Generation Unlimited Trust Fund
United Nations Multi-Partner Trust Fund – Year 2

<table>
<tr>
<td>Programme Title:

Expanding Education, Skill Development, Employment and Engagement Opportunities for Young People</td>
<td>Recipient Organization(s):

UNICEF Kenya</td>
</tr>
<tr>
<td>Programme Contact:

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<td>Programme Partner(s):

▪ Government of Kenya
– Generation Unlimited (GenU) Kenya Secretariat
– Kenya Girl Guides Association
– Kenya Institute of Curriculum Development
– Kenya National Examinations Council
– Kenya Scouts Association
– Ministry of Education
– State Department for Youth Affairs</td>
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<tr>
<td>Programme Country:

Kenya</td>
<td>Programme Location (provinces or priority areas):

National, with components in selected counties in Kenya</td>
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<td>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 from previous support, this intervention will be used to provide technical assistance to draft and pilot the mentorship and community service learning components of the secondary-level competency-based curriculum (CBC).</td>
<td>Total Cost of the Programme:

US$520,000

Breakdown of Total Funded Cost by Recipient Organization:

<table>
<tr><th>Recipient Organization</th><th>GenU funding (USD)</th></tr>
<tr><td>UNICEF Kenya</td><td>520,000.00</td></tr>
<tr><td>TOTAL</td><td>520,000.00</td></tr>
</table>

Other sources of funding as applicable:
▪ Other donors: None</td>
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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)

Indicative numbers	Direct	Indirect
Women (aged 18–24)	90,000	328,000
Girls (aged 10–17)	3,500	143,00
Men (aged 18–24)	90,000	307,000
Boys (aged 10–17)	3,500	148,000
TOTAL	187,000	783,000

Start Date:
1 Jan 2022

End Date:
31 Dec 2022

Total Duration:
12 months

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).

Recipient Organization UNICEF Ken *Deputy Repr* *Signature: _* *Name of Agency:* UNICEF *Date and Seal: 04 /12/2021*	

Global Team Director

Signature: _____

14 December 2021

Date: _____

I. Overview of GenU in the Country

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.

For young people to participate in the Fourth Industrial Revolution, workforce readiness, soft skills and technical and entrepreneurship skills will be required to support their success. Building on these four skill sets, digital literacy is effectively a prerequisite for employment or starting a business. Without digital skills, 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.

Kenya recently initiated a process of curriculum reform and, in 2018, 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). As of 2021, CBC has been applied through to the end of Grade 5 of primary education.[1] CBC aims to prepare learners for the future by allowing them to progress based on their ability to master a skill or competency at their own pace, regardless of the learning environment. The system is in line with the Kenya Vision 2030, the Sustainable Development Goals (SDGs) and the Government of Kenya's Big Four Agenda.[2] As young age cohorts advance into adulthood and attempt to enter the workforce, higher-quality, higher-productivity jobs will be required to absorb the country's demographic 'youth bulge' and let young people transition into productive members of Kenyan society.

Kenya is also a Generation Unlimited (GenU) front-runner country. President Uhuru Kenyatta officially launched the initiative on 5 August 2020, underscoring the need to consolidate and coordinate existing youth programmes rather than start new ones. GenU provides the much-needed platform to advance and coordinate the young people's agenda in Kenya. The GenU Kenya mission is aligned to the global mission and seeks to *promote education, skills, empowerment and employment for young people through multi-stakeholder partnerships.* To achieve this mission, a three-level governance structure has been established, comprising the GenU Kenya Multi-Stakeholder Alliance Forum, GenU Kenya Steering Committee and GenU Kenya Secretariat.

GenU Kenya Multi-Stakeholder Alliance Forum: This, the highest governing body, is convened by the Executive Office of the President and the GenU Kenya Steering Committee. A mapping of potential members – drawn from the global GenU partners with operations or programmes in Kenya – has been completed and will be shared with the Steering Committee

[1] UNESCO Institute for Statistics, *Global Out-of-School Children Initiative (OOSCI): Kenya country study*, UIS, 2021.
[2] The Big Four Agenda focuses on universal health coverage; food security and nutrition; enhancing manufacturing; and affordable housing.

for ratification. The stakeholders will 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 and the Ministry of ICT, Innovation and Youth Affairs – and several United Nations agencies. 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 road map and scale up existing youth programmes. The national secretariat is also in charge of GenU communications and knowledge management in the country. Implementation efforts by the GenU Kenya Secretariat are aligned to five workstreams, namely:

- 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.
- Workstream 5: Accelerating the removal of barriers/bottlenecks.

Stakeholder consultations were held from August to October 2021. The GenU Kenya Secretariat concluded the localization of the GenU Kenya Country Investment Agenda according to the five workstreams, by developing the 'Generation Unlimited Kenya Roadmap and Workstream Implementation Plan. 2021–2023.

II. Situation Analysis

The first year of the programme targeted 8,000 beneficiaries acquiring skills through mentorship and community service learning (CSL). In total, 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. Through partnerships with the Ministry of Education and Kenya Institute of Curriculum Development at the national and county levels, community service learning through mentoring commenced in 57 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. The large number of children with disabilities being mentored credence to the notion that mentoring can be inclusive if, in their planning strategies, they deliberately target learners with disabilities and promote lifelong learning opportunities for all.

Working with partners like the I Choose Life, Kenya Girl Guides Association, Kenya Scouts Association and the National Youth Council , the Yoma model engaged 525 young people in volunteer activities – including cleaning, tree planting and testing the incentive system available on the Yoma platform – against the target of reaching 199,000 young people.

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 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*.

According to the Ministry of Education data, in 2019, Kenya had 10.07 million primary students (4,966,252 girls and 5,105,788 boys), compared with 10.39 million in 2018 and 10.29 million in 2017.[3] New enrolments at primary level increased from 108,221 in 2017 to 136,081 in 2019. At secondary level, there were 3.26 million pupils (1,635,466 girls and 1,627,485 boys) in 2019, an increase from 2.78 million students in 2017. New secondary school enrolments increased from 4,019 in 2017 to 4,794 in 2019. The transition rate from primary to secondary education was 95 per cent in 2019, while the gross enrolment rate (GER) for the primary education cycle declined from 104 per cent in 2018 to 99.6 per cent in 2019. The secondary education GER improved from 70.3 per cent in 2018 to 71.2 per cent in 2019[4]

Massive academic failures and low learning outcomes have yielded a national crisis characterized by a low rate of transition to university (7.7 per cent) and poor transitions from school/college to work.[5] Across Eastern and Southern African countries, a low proportion of young people enter tertiary education institutions in the region, with rates varying significantly across nations – from 1.7 per cent in Burundi and 14 per cent in Lesotho to 38 per cent in Namibia.[6] The Government of Kenya is cognizant of these challenges and in the past three years has tried to address them by implementing various education reforms. These include introducing fee subsidies to enhance access; providing teacher training and technological

[3] Ministry of Education, Approved Basic Education Statistical Booklet 2019 Available at: <www.education.go.ke/images/Approved_Basic_Education_Statistical_Booklet_2019_approved_compressed.pdf>, accessed 2 December 2021
[4] Ibid.
[5]. Kenya national gender statistics assessment, Kenya National Bureau of Statistics, KNBS, 2018
[6] UNESCO Institute for Statistics, data.uis.unesco.org accessed on December 3, 2021

upgrades to improve quality; and the transition to CBC in basic education and in technical and vocational education and training to improve relevance. Yet the need for life and employability skills among adolescents and young people remains an extremely pressing issue.

The gradual rollout of CBC began in January 2019, from Grade 1 to Grade 3, with the old system of education 8 years of primary education, 4 years of secondary education, and 4 years of university education (8-4-4) still in use from Class 5 (Grade 5) to university level. In 2019, 138,733 primary headteachers, teachers and education officers received training on CBC implementation.[7] In the first year of the grant, UNICEF Kenya supported the phased implementation of CBC by providing technical support to the Ministry of Education to strengthen its capacity to formulate guidelines on the new learning areas in CBC for the upper secondary level. UNICEF Kenya support also included strengthening the capacity of Kenya Institute of Curriculum Development staff in the **conceptualization, design and implementation of CSL**. As an important part of CBC, CSL will provide training opportunities for young people to acquire transferable life skills through mentorship and through community service linked to classroom learning.

Both CSL and the GenU Kenya 'accelerators' in the Country Investment Agenda will provide young people with opportunities to acquire transferable life skills that will lead to employment and lifelong learning. CBC and competency-based education and training together comprise one of the GenU Kenya accelerators. The second year of the programme will **advance the implementation of the mentorship programme** to more counties and also build on the **CSL guidelines developed and launched in the first year**, through the development of **curriculum support materials, community engagement guidelines and assessment tools, and training of teachers and government partners in CSL implementation**.

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 present the opportunity to foster economic growth and societal change when engaged productively. Kenya's youth population continues to grow rapidly, however, and youth face significant socio-economic challenges including health issues, unemployment, lack of skills and limited access to ICT and 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 constraints[8]. Unemployment and underemployment are highest among those aged 15–35 years, with unemployment varying according to education, age, gender and

[7] Teachers Service Commission, https://tsc.go.ke accessed on December 3, 2021

[8] 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.

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 are often turned away for lack of experience.[9]

The GenU Kenya Secretariat facilitated a series of regional youth engagement events from August to October 2021, in which 367 young people (48 per cent female) participated. The discussions were held in the Central, Coast, Eastern, Nairobi, North Eastern, Nyanza, Rift Valley and Western regions. The feedback from the youth engagement reveals that young people believe the skills they have attained do not match labour market requirements. This mismatch highlights the importance of young people obtaining life skills and relevant technical skills to enable their access to modern labour markets.

In addressing youth issues, the Government set up the Kenya Youth Employment and Opportunities Programme to provide young people with training, internships and business grant opportunities. The State Department for Youth Affairs at the Ministry of ICT, Innovation and Youth Affairs is one of the key institutional structures supporting youth, alongside National Youth Council Kenya. The Ministry set up and supports programmes such as the Youth Empowerment Centers (YECs) and the Ajira Digital Program portal for youth employment, training and mentorship. Ajira focuses on empowering young people to access digital job opportunities and on the establishment of digital innovation hubs to enhance the uptake of online platforms for employment and business opportunities. The Mastercard Foundation established the Young Africa Works initiative, a private-public partnership, to support young people to find dignified and fulfilling work. Also, the SDG Accelerator Lab has been set up at the Ministry of ICT, Innovation and Youth Affairs, with support from the United Nations Development Programme. In addition, many of the innovation hubs active across the private sector, academia and research centres are supportive of young people. There remain challenges, however, 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 have been implementing 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**. The Yoma online platform will be linked to the Ajira Centers and other innovative skilling platforms like UPSHIFT and Atingi to offer a suite of opportunities for young people in the second year of the grant. Private sector partners joining the Yoma 'online marketplace' will provide incentives and premium training resources. Developing and equipping young learners with the requisite skills will promote individual well-being and a belief in one's ability to solve community problems through community service and social innovation as well as building trust between young people and community leaders.

[9] Ibid.

Kenya's unemployment crisis is exacerbated by the fact that adolescents and young people are often excluded politically, economically, socially and culturally from civic engagement.[10] Their lack of knowledge of opportunities or safe platforms for youth civic engagement and how to exert significant influence on public policy further excludes them from active engagement. Consequently, this denies them the opportunity to participate in shaping the policies and programmes that directly affect their livelihoods and well-being. The result has been that most young people have a narrow understanding of engagement and participation, given the limited ways in which they can express themselves as revealed during the Generation Unlimited Kenya regional youth engagement events. 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.[11]

To this end, Youth Unite and Talk (Yunitok), a youth engagement platform based on U-Report, was successfully launched following a co-creation process with young people to develop a localized brand name for the platform that resonates with them. 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, which includes additional stakeholders such as the Kenya National Chamber of Commerce and Industry, Kenya Private Sector Alliance, Mastercard Foundation, Ministry of Education, Ministry of Health, Plan International, United Nations Population Fund and the World Bank. The steering committee oversees young people's engagement through Yunitok, uses Yunitok poll results to advocate with stakeholders and policymakers, and coordinates partners for to mobilizing young people through their existing networks of adlescents and young people. Yunitok has enrolled more than 50,000 Yuntokers (54 per cent girls) since its official launch.[12] An engagement calendar developed by the national steering committee guides young people's mobilization from various networks in different counties to scale the platform to 1 million in 2022.

The second year of the funding will focus on **scaling the Yoma model to develop in young people the skills necessary for the labour market and to access employment opportunities**. The online marketplace model will test and roll out a continuum of youth-driven learning and skilling opportunities contextualized to the Kenyan youth ecosystem. The virtual platform will also provide access to mentorship, innovation challenges and training opportunities for youth enrolled on the platform. **Support for and scaling of social innovations and adolescents' and young people's civic engagement** will continue on Yunitok through information sharing, polls and community activities.

[10] Ministry of ICT, Innovation and Youth Affairs, State Department for Youth Affairs, *Kenya Youth Development Policy 2019*, Nairobi, November 2019. Available at: <https://ict.go.ke/wp-content/uploads/2020/08/Kenya-Youth-Development-Policy-2019.pdf>, accessed on 2 December 2021.
[11] Ibid.
[12] U-Report Yunitok Kenya, 'Engagement', <www.yunitok.in/engagement>, accessed on 2 December 2021.

III. 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 proposed programme will contribute to four of the key transformational outcomes for young people under GenU, namely:

- Transform the formal school experience to build skills young people need for productive lives and the future of work (GenU Strategic Priority 1).
- Improve connections between young people and existing work opportunities (GenU Strategic Priority 3).
- Promote equitable access to quality education, training, employment, entrepreneurship and civic participation (GenU Strategic Priority 6).
- Equip 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 girls). It is also connected to GenU Kenya Accelerator 1 and GenU Strategic Priorities 1, 3, 6 and 7. The following strategies will be used to achieve the results under this programme component.

Technical assistance and capacity building: UNICEF Kenya supported Kenya Institute of Curriculum Development in the development of the CSL implementation guidelines during the first year of the grant. **In the second year, UNICEF will continue to provide technical support to the Ministry of Education, through Kenya Institute of Curriculum Development and Kenya National Examinations Council, in the development of curriculum support materials, community engagement guidelines and assessment tools, and training of teachers and government partners in CSL implementation**. Staff and teachers implementing and delivering the CSL curriculum and mentorship in secondary schools will benefit from the capacity building.

Partnerships: The main partner for this programme component will continue to be the Ministry of Education, in particular Kenya Institute of Curriculum Development and Kenya National Examinations Council. In addition, collaborations, market linkages and partnerships will be developed to create various opportunities for young people to be mentored under the approved government mentorship policy. CSL and mentorship will provide experiential learning, work opportunities and informed decision-making on career choices through career guidance. Private sector partnerships will continue to play a crucial role in providing the learners with work experience and mentors who will nurture their mentees to develop and enhance their skills.

Community mobilization: Community engagement and parental empowerment will play a crucial role in the implementation of CSL and mentorship as part of CBC. Parents and school management boards will be engaged to identify relevant private sector actors as well as

resource persons to implement CSL and the mentorship programme.

Integrated services delivery: UNICEF Kenya will continue to support the operationalization of the mentorship policy, specifically its implementation at secondary school level to facilitate the growth and development of adolescent mentees. UNICEF partners will connect mentors to mentees supported by teachers to provide holistic personal development and career guidance to empower the mentees to be self-sufficient and resilient. Mentees will also acquire life skills on how to protect themselves against abuse and exploitation.

System strengthening: UNICEF Kenya will continue to advocate for the scaling up of CSL and mentorship in the secondary school curriculum. UNICEF supported the development of county action plans for the operationalization of the mentorship policy in the first year of funding. UNICEF will work with the Ministry of Education and its semi-autonomous government agencies in the ongoing rollout of CBC and provide a means to transition to the proposed structure at secondary level. Support on the development of curriculum support materials for CSL will enhance the nationwide implementation of CSL.

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

This intervention contributes to achieving the following outcome: More empowered and engaged young people working towards GenU priorities and the SDGs. The aim is to reach 200,000 young people.

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 will be used to achieve the results under this programme component.

Innovative technology: Through technology and public-private partnerships, the Yoma model for Kenya will directly match young people with volunteer opportunities in their communities, apprenticeships, social innovation challenges/boot camps or other social action initiatives that help them to learn twenty-first century skills in practice. Upon demonstrating proof of completion of these activities, young people will acquire digital tokens that can be exchanged for access to further skills development opportunities (e.g., internships, mentorships, marketing support, legal advice, other online/offline opportunities) or physical items from vendors (e.g., food, clothing, mobile minutes/airtime, data), all of which will be easily accessible through the platform.

Throughout the process, dynamic psychometric assessments will support young people to learn about themselves and gain access to tailored opportunities for growth. Online peers and tutors will be available to provide additional support such as career counselling, and young people will be able to build secure skill reports, digital curriculum vitae (CVs) and verified credentials to help them enter the labour market. All marketplace activities and certificates obtained there will be stored in a personal digital wallet, thus building a ‘blockchain CV’.

The programme will leverage innovative technologies to enhance youth participation and engagement at the national and county level. Young people will be connected to amplify their voices through Yunitok and other digital platforms; in return, they will cultivate leadership and mobilize young people at scale for community service, volunteering and social activism. Strong links with other development and private partners will ensure that as young people move out of secondary school, they are immediately made aware of the opportunities for education, employment and training. Innovations that bring together various stakeholders to reach and connect young people virtually with opportunities for training, skill building and connection to employment will be supported to scale up. As young people are linked to existing and new capacity-building opportunities, youth leadership will be enhanced and young people will gain twenty-first century skills in practice. There will be a strong programmatic focus on brokering shared value partnerships, leveraging the private sector, development stakeholders and other partners to scale up products and models serving young people.

Social innovation and civic engagement: UNICEF Kenya will promote social innovation and civic engagement among young people, including during the COVID-19 emergency, through youth challenges and other existing programmes such as UPSHIFT. Youth participants in Yoma will be connected to innovation accelerators such as the SDG Accelerator Lab, Ajira and the Youth Empowerment Centers, and to the Kenya Youth Employment and Opportunities Programme (KYEOP) for additional incubation, grants and support to scale up young people's entrepreneurship and business ideas

Partnerships: Yoma will support Kenya's youth ecosystem by enhancing connections and linkages between various actors, initiatives and opportunities for young people. Developing key partnerships will be crucial to achieving this. Beyond the Ministry of ICT, Innovation and Youth Affairs, the programme will establish partnerships with successful youth programmes and initiatives in Kenya such as Shujaaz, Kenya Scouts Association and BLAZE by Safaricom, and help a large cadre of young people to engage early on through Yoma. The regional approach to Yoma will help UNICEF tap into other regional partnerships such as RLabs, Goodwall and Atingi. As Yoma in Kenya will be anchored on experiential learning for young people, these various tailored connections to existing and new opportunities in the Yoma ecosystem and beyond will be critical. In addition, UNICEF Kenya will also promote opportunities to link Yoma to other initiatives by GenU partners, including UNICEF and others in the United Nations system. UNICEF Kenya will deliver on the intervention by leveraging its partnerships with other United Nations agencies, relevant government institutions and the private sector.

Research and knowledge management: The programme will also incorporate operations research to inform other components of Yoma and implementation of the online marketplace in other countries. Among other aspects, the research will cover components of the token economy, entrepreneurship, and the relational well-being of young people.

IV. Accountability

UNICEF Kenya is the only recipient organization and thus has primary accountability for the delivery of the intended results using these funds. Funds transferred to programme partners will be monitored as per UNICEF programme implementation guidelines.

V. Recipient Organization(s) and Implementing Partners and the Modality of Engagement

UNICEF Kenya's network of implementing partners is extensive and reliable. UNICEF Kenya will work in close partnership 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 to implement the proposed activities. UNICEF has strengthened the capacity of GenU Kenya by placing GenU specialists in both the UNICEF country office and the GenU Kenya Secretariat. Various UNICEF programmes have contributed to investments in the young people's agenda in Kenya, in support of the implementation of GenU.

The Ministry of Education – Kenya Institute of Curriculum Development and Kenya National Examinations Council in particular – has personnel and a national network of actors with experience in implementing education reforms. The planned interventions will build on these 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 up to 150 Ajira Centers – county-based platforms that support youth to obtain digital-related jobs. The Ministry demonstrated strong political will to work with UNICEF on the implementation of the Yoma model in Kenya.

VI. Partnerships

The two interventions outlined in this programme document respond to young people's needs as expressed in the research that led to the adoption of the current GenU road map in Kenya, which has been endorsed by the GenU Kenya Steering Committee.

GenU Kenya will also work 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.

VII. Sustainability

Kenya has prioritized the young people's agenda and youth remain a central theme for President Uhuru Kenyatta, who is one of the global GenU leaders. In November 2019, the Kenya Youth Development Policy was approved to harness and optimize the strengths and opportunities that youth present, while addressing personal and structural barriers that affect their productivity[13] .As part of the President's continued commitment to youth, the GenU Kenya Secretariat is domiciled at the Executive Office of the President, with government ministries contributing to GenU priorities.

CSL and mentorship are anchored in the new national CBC, currently being rolled out in phases, which aims to nurture every learner's potential and equip young people with twenty-first century skills. The curriculum offers CSL as a core subject at upper secondary level, ensuring that learners gain the necessary skills and experience to transition to work. This programme will provide technical support to the Ministry of Education for the development and testing of the CSL and, ultimately, its national rollout.

UNICEF will coordinate the national advisory group for Yoma in Kenya, bringing together key actors and stakeholders and young people. Yoma will focus on working with existing and new initiatives and facilitating interconnections between young people and existing work opportunities (Strategic Priority 3). Some of the existing initiatives will include the government-supported Ajira Digital Program/Kenya Youth Employment and Opportunities Programme (Accelerator 2), Ajira Digital Program portal for youth employment (Accelerator 2) and Shujaaz digital clubs. Shared value partnerships will be brokered in addition to leveraging private sector and other partners to support the token-based incentive system. Yoma in Kenya will connect to other chapters of Yoma in Nigeria and South Africa and to regional initiatives such as the Atingi platform. The programme will attract impact investors to incentivize youth action on Yoma around matters of national importance (Big Four Agenda) and regional interest and to contribute to the SDGs.

VIII. Risk Management (Table 3)

Kenya identified its first case of COVID-19 in March 2020 and to date more than 8,000 cases have been identified, triggering multiple restrictions on movement, business and services, including education and training. The programme will develop various protocols in line with Ministry of Health guidelines on COVID-19, and in collaboration with key stakeholders (Ministry of Education and Ministry of ICT, Innovation and Youth Affairs) agree an appropriate schedule that ensures COVID-secure implementation.

[13] https://ict.go.ke/wp-content/uploads/2020/08/Kenya-Youth-Development-Policy-2019.pdf accessed on December 3, 2021

A set of potential risks that may impact the project has been identified, with mitigation measures subsequently devised for each risk (*see Table 3*). These risks are:

- Inadequate funds to operationalize the mentorship policy and guidelines.
- Weak motivation and competing priorities for mentors and private sector.
- Delays in finalization of programme plans and implementation.
- Restrictions to programme implementation due to COVID-19 realities and risks.
- Limited access to data/internet to enable use of Yoma.
- Low uptake of and enthusiasm for Yoma.
- Resource constraints in the private sector due to COVID-19.
- Inadequate redemption opportunities for Yoma digital tokens.
- School closures and insecurity due to potential electoral violence.

IX. Monitoring and Evaluation

UNICEF Kenya is well positioned to track and report programme achievements and financial expenditures. It has staffed offices in Nairobi, Garissa, Kisumu and Turkana, which allows for strategic, on-the-ground programme implementation in the most marginalized counties. Furthermore, its broad network of implementing partners guarantees that monitoring and evaluation efforts meet reporting standards, while also enabling the use of local expertise, networks and experience to deliver results for children. UNICEF Kenya, in close collaboration with the Ministry of Education at the national and county level, will ensure quality and timely implementation and monitoring of the results. Implementing partners will provide programme reports as per UNICEF programme implementation guidelines.

X. Innovation and Scalability

The programme will continue to tap into the most recent innovations and cutting-edge technologies to deliver quality programming results at scale. UNICEF Kenya will borrow from its experience gained in implementing creative learning, digital literacy and coding skills in primary and secondary schools to enhance the delivery of CBC. The programme will continue to develop and test options for virtual mentorship in schools and leverage existing connectivity support, including from the Giga initiative.

Yoma will continue 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 will be revitalized to engage youth in remote locations, amplify their voices and include them in ongoing opportunities and activities.

Finally, the programme will leverage ongoing work on social innovation programmes such as UPSHIFT and the GenU Youth Challenge. These two youth engagement platforms will be

supported to scale up further and bring meaningful impact to the lives of young people in Kenya, including refugee settlements and surrounding host communities.

XI. 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 a valuable 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. All of 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.

Recruitment by UNICEF Kenya and the GenU Kenya Secretariat is ongoing for a communications officer who will support the dissemination of information at the national level. The knowledge assets developed will be disseminated nationally and regionally using a mixture of government structures, private sector partners and civil society.

XII. Communication and Visibility

All communication and visibility at the country level will be in line with the Generation Unlimited Brand Guidelines and global communication and visibility plan and implemented by UNICEF and partners to ensure the visibility of the GenU Kenya initiative. UNICEF will continue to work with the Ministry of Education and Ministry of ICT, Innovation and Youth Affairs to ensure visibility of interventions funded by this grant, both through social media and local mainstream media (television, radio and newspapers).

TABLE 1: THEORY OF CHANGE

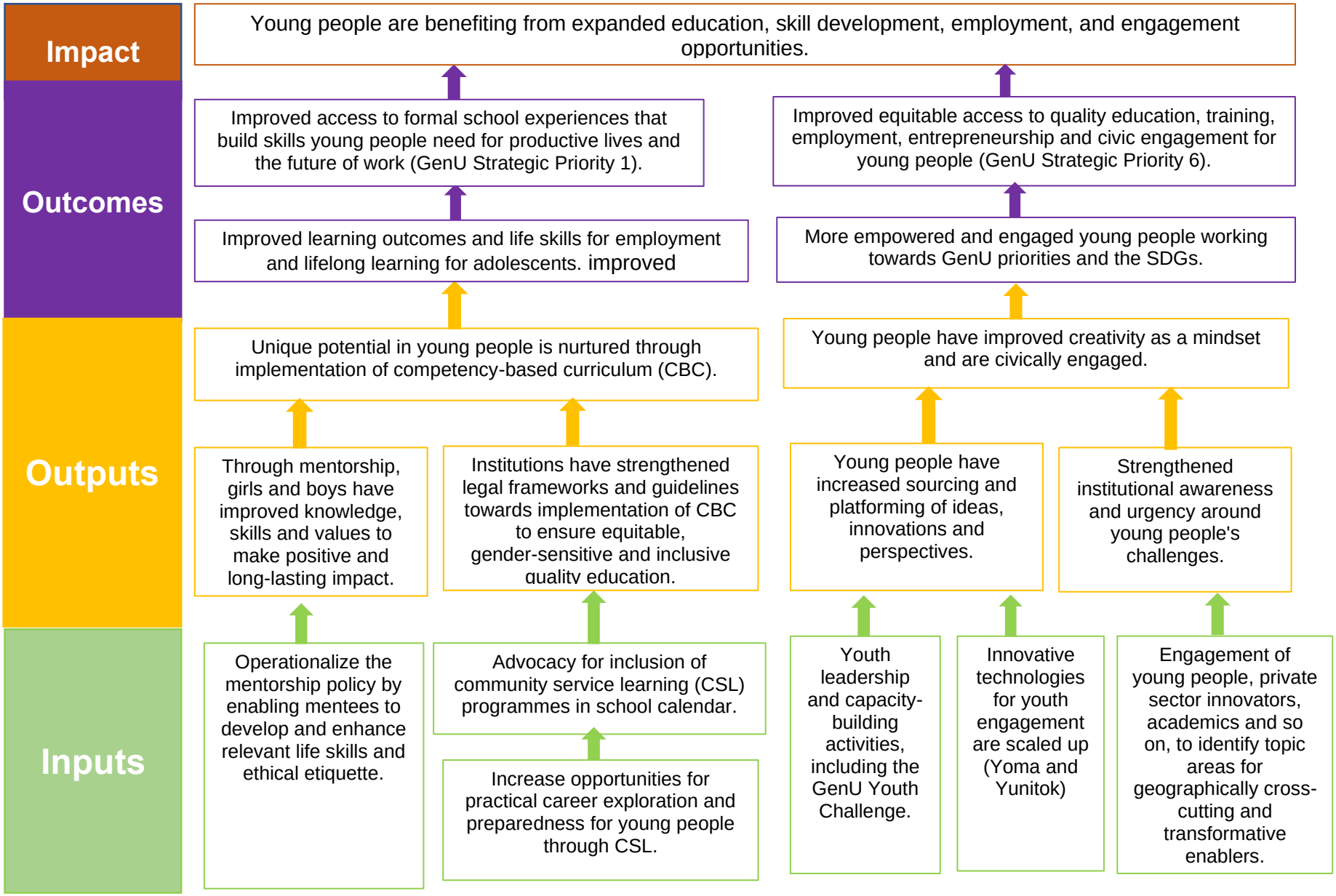

Table 2: PROGRAMME RESULTS MATRIX

Result	Baseline	Target	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)	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	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	Policy document	UNICEF; Kenya Institute of Curriculum Development; Kenya National Examinations Council
1.2.2 Number of education officials with improved capacity on delivery of components of CBC, including CSL and mentorship.	100	200	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	0	50%	GenU poll	UNICEF

Result		Baseline	Target	MOV	Lead Organization
	participating in GenU initiatives, who express an increase in enthusiasm for such initiatives.			report	
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%	GenU poll report	UNICEF
Output 2.1: Young people have improved creativity 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 (U-Report).	2	3	Project reports; real-time data	Ministry of ICT, Innovation and Youth Affairs; Generation Unlimited (GenU) Kenya Secretariat; 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	Project reports	Kenya Girl Guides Association; Kenya Scouts Association; State Department for Youth Affairs; 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	Project reports	Kenya Girl Guides Association; Kenya Scouts Association; State Department for Youth Affairs; 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

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
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
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.					

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
✓ Peaceful transition of power. ✓ Global memoranda of understanding with mobile network operators are adapted at national level to enhance access.					

TABLE 4: BUDGET BY ACTIVITY

Summary of Eligible Costs	Narration	TOTAL (US$)
Outcome 1.1: Promote formal school experiences that build skills young people need for productive lives and the future of work.		
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 Implementation of the mentorship policy to facilitate positive growth and development of adolescent mentees.	Facilitate growth and development of adolescent mentees.	60,228
1.1.2 Development of strategic collaborations, partnerships and linkages, particularly with the private sector, to increase opportunities for practical career exploration and preparedness for young people through community service learning (CSL).	Increase opportunities for young people to acquire transferable skills, through developing collaborations, partnerships and linkages, particularly with the private sector.	23,000
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 Development of CSL curriculum support materials and policy guidelines for the implementation of CBC in secondary schools.	Conceptualizing CSL as envisaged in the CBC by developing CSL curriculum support materials and policy guidelines.	90,000
1.2.2 Capacity building of the Ministry of Education to enable implementation of CSL and the mentorship policy.	Capacity building of education officials to enable implementation of CSL and the mentorship policy.	36,927
Total for Output 1		**210,155**
Output 2.1: Young people have improved creativity as a mindset and are civically engaged.		
2.1.1 Youth leadership and capacity-building activities, including the GenU Youth Challenge.	Convene GenU Youth Challenge activities, capacity-building opportunities and UPSHIFT participation.	40,500
2.1.2 Innovative technologies for youth engagement are scaled up (Yoma and Yunitok).	Yunitok is used for youth engagement.	40,000
	Yoma is adapted and scaled up in Kenya.	38,700
2.1.3 Engagement of young people, private sector, innovators, academics and so on, to identify topic areas for geographically cross-cutting and transformative enablers.	**Operationalize YOMA:** Develop partnerships that leverage the Ajira Digital Program; incentivize Yoma activities through tokens, data packages, training programmes, mentorship, etc.	90,954
Total for Output 2.1		**210,154**
SUBTOTAL (1)		**420,309**
Technical personnel (staff and other personnel costs)		73,691
UNICEF Kenya operations cost (5% of total funding)		26,000
SUBTOTAL (2)		**99,691**
GRAND TOTAL (1+2)		**520,000**

TABLE 5: BUDGET BY UNITED NATIONS DEVELOPMENT GROUP (UNDG) CATEGORY

Programme Budget			
UNDG Category	**Total (US$)**	***Outcome 1 (US$)***	***Outcome 2 (US$)***
1. Staff and Other Personnel Costs	73,691	48,091	25,600
2. Supplies, Commodities and Materials	-		
3. Equipment, Vehicles and Furniture, including Depreciation	-		
4. Contractual Services	63,500		63,500
5. Travel	31,900	16,900	15,000
6. Transfer and Grants to Counterparts	307,968	171,084	136,884
7. General Operating and Other Costs	16,941	10,925	6,016
Total programmable cost	494,000	**247,000**	**247,000**
8. UNICEF Kenya operations cost (5% of total funding)	26,000	13,000	13,000
TOTAL PROGRAMME AMOUNT	**520,000**	**260,000**	**260,000**