



PROGRAMME DOCUMENT

<p>Programme Title: Expanding education, skill development, employment and engagement opportunities for young people.</p>	<p>Recipient Organizations (ROs): UNICEF Kenya</p>						
<p>Programme Contact: Name and Title: Jean Lokenga, Deputy Representative Address: UNICEF Kenya, UN Avenue, Gigiri, Nairobi. Telephone: + 254 793 304 993 E-mail: jlokenga@unicef.org</p>	<p>Programme Partner(s):</p> <ul style="list-style-type: none"> - Government of Kenya: <ul style="list-style-type: none"> ▪ Ministry of Education; ▪ Ministry of ICT and Youth Affairs; ▪ Executive Office of the President - Kenya Red Cross Society - Kenya Scouts Association - Shujaaz - Safaricom 						
<p>Programme Country: Kenya</p>	<p>Programme Location (provinces or priority areas): National with components in selected counties in Kenya</p>						
<p>Programme Description: The focus of the two components of the programme are: 1) Young people acquire skills through mentorship and community service-learning. This intervention is linked to the following outcome: Improved learning outcomes and life skills for employment and lifelong learning for girls and boys. Funding will be used to provide technical assistance to draft and pilot the mentorship and Community Service-Learning (CSL) components of the secondary level Competency Based Curriculum (CBC). This will be complemented by the Prospects project interventions already funded by The Netherlands, which focus on developing the secondary level curriculum to prepare young people for post-secondary education, training and employment. 2) Young people develop creativity as a mindset and are civically engaged through the African Youth marketplace (YOMA) model for Kenya. This intervention contributes to achieving the following outcome: "More empowered and engaged young people working towards GenU priorities and SDGs". The African Youth Marketplace is a youth-led digital and 'market generating' innovation that aims</p>	<p>Total Cost of the Programme US\$ 780,000</p> <p>Breakdown of Total Funded Cost by RO:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="text-align: left;">Name of RUNOs</th> <th style="text-align: left;">Gen U funding (USD)</th> </tr> </thead> <tbody> <tr> <td>UNICEF Kenya</td> <td>\$780,000.00</td> </tr> <tr> <td>TOTAL</td> <td>\$780,000.00</td> </tr> </tbody> </table> <p>Other sources of funding as applicable: - Other Donors: None</p>	Name of RUNOs	Gen U funding (USD)	UNICEF Kenya	\$780,000.00	TOTAL	\$780,000.00
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to put young people in the driver's seat of their learning and skills development through technology and public-private partnerships. This model will be linked to the secondary-level CBC, the Sustainable Development Goals (SDGs) Partnership Platform, SDG Accelerator Lab and Ajira Centers (housed in the Ministry of ICT, Innovation and Youth Affairs) and other significant innovation, skilling and job matching platforms/schemes.

Estimated No. of Beneficiaries

Indicative numbers	Direct	Indirect
Women (18-24)	100,000	328,000
Girls (10-17)	4,000	143,000
Men (18-24)	100,000	307,000
Boys (10-17)	4,000	148,000
TOTAL	208,000	927,000

Start Date:
01/August/2020

End Date:
31/July/2021

Total duration (in months):
12 Months

OUTCOMES to which the programme contributes:

1. Young people acquire formal school experiences that build skills they need for productive lives and the future of work (GenU Priority 1).
2. Improve connections between young people and existing work opportunities (GenU Priority 3)
3. Improved equitable access to quality education, training, employment, entrepreneurship and civic engagement for young people (GenU Priority 6).
4. Young people equipped as problem-solvers and engaged members of civil society, helping to create a better world (GenU Priority 7).



<p>Recipient Organization</p> <p>UNICEF Kenya <i>Name of Representative: Maniza Zaman</i></p> <p></p> <p><i>Signature:</i> _____</p> <p><i>Name of Agency:</i> UNICEF</p> <p><i>Date & Seal:</i> _____</p>	
<p style="text-align: center;">Global Team Director</p> <p><i>Signature:</i> _____</p> <p><i>Date:</i> _____</p>	





I. Overview of GenU in the country

Kenya's population is very young with close to 50% under 18 years, while 30 million (63%) are below 24 years (KNBS, 2019). Despite recent improvements in the country, there are still challenges for young people in accessing skill development and employment opportunities. For instance, 16% of those aged up to 13 years do not finish primary school¹ and 50% of older adolescents (14 to 17 years old) do not complete secondary school². Graduates from vocational colleges, technical colleges and universities face youth unemployment estimated at 18.34% in 2019, twice the national unemployment rate which was 9.3% in the same year (KNBS, 2019). Many stakeholders attribute the high unemployment rates to a mismatch between young people's skills/knowledge and the requirements of the labour market.

As a component in addressing the above-mentioned challenges, the Government of Kenya reformed the education system by adopting Competency-Based Curriculum (CBC) with an increased focus on the development of skills and competencies. The CBC aims to prepare learners for the future by allowing them to advance based on their ability to master a skill or competency at their own pace, regardless of environment. The system is inline with the Kenya Vision 2030, Sustainable Development Goals (SDGs) and the Government's 'Big Four Agenda'³.

Kenya is also a Generation Unlimited (GenU) Frontrunner country under the overall leadership of H.E. President Uhuru Kenyatta. GenU has provided a much-needed platform to advance and coordinate the young people's agenda. Under the guidance of the GenU Steering Committee, a Country Investment Agenda (CIA) has been finalized based on a UNICEF supported study and with contributions from young people. The CIA outlines a number of 'accelerators' or proven and promising initiatives on learning, skilling and employment that have the potential to be scaled up to enable young people to obtain quality education and skills and transition to the world of work. In addition, leadership in Government have recently reiterated the centrality of young people in the fight against COVID-19 and development of Kenya.

The Kenya GenU mission, in coordination with the Government and UN agencies, is to promote education, skills, empowerment and employment for young people by '*building a public private partnership between youth, development partners, international finance institutions, private investors and other Kenyan stakeholders*'. To achieve this mission a three-level governance structure has been established consisting of a Multi Stakeholder Alliance Forum, Steering Committee and National Secretariat.

The Multi Stakeholder Alliance Forum is the highest governing body, convened by the Executive Office of the President and the Steering Committee. This Forum will be officially launched in August 2020 with some of its members will be drawn from the global GenU partners with operations or programs in Kenya. The stakeholders will deliberate and evaluate

¹ Ministry of Education of Kenya, 2019. NATIONAL EDUCATION SECTOR STRATEGIC PLAN FOR THE PERIOD 2018 – 2022. Page 11

² Ministry of Education of Kenya, 2019. NATIONAL EDUCATION SECTOR STRATEGIC PLAN FOR THE PERIOD 2018 – 2022. Page 22

³ Big 4 Agenda: Universal health coverage; food security and nutrition; enhancing manufacturing and affordable housing.



GenU program contributions to the national development priorities and objectives of the Country GenU initiative.

Steering Committee: Co-chaired by the Deputy Chief of Staff in the Executive Office of the President and the UN Resident Coordinator; the **Steering Committee's** membership also includes government ministries, in particular Education, ICT and Youth Affairs, as well as several UN Agencies. The Steering Committee meets quarterly to report on the progress of GenU activities, and ensure GenU's investments are aligned to government priorities, and also provides strategic guidance and advice to GenU country partners.

National Secretariat: Hosted at the Executive Office of the President, the GenU National Secretariat acts as a liaison between the global secretariat and GenU Kenya and ensures stakeholder coordination. The Secretariat team works with government ministries, departments and agencies to implement the GenU roadmap, and ensures good practices are taken to scale. The Secretariat is also in charge of communication and knowledge management of GenU in the country.

II. Situational Analysis

Outcome 1: Young people acquire skills through mentorship and community service-learning (Competency Based Curriculum)

The nexus between the education system and curriculum is critical for transforming young people's education, training and work. Kenya reformed and started the implementation of its national curriculum in 2017. This new Competency Based Curriculum (CBC) education policy defines the knowledge, skills and attitudes to be transmitted and applied daily, grounded in values and perspectives that the Kenyan society upholds. The curriculum reform is guided by the vision: "*Nurturing every learners' potential*". It aims to produce engaged, empowered and ethical citizens equipped with relevant and quality knowledge about national values and social competencies. The curriculum 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'. Community Service Learning (CSL) and mentorship are part of the CBC reform agenda and are not yet rolled out.

The majority of Kenyan children and young people are faced with numerous personal challenges and the dilemma of making life-defining decisions early in their lives. Increasingly, young people must handle issues dealing with career choices, sexuality, peer pressure, drug and substance abuse, harmful traditional practices, and negative media influence amidst the changing political and economic landscape.

In 2017, a total of 10,403,700 children (5,293,900 boys and 5,109,800 girls) were enrolled in primary school (KNBS, 2018). This represents a Gross Enrolment Ratio (GER) of 104 percent and a Net Enrolment Ratio (NER) of 91.2 percent. In the same year, the Pupil Completion Rate (PCR) was 84 percent and the Primary to Secondary Transition Rate (PSTR) was 83.1 percent (Ibid). Despite an increase in the PSTR rate, secondary GER was 68.5 percent while NER was only 51.1 percent. This indicates that while the transition rates to secondary may



seem impressive, around half of all the adolescents eligible for secondary school are out of school.

Current evidence establishes that the education system in Kenya has a heavy emphasis on academic and cognitive skills, with little or no focus on other competencies demanded by **today's rigorous living and working spaces such as communication, creativity, critical thinking, grit or resilience and leadership skills.**

Even then, massive academic failures and low learning outcomes have yielded a national crisis of low transitions to University at 7.7 percent (KNBS, 2018), and poor transitions from school/college to work. Across the region, there is a low percentage of entrance to tertiary education in the region, ranging significantly across countries: from 1.7% in Burundi; 14% in Lesotho; to 38% in Namibia. (2017; UIS). The government is cognisant of these challenges, and in the past three years it has implemented education reforms, including fee subsidies to enhance access, teacher training and technological upgrading to improve quality, and the transition to Competency Based Curricula in basic education and Technical, Vocational Education and Training (TVET) to improve relevance. Yet, the need for life and employability skills among adolescents remains an extremely pressing issue.

Community Service Learning (CSL) which is part of the CBC, and part of the identified GenU "Accelerators" for Kenya, will provide young people with opportunities to acquire transferable life skills that will lead to employment and lifelong learning. CBC and CBET were identified as one of the GenU Kenya accelerators and part of this funding will be used to provide technical assistance to draft the **Community Service Learning guidelines and advance the mentorship policy** which are components of the secondary level Competency Based Curriculum. The funding will build on the Prospects project funded by the Dutch government which focuses on developing the secondary level curriculum to prepare young people, including those displaced and in the surrounding host communities, for post-secondary education, training and employment.

Table 1: Accelerators for GenU Kenya
1. Roll out Competency-Based Education and Training (CBE/CBET).
2. Youth portal
3. Kenya Youth Employment and Opportunities Project (KYEOP)
4. Equity Wings to FLY
5. KCB 2 Jiajiri
6. Rift Valley Technical Institute
7. Upgrading youth empowerment centres

Outcome 2: Young people develop creativity as a mindset and are civically engaged through the African Youth marketplace (YOMA) model for Kenya.

Young people are a national resource that presents opportunities to foster economic growth and **societal change when engaged productively.** Kenya's youth population continues to rapidly increase and faces significant socio-economic challenges, ranging from health, unemployment and lack of skills, to limited access to ICT and meaningful civic engagement. The Government has committed to include youth in relevant planning and transformative processes (KYDP4, 2018). To this end, young people's engagement and digitization is a cross cutting theme for the Big Four Agenda by the Government of Kenya⁵. The development of

⁴ Kenya Youth Development Plan 2018

⁵ Big Four Agenda focus areas: food security, affordable housing, manufacturing, and affordable healthcare for all - <https://www.president.go.ke/>



skills, employment, entrepreneurship, creativity, talent, ICT, and volunteerism are priorities that drive programmes and activities for the youth. Despite the numerous youth programmes, there continues to be a mismatch between skills attained and skills needed in the job market and this disconnect has resulted in high youth unemployment.

The existing policies and programmes, though currently being revisited by changing the school curriculum, have not fully addressed the importance of education and training that are adapted to the needs of the labour market. In addressing youth issues, the Government set up the Kenya Youth Employment and Opportunities Programme (KYEOP) (also an “Accelerator”), the Youth Empowerment Centres and the Ajira Portal for Youth that were all identified as interventions with the potential to scale under the Country Investment Agenda (CIA). To further support the youth, the Kenya Vision 2030 called for the establishment of youth centres, mentorship programs, development of creative industry hubs and youth enterprise financing.

The Directorate of Youth Affairs at the Ministry of ICT, Innovation and Youth Affairs (MICTIYA) is one of the key institutional structures supporting youth alongside the National Youth Council. MICTIYA set up and supported programmes such as Ajira Digital jobs – focused on empowering young people to access digital job opportunities and the establishment of digital innovation hubs to enhance the uptake of online platforms for employment and business opportunities. Mastercard Foundation established the Young Africa Works initiative, a private public partnership to support young people to find dignified and fulfilling work. The SDG Accelerator Lab has also been setup at the MICTIYA with support from UNDP. In addition to this Lab, there are many active innovation hubs in the private sector, academia and research centres supporting young people. However, there are still challenges with equitable access and poor connection to the job market.

Focus Group Discussions (FGD) with young people that formed part of the development of the GenU Country Investment Agenda reveal that youth feel that the skills they have attained do not match the job market requirements. This mismatch highlights the importance of obtaining life skills and relevant technical skills to access modern job markets.

The other part of this funding will be used to support young people using the youth marketplace model to develop skills necessary for the job market and access employment opportunities. The youth marketplace will test and roll out a continuum of youth-driven learning and skilling contextualized to the Kenyan youth ecosystem. Through the use of psychometrics and Artificial Intelligence (AI), young people will be assisted in designing their professional and personal pathways as they are directed to off and online resources. The virtual platform will also provide access to mentorship and volunteer opportunities for youth enrolled in the secondary-level Community Service Learning (CSL) and mentorship in outcome 1 of this programme.

UNICEF and MICTIYA will lead the adoption, launch and scaling of the African Youth Marketplace (YOMA), and engage partners to join the marketplace and provide incentives and digital tokens. Communication, training and resources will be subsidized or zero-rated to increase traffic to the platforms.



III. Programme Strategy

Generation Unlimited'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:

- 1) Promoting formal school experiences that build skills young people need for productive lives and the future of work (*Priority 1*).
- 2) Improve connections between young people and existing work opportunities (GenU Priority 3).
- 3) Promoting equitable access to quality education, training, employment, entrepreneurship and civic participation (*Priority 6*).
- 4) Young people equipped as problem-solvers and engaged members of civil society, helping to create a better world (GenU 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 (Competency Based Curriculum).

This intervention is linked to the following outcome: Improved learning outcomes and life skills for employment and lifelong learning for 4,000 girls and 4,000 boys.

It is also connected to GenU Kenya accelerator # 1 (Table 3) and GenU Global priorities 1,3,6, 7. Different strategies will be used to achieve the results under this priority.

Technical assistance and capacity building: UNICEF Kenya will provide technical support to Ministry of Education (MoE) to strengthen its capacity to formulate guidelines on Community Service Learning (CSL). The intervention will be an opportunity to strengthen the capacity of the personnel of the Kenya Institute of Curriculum Development (KICD) who will be involved in the testing of the CSL and mentorship guidelines, as well as the capacity of teachers who will include CSL and mentorship in their work with secondary-level students.

Partnerships: The main partner for this programme component will be the Ministry of Education, in particular the Kenya Institute of Curriculum Development (KICD). In addition, collaborations, linkages and partnerships will be developed to create opportunities for young people to be mentored using the Government approved Mentorship Policy. CSL and Mentorship will provide connections for young people for work opportunities, through career counselling and work experience programmes. Private sector partnerships will play a crucial role in providing the learners with work experience as well as mentors which will enable mentees to develop and enhance relevant skills they need, based on their aspirations.

Community mobilization: Community delivery platforms such as county-based chapters of the National Youth Council, children's services, and parents associations will be mobilized to identify relevant private sector actors as well as resource persons to implement the Community Service Learning (CSL) and the mentorship programme. The CSL mentorship programme will be tested with a cohort of young people to validate and improve the curriculum.



Integrated services delivery: To operationalize the mentorship policy that will facilitate growth and development of adolescent mentees, UNICEF partners will connect mentees and mentors supported by teachers to provide career guidance and counselling services. Mentees will also acquire other life skills to prevent HIV and protect themselves against abuse and exploitation.

System strengthening: UNICEF will advocate for the scaling up of CSL and mainstreaming mentorship in the secondary school curriculum. The mentorship policy already provides an opportunity in establishing a foundation on which the CSL could be built upon. Advocacy for a full-scale nationwide implementation will be part of interventions to be funded by this grant. UNICEF intends to work with the Ministry of Education and its Semi-Autonomous Agencies (SAGAs) in the ongoing roll out of the CBC and providing transition for the proposed structure in secondary level. In addition, the Ministry of Education currently has agreements with publishers to upload textbooks onto the Kenya Education Cloud (KEC) and this online platform could be strengthened to operate as a primary system of delivery for content and management across sectors. This is directly linked to GenU's priority area of promoting digital learning and skilling and the management system could potentially be used by other sectors and programmes for additional learning and skills development opportunities.

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

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

It is also connected to Genu Kenya accelerators (Table 3) and GenU global *Priorities* 2, 3, 4, 5, 6, 7, including promoting equitable access to quality education, training, employment, entrepreneurship, and civic participation; and promoting civic engagement and creativity as a mindset. Different strategies will be used to achieve the results under this programme component:

Innovative technology: The YOMA model for Kenya will act as an ecosystem connector through technology and public private partnerships. The online marketplace would directly match young people with volunteering opportunities in their communities, apprenticeships, social innovation challenges/boot camps, or other social action initiatives that help them learn 21st century skills in practice. Upon demonstrating proof of completion of these activities, young people would acquire digital tokens that can be exchanged for access to further skill development opportunities (e.g. internships, mentorships, marketing support, legal advice or other online/offline opportunities) or physical items through vendors (e.g. food, clothing, air time, data, etc.) all of which would be easily accessible through the platform. Throughout the process, dynamic psychometric assessments would support young people to learn about themselves and get access to tailored opportunities for growth. Online peers and tutors will be available to provide additional support such as career counseling, and young people would be able to build secure skill reports, digital CVs and verified credentials to help them enter the job



market. All activities on the marketplace and certificates obtained will be stored in a personal digital wallet, thus building a blockchain CV.

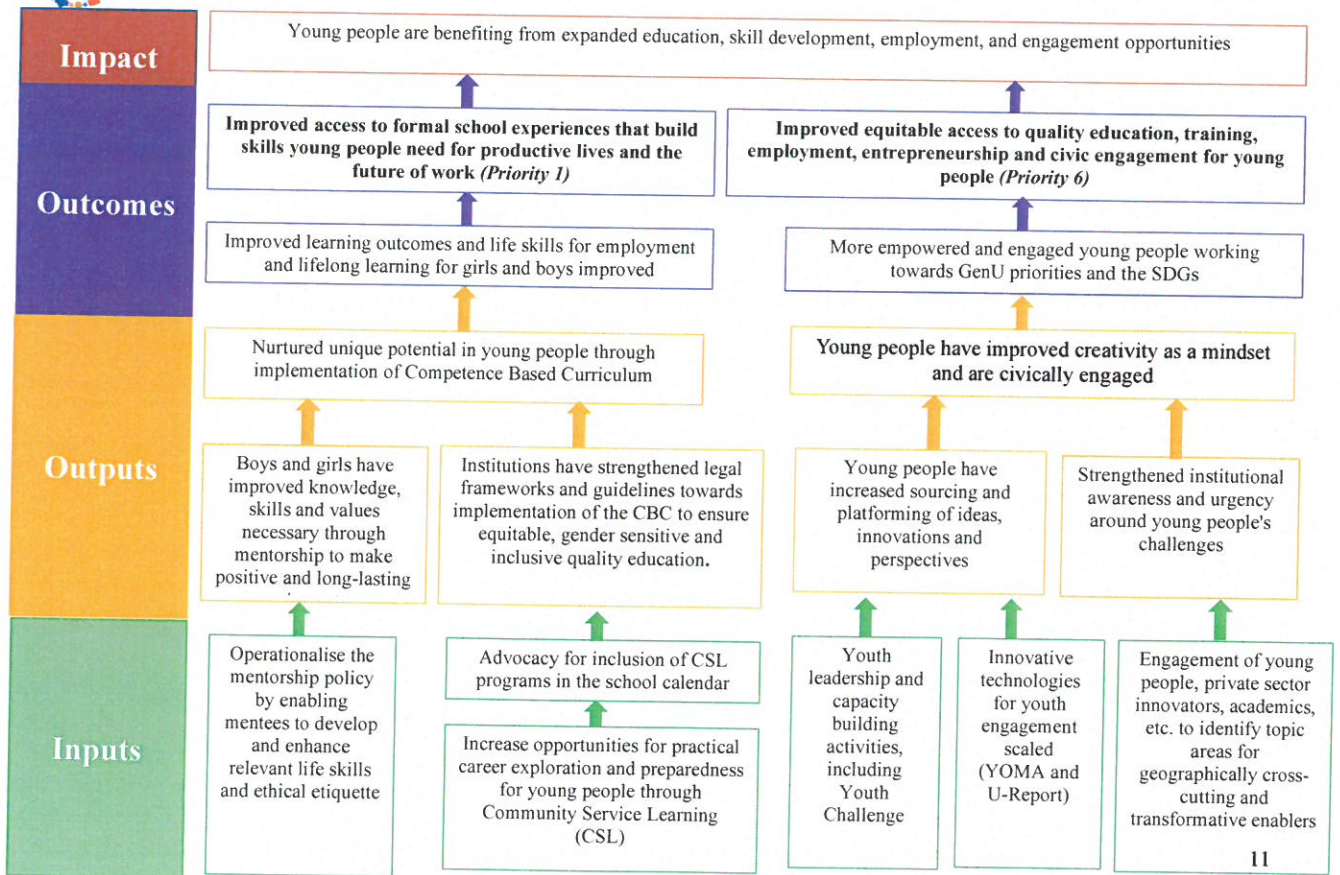
The programme will leverage innovative technologies to enhance youth participation and engagement at the national and county levels. Young people will be connected to amplify their voices through U-Report and other digital platforms; in return they will cultivate leadership and mobilize youth at scale for community service, volunteerism 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 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, skills building and connection with employment will be supported to scale. As young people get linked to existing and new capacity-building opportunities, youth leadership will be enhanced, and young people will gain 21st century skills in practice. There will be a strong programmatic focus in brokering shared value partnerships, leveraging the private sector, development stakeholders and other partners to scale 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 SDG accelerator lab, Ajira and Youth Empowerment Centers, and Kenya Youth Employment and Opportunity project (KYEOP) for additional incubation, grants, and support to scale up their projects.

Partnerships: YOMA will support the ecosystem by enhancing connections and linkages between various actors, initiatives and opportunities for young people. Developing key partnerships will be crucial to achieve this. Beyond the MICTIYA, the programme will establish partnerships with successful youth programmes and initiatives in Kenya such as Shujaaz, Scouts, Safaricom Blaze, among others and help a large cadre of young people engage in YOMA early on. The regional approach to YOMA will help UNICEF tap into other regional partnerships such as RLab, Capetown Design School, Goodwill and GIZ/Atingi etc. As YOMA in Kenya will be anchored on experiential learning (EXL) for young people, these various tailored connections to existing and new opportunities in the ecosystem and beyond will be critical. In addition to this, UNICEF Kenya will also promote opportunities to link YOMA to other initiatives by GenU partners, including UNICEF and the broader UN family. UNICEF Kenya will deliver on the interventions by leveraging its partnerships with other UN 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 in other countries. The research will include components of the token economy, entrepreneurship and relational wellbeing of young people among others.





IV. Accountability

UNICEF is the only recipient agency and thus has primary accountability for delivery of intended results using these funds. Funds transferred to 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 (MoE), Ministry of ICT, Innovation and Youth Affairs, private sector, local partners and other NGOs and CBOs, to implement the proposed activities. UNICEF has strengthened the capacity of GenU in Kenya with GenU specialists placed both in the UNICEF office and in the GenU Secretariat. Various UNICEF programmes have contributed to investments in the **Young People's Agenda (YPA)**, in support of the implementation of GenU. In addition, UNICEF has strengthened its private partnerships investment in order to widen the scope of partners to support young people in their skills, education and employment journey.

The Ministry of Education, in particular the Kenya Institute of Curriculum Development, 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 the community service learning and mentorship programme. **UNICEF Kenya's leadership in the sector uniquely positions itself to influence policy at the national level.** UNICEF is the outgoing Chair of the Education Development Partners Coordination Group (EDPCG). In this role, it has supported the curriculum reforms agenda; the finalization of the 2018-2022 National Education Sector Strategic Plan (NESSP), and the mentorship policy. In doing so, it has provided significant **technical guidance for how the MoE 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 and Youth Affairs is leading youth employment initiatives in the country, with up to 150 Agira centers, which are county-based platforms supporting youth to obtain digital related jobs. The Ministry demonstrated a strong political will to work with UNICEF on the implementation of the YOMA programme in Kenya.

VI. Partnerships

The two initiatives outlined in this project document respond to the needs of young people as expressed during the research which led to the adoption of the GenU roadmap in Kenya, which is endorsed by the Steering Committee. Building on on-going discussions on GenU priorities in Kenya, UNICEF Kenya shared a concept note with the Office of the President highlighting two main priority actions outlined in this document: the Community Service Learning (CSL) and mentorship and the African Youth Marketplace (YOMA). The concept note was endorsed by the GenU Secretariat in the Executive Office of President. Further consultations were held with technical teams in the Ministries of Education, ICT and Youth



Affairs to seek their inputs before the finalization of this project document. The Ministry of ICTIYA has been engaged at an advisory level to inform planning for YOMA adaptation and contextualization for Kenyan youth. To ensure that the YOMA platform applies a Human Centered Design (HCD) process to respond to the needs of youth, more than 250 young people from the Ajira network, Shujaaz and Innovation Hubs have been engaged to provide initial feedback on YOMA adaption for Kenya.

GenU will also work with the SDG partnership platform a high level collaboration between the Government of Kenya and the UN. The SDG platform convenes a range of partners including private sector, NGOs, philanthropy and academia to accelerate progress on SDGs.

VII. Sustainability

Kenya has prioritized the youth agenda and the 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 (KYDP)⁶ was approved to harness and optimize the strengths and opportunities that the youth present while addressing the personal and structural barriers that affect their productivity. **As part of the President's continued commitment to the youth, the GenU secretariat is domiciled at the Office of the President with ministries contributing to the GenU priorities.**

Mentorship and Community Service Learning (CSL) are anchored in the new national Competency Based Curriculum (CBC) that is currently being rolled out in phases, which aims to nurture every learner's potential and equip them with 21st century skills. The curriculum offers CSL as a core subject in the upper secondary level which ensures that learners gain the necessary skills and experience to transition to work. This programme will provide technical support to the MoE for the development and testing of the programme and ultimately national rollout.

The Ministry of ICTIYA will coordinate the national advisory group for YOMA in Kenya, bringing together key actors and stakeholders working with young people. YOMA, being an ecosystem connector, will focus on working with existing and new initiatives and facilitating interconnections with young people (Priority 2). Some of the existing initiatives will include the Government supported Ajira digital work programme/ Kenya Youth Employment and Opportunities Project (KYEOP, Accelerator 2), Youth Portal (Accelerator 2), Shujaaz digital clubs etc. Shared value partnerships will be brokered in addition to leveraging private sector and other partners to support the incentive and reward system. YOMA Kenya will connect to other chapters of YOMA in Nigeria, South Africa and regional initiatives such as GIZ Atingi platform. The programme will attract impact investors to incentivize youth action on YOMA around matters of national (Big4Agenda) and regional interest, and contribute to the SDGs.

⁶ https://www.nationalyouthcouncil.go.ke/media/Documents/National_Youth_Policy_Draft_4_1.pdf



VIII. Risk Management (Table 2)

Kenya identified the first case of COVID-19 in March 2020 and to date more than 8,000 cases have been identified with multiple restrictions placed on movement, business and services including education and training. These restrictions, coupled with the July 7th 2020 announcement by the government on continued closure of schools until January 2021 will impact on the timely implementation of the programme with some potential delays. The programme will develop various protocols in line with the Ministry of health guidelines and in collaboration with key stakeholders (MoE and MICTIYA) agree on an appropriate schedule that ensures safe implementation.

A set of potential risks that may impact the project have been identified with the related risk mitigation measures as indicated in Table 2. Some of these risks include:

1. Inadequate funds to operationalize the mentorship policy and guidelines.
2. Weak motivation for mentors and private sector and competing priorities.
3. Delays in finalization of programme plans and implementation.
4. Restrictions to programme implementation due to COVID-19 realities and risks.
5. Limited access to data/internet for YOMA.
6. Low uptake and enthusiasm for YOMA.
7. Resource constraints in the private sector due to COVID-19.
8. Inadequate redemption opportunities for digital tokens.

IX. Programme Results Matrix (Table 1): *Once the programme gets approved, the GenU Country Teams will be required to develop a full programme specific M&E Framework as well as design a specific M&E Strategy for the approved programme. At this stage, only the Programme Results Matrix is required.*

X. Monitoring & Evaluation

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

XI. Innovation and Scalability

The programme will tap into recent innovations and cutting-edge technology to deliver quality programming results at scale. The programme will leverage innovations in existing and new programmes both within all stakeholders. UNICEF will borrow from the experience gained in implementing creative learning, digital literacy and coding skills in primary and secondary school to enhance the delivery of CBC. The programme will also develop and test options for virtual mentorship of CBC in schools and leverage existing connectivity support including GIGA.



YOMA will be adapted, contextualized and rolled out borrowing from successes in South Africa and Nigeria, especially in using token rewards to engage young people in self-development opportunities, volunteerism, social activism and engagement. This will not only support young people out of formal school but those in formal schooling as well and contribute to enhancing community service learning (CSL). To further scale, the YOMA programme will revitalize the U-Report platform to engage remote youth, 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 Challenges. This youth engagement platform will be supported to scale further and bring meaningful impact to the lives of young people, including in refugee settlements.

XII. Knowledge management

To promote the exchange of learning and the sharing of knowledge, the findings and the good practice examples compiled through this programme will be a valuable asset. The experience and learnings on adaptation and advancement of the YOMA model in Kenya will inform roll out of YOMA in other African countries. All 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. They will also inform GenU partners programmatic work.

Recruitment by UNICEF Kenya and the GenU National Secretariat is ongoing for a Knowledge Management Coordinator and a Communications Officer who will support the dissemination of information at a national, regional and global level. The Knowledge Management personnel will work to develop the KM plan for the programme. The Knowledge assets developed will be disseminated nationally and regionally using a mixture of government structures, private sector partners and civil society.

XIII. Communication and visibility

All communication and visibility at country and regional levels will be in line with GenU branding guidelines and GenU's **global communication and visibility plan and implemented by UNICEF and partners** to ensure the visibility of the GenU Initiative. UNICEF will work with the Ministries of Education, ICT and Youth Affairs to ensure visibility of interventions funded by this grant, through social media as well as local media (TV, Radio and newspapers). The UNICEF-supported GenU communication officer within the GenU Secretariat will also support the visibility of the interventions described in this proposal.



TABLE 1 – 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 met				
Priority 1: Formal school experiences that build skills young people need for productive lives and the future of work are promoted				
Outcome 1: Improved learning outcomes and life skills for employment and lifelong learning for girls and boys				
Output 1: Boys and girls have improved knowledge, skills and values necessary through mentorship to make positive and long-lasting impact				
1.1.1	Number and proportion of young people reached by GenU initiatives demonstrating increase in transferable skills (e.g. coding, bookkeeping, husbandry)	0	8,000 (50% girls)	Policy document UNICEF/MoE
1.1.2	Number of partnerships developed with private sectors to increase opportunities for practical career exploration and preparedness for young people	0	20	MoE reports UNICEF/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.				
1.2.1	Community Service Learning (CSL) curriculum designed and policy guidelines developed	No	Yes	Policy document UNICEF/MoE
1.2.2	Number of advocacy meetings on mainstreaming mentorship in the secondary school curriculum conducted	0	4	Meeting minutes UNICEF/MoE
Priority 6 : Improved equitable access to quality education, training, employment, entrepreneurship and civic engagement for young people				
Outcome 2: More empowered and engaged young people working towards GenU priorities and the SDGs				
2.1	Proportion of young people polled by GenU after participating in GenU initiatives who express increase in enthusiasm	0	50%	GenU poll report UNICEF



Result	Baseline	Target	MoV	Lead Organization
2.2 Proportion of young people reached by GenU initiatives demonstrating improved employment outcomes (e.g. placement in jobs, duration of unemployment, wages, retention, labor productivity)	0	50%	Project report	UNICEF
Output 2.1: Young people have improved creativity as a mindset and are civically engagement				
2.1.1 Number of innovative tools for youth engagement including the Youth Market Place (YOMA) and U-Report launched and scaled up	0	2	Project Reports 2020/21 Realtime data	Ministry of ICTIYA UNICEF
2.1.2 Number of youth leaders who participated in the capacity building activities through the GenU Youth Challenge and UPSHIFT programme.	45	1,000	Project Reports	UNICEF
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.	870	199,000	Project Reports	UNICEF



TABLE 2 - PROGRAMME RISK MANAGEMENT MATRIX

Risks	Risk Level: Very high High Medium Low (Likelihood x Impact)	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)	<ul style="list-style-type: none"> Advocating for resource allocation from government and development partners Develop Resource Mobilization Strategy 	UNICEF / Chief of Education
2. Weak motivation for mentors and private sector and competing priorities	Medium	Likely (4)	Extreme (5)	<ul style="list-style-type: none"> Advocating for CSR in private Sector Partnership with KEPISA Offer virtual mentorships Advocating amongst the members of the GenU Multi Stakeholders Forum and Partnership Alliance 	Ministry of Education/ Ministry of ICTIYA UNICEF
3. Delays in finalization of programme plans and implementation.	High	Likely (4)	Moderate (3)	<ul style="list-style-type: none"> Keenly monitoring plans by key stakeholders 	UNICEF KICD/MoE Ministry of ICTIYA
4. Restrictions to programme implementation due to COVID realities and risks	High	Almost certain (5)	Major (4)	<ul style="list-style-type: none"> Developing 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, WHO
5. Limited access to data/internet for	Medium	Likely (4)	Extreme (5)	<ul style="list-style-type: none"> Data led incentives with mobile network provider for YOMA access 	UNICEF Ministry of ICTIYA



Risks	Risk Level: Very high High Medium Low (Likelihood x Impact)	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
YOMA				<ul style="list-style-type: none"> Leveraging global partnerships with MNOs 	
6. Low uptake and enthusiasm for YOMA	Low	Possible (3)	Moderate (3)	<ul style="list-style-type: none"> Promotion of YOMA through multiple youth networks/for a/channels Communication campaign led by champions, influencers, and social media campaigns. 	UNICEF/ CAP Section Young People Youth Ambassadors
7. Resource constrained private sector due to COVID-19	High	Likely (4)	Major (4)	<ul style="list-style-type: none"> Partnership with post COVID19 economic recovery programmes 	UNICEF / CAP Ministry of Education Ministry of ICTIYA
8. Inadequate redemption opportunities for digital tokens.	High	Likely (4)	Major (4)	<ul style="list-style-type: none"> Awareness creation on digital tokens/Zlatos to remove suspicion Purchase initial incentives to build traction. 	UNICEF/ CAP/Innovation UNICEF ESARO – global partnerships
Assumptions: <ul style="list-style-type: none"> ✓ Continued ownership and leadership by Government of Kenya of GenU. ✓ Lifting of COVID-19 restrictions nationally by July 2020. ✓ Schools, institutions and youth engagement centres reopening. ✓ Commitment of partners to CSR programmes. Global MOUS with MNOs are adapted at national level to enhance access.					

The risk-management methodology is depicted below, where the risk level is measured as the product of Likelihood and Consequence.



Likelihood	Occurrence	Frequency	Consequence	Result
Very Likely	The event is expected to occur in most circumstances	Twice a month or more frequently	Extreme	An event leading to massive or irreparable damage or disruption
Likely	The event will probably occur in most circumstances	Once every two months or more frequently	Major	An event leading to critical damage or disruption
Possibly	The event might occur at some time	Once a year or more frequently	Moderate	An event leading to serious damage or disruption
Unlikely	The event could occur at some time	Once every three years or more frequently	Minor	An event leading to some degree of damage or disruption
Rare	The event may occur in exceptional circumstances	Once every seven years or more frequently	Insignificant	An event leading to limited damage or disruption

Likelihood	Consequences					Level of risk	Result
	Insignificant (1)	Minor (2)	Moderate (3)	Major (4)	Extreme (5)		
Very likely (5)	Medium (5)	High (10)	High (15)	Very High (20)	Very High (25)	High	Immediate action required by senior/ executive management. Mitigation activities/treatment options are mandatory to reduce likelihood and/or consequence. Monitoring strategy to be implemented by Risk Owner.
Likely (4)	Medium (4)	Medium (8)	High (12)	High (16)	Very High (20)		
Possible (3)	Low (3)	Medium (6)	High (9)	High (12)	High (15)	Medium	Senior Management attention required. Mitigation activities/ treatment options are undertaken to reduce likelihood and/or consequence. Monitoring strategy to be implemented by Risk Owner.
Unlikely (2)	Low (2)	Low (4)	Medium (6)	Medium (8)	High (10)		
Rare (1)	Low (1)	Low (3)	Medium (3)	Medium (4)	High (5)	Low	Management attention required. Specified ownership of risk. Mitigation activities/treatment options are recommended to reduce likelihood and/or consequence. Implementation of monitoring strategy by risk owner is recommended.



Consequences

	Insignificant	Minor	Moderate	Major	Extreme
Almost Certain	Medium	High	High	Very High	Very High
Likely	Medium	Medium	High	High	Very High
Possible	Low	Medium	High	High	High
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Medium	Medium	High

Likelihood



Table 3: Bankable Accelerators identified by Rebel Consultants for DRAFT Kenya GenU National Roadmap*

Accelerator	Why?	Focus	GenU Global Strategic Priorities
1. Roll Out Competency Based Education and Training (CBE/CBET) Key partner: Ministry of Education	CBE emphasizes the paradigm shift from a teacher to a student-centered education approach; Offers skills that match with the requirements of employers	Supporting formal schooling experiences	1,3, 6 and 7
2. Youth Portal Key partner: All (private and public sector)	Given COVID19, there is need for a light touch (mobile) platform for registration entrepreneurs + linkage to opportunities; skill development, etc.	Supporting formalization and stimulating entrepreneurs	4,5 and 6
3. Kenya Youth Employment and Opportunity Project (KYEOP) Key partners: Private sector	Offers vulnerable youth with a comprehensive package of skills (entrepreneurship, life skills, job skills, grants; etc). 80% of the first cohort either employed or self-employed. Available in 17 counties and can be scaled up.	Support transition from school to work	2, 3, 4, 5, 6 and 7
4. Equity Wing to Fly (EWF) Key partners: Equity Group Foundation	Youth mentioned during FGDs that they lack skills such as networking, effective communication, creative thinking. EWF provides mentorship, job and career counselling, community-based linkages with mentors, etc.	Skills development in secondary schools	1,2,3, 6 and 7
5. KCB 2Jiajiri Key partner: Mastercard Foundation	Supports transition from informal to formal enterprises; combines training and financing.	Supporting the growth of micro-enterprises, provision of technical skills; scholarships and entrepreneurship support	1,2,4 and 5
6. Rift Valley Technical Institute Key partners: Private; oversight by MoE	TVET - Workshops equipped with modern equipment; provide students with skills needed in the job market	Support formal school experiences in technical education for productive lives, and the future work among youth	1,2, and 3
7. Upgrading Youth Empowerment Centers Key partners: Huawei and Mastercard Foundation	Centers are modelled to nurture young talents; positive leisure; can be used for youth counseling; avenue to sensitize youth on issues relevant to them.	Support youth empowerment through tech-innovation	2,3,4,5,6 and 7

*Source: Adapted from Draft Report Rebel Consultants, April 2020, Nairobi, Kenya



Table 3 B – BUDGET BY UNDG CATEGORY (Exchange rate -1.12429)

Summary of Eligible Costs	Narration	TOTAL \$
Outcome 1: Promote formal school experiences that build skills young people need for productive lives and the future of work.		
Output 1.1 Boys and girls have improved knowledge, skills and values necessary through mentorship to make positive and long-lasting impact		
1.1.1 Operationalization of the mentorship policy to facilitate positive growth and development of Adolescent mentees.	Facilitate growth and development of adolescent mentees. Connecting mentees and mentors, career guidance and coaching, teacher trainings especially the school counselors,	\$ 54,000
1.1.2 Development of collaborations, partnerships and linkages, particularly with 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 private sectors.	\$ 23,000
Output 1.2 Institutions have strengthened legal frameworks and guidelines towards implementation of the CBC to ensure equitable, gender sensitive and inclusive quality education.		
1.2.1 Development of CSL curriculum design and policy guidelines for the implementation and operationalization of the CBC in secondary schools.	Conceptualizing CSL as envisaged in the CBC by developing CSL curriculum designs and policy guidelines	\$ 90,000
1.2.2 Advocacy for Scaling of CSL and Mainstreaming Mentorship in the secondary school curriculum.	Advocacy in various fora for scaling of CSL and mainstreaming mentorship in the secondary school curriculum	\$ 18,500
Total for Output 1		\$ 185,500
Outcome 2: Improved equitable access to quality education, training, employment, entrepreneurship and civic engagement for young people.		
Output 2.1 Young people have improved creativity as a mindset and are civically engagement		
2.1.1 Youth leadership and capacity building activates including Youth Challenge.	Convene youth challenges, capacity building opportunities, UPSHIFT	\$ 68,500
2.1.2 Innovative technologies for youth engagement scaled (YOMA and U Report)	U-Report for Youth Engagement	\$ 30,000
	YOMA platform adapted, tested and launched in Kenya leveraging from Ajira	\$ 43,000
2.1.3 Engagement of young people, private sector innovators, academics through YOMA to identify topic careers for geographically cross cutting and transformative enablers.	Operationalize YOMA: Develop partnerships leveraging from Ajira, incentivize YOMA activities through tokens, data packages, training programmes, mentorship etc.	\$ 350,000
Total for Output 2		\$ 491,500
SUB TOTAL (1)		\$ 677,000
Technical Personnel		\$ 36,272
Monitoring and Evaluation		\$ 15,700
7% recovery cost for HQ		\$ 51,028
SUB TOTAL (2)		\$ 103,000
GRAND TOTAL (1+2)		\$ 780,000



Programme Title: Expanding education, skill development, employment, and engagement opportunities for young people
 Recipient Organization(s): UNICEF

Programme Budget					
UNDG Category	Total	CBC	Creativity & YE	CBC (\$)	Creativity & YE (\$)
1. Staff and Other Personnel Costs	35,422	2%	3%	12,936	22,486
2. Supplies, Commodities and Materials					
3. Equipment, Vehicles and Furniture including Depreciation					
4. Contractual Services	109,511	4%	10%	28,107	81,404
5. Travel	22,486	1%	1%	11,243	11,243
6. Transfer and Grants to Counterparts	514,333	17%	49%	133,495	380,838
7. General Operating and Other Costs	47,220	2%	4%	15,740	31,480
Total programmable cost	728,972	26%	67%	201,521	527,451
8. 7% recovery cost for HQ	51,028	2%	5%	13,709	37,319
Total Programme Amount	\$ 780,000	28%	72%	\$ 215,230	\$ 564,770

RO - Receptient Organization