children as part of community service



Figure 3: Scouts creating awareness about mental health and wellness during the community service activity



Figure 4: Primary School Children and young people from Kenya Scouts Association join in school cleaning as part of community service

ANNEX 3: Young People Engaged in creating awareness about Yunitok (U-Report)



Figure 5: Girl Guides and Brownie leaders participating in Yunitok training



Figure 6: Peer mentoring by Girl Guides as part of Yunitok awareness

ANNEX 4: Donor Feedback Form

[English version](#)