**Youth Initiative Development Programme (YIDP)**

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**VOCATIONAL TRAINING CONCEPT PAPER**

*‘‘Youth Empowerment through Practical Skills Acquisition’’*

# APPLICANT

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| --- | --- | --- |
| Organization | | Youth Initiative Development Programme |
| Implementing department | | Education department |
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| Telephone: |  | +254710703891 |
| Legal form of applicant |  | Non-Governmental |
| Project title |  | Reaching the Unreached Youths |
| Project coverage |  | Rurals and slums Areas in Kakamega, Kisumu, Homabay,  Siaya and Nairobi county (KENYA) |
| Project period |  | 2 years |

Estimated project cost US$ 128,560

# Introduction

Vocational Education and Training (VET) refers to learning pathways which aim to equip people with knowledge, know-how, skills and/or competences required occupations or more broadly in the labour market for the jobs of today and tomorrow.

High-quality vocational education and training systems that have a strong work-based learning element facilitate young people’s transition to work and can contribute to reducing unemployment and supporting economic development. VET is also a powerful means of empowering people to develop their full capabilities, enabling them to seize social and employment opportunities, and increasing the productivity of both workers and enterprises.

This project aims to target 100 vocational students every two years. Most of the vocational courses take up to two years after which the students go for external attachments, internships and eventually absorbed in the job market.

# Problem Statement

Youth unemployment is one of the most pressing social and economic problems facing less developed countries today (World Bank, 2007). Kenya, like many African countries, suffers from high youth unemployment. According to the 2005 Kenya Integrated Household Budget Survey, approximately 21% of youths aged 15-29 are unemployed, and a further 25% are neither in school nor working.

This is a critical problem given that individuals in this age group compose 30% of the country’s population. Furthermore, high unemployment can have adverse social and economic consequences: a recent report suggested that the majority of violent acts during the 2007 postelection crisis in Kenya were perpetrated by underemployed youth (World Bank, 2008). Vocational education is one promising avenue for addressing the problem. The 2007 World Development Report emphasizes that “second-chance” schooling programs are crucial for countries like Kenya, given high drop-out rates from primary school and limited primary to secondary school transition rates.

Youth, more so those from disadvantaged backgrounds, face many challenges while seeking for employment. These include few available employment opportunities against a fast growing pool of employment seekers; lack of requisite skills sought by industry due to mismatch of VET acquired skills and industry expectations; and poor access to information on available opportunities. Other challenges include: gender and cultural biases; ethnicity and corruption; unfavorable geographical distribution of jobs; and limited career guidance. Job seekers cite limited financial resources, lack of relevant skills and experience as major obstacles. There is therefore urgent need for stakeholders to strengthen and scale up successful measures targeting quality practical skills development and employment creation for the youth.

Proponents of vocational education argue that such training can deliver more readilymarketable skills to these youth, and therefore offer an attractive alternative to traditional schooling that could smooth the school-to-work transition for those leaving the traditional schooling track.

In the past few years that Youth Initiative Development Programme has been running a vocational programme, it has proven it evident that there is dire need to empower youth more so those from the informal settlements as a way of facilitating a smooth journey to earning a livelihood. Youth unemployment creates a bigger problem as when they are unemployed for long periods they are likely to engage in risky behavior such as drug and substance abuse, unsafe sex, criminal activities, radicalization and terrorism.

**Project Goal**

Reduce unemployment among youth in informal settlement

# Objectives

* Equip youths with vocational skills for career development and employment
* Provide youth with business start-up (tools/capital) to be self employed

# Project activities

* Carrying out needs assessment
* Processing enrolment of youths into vocational centres (needs assessment, interviews, visit to the vocational centres, disbursement of fees)
* Conduct frequent follow ups
* Counselling
* Mentorship
* Linking beneficiaries for apprenticeship
* Conduct follow-ups after completion of the courses
* Reporting and documentation
* Monitoring and Evaluation

# Project Innovation

This intervention undertakes an innovative approach in the following ways:

***Beneficiary targets*:** Will be derived from a mixed demographic of vulnerable youth from informal settlements in Nairobi and neighbouring Counties who will under normal circumstances not be viable for other support. It will be considering those having completed primary education, secondary education or dropped out before completion of school. The main focus will be based on the aptitude of the student coupled with their vulnerability and the desire to achieve transformation through the support.

***Focus on marketable areas;*** These are areas that receive little attention from mainstream education and yet are in high demand in the market. These include but not limited to;

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| Agriprenuership |  | Hair dressing |
| Beauty therapy |  | Motor vehicle mechanics/ automotive engineering |
| Plumbing /water technology |  | Electrical installation |
| Tailoring and dress making |  | Masonry /metal works |
| Carpentry |  | Hospitality |

Fashion and design

***Mentorship*;** Mentoring is much more about coaching and counseling. It’s much more about the qualitative and subjective parts of the training – dealing with frustration, giving constructive criticism, handling disappointment, behaving with humility and compassion. All beneficiaries will benefit from a tailored mentorship programme to enhance their emotional maturity and social /soft skills thus contribute to good citizenship.

***Entrepreneurship skills***; Skills like critical thinking, problem solving, communication, risk bearing, working in a team and self-reliance are not only natural gifts, but they can be learnt. How this can be achieved differs enormously and there are very many ways to do so, but it is certainly more comprehensive than just adding the subject ‘entrepreneurship’ to the time table. It requires vision and a thoughtful strategy of staff recruitment and training. To increase student engagement and success - and favorably impact completion rates - students need to be equipped with the perseverance and determination of an entrepreneurial mindset. If education equips students with an entrepreneurial mindset at the outset of their careers, they will be more engaged and take ownership of their own success. Moreover, students who were involved in ways of entrepreneurial learning were in most cases rather enthusiast about this, as they found that this kind of learning was more fun and was experienced as more meaningful than the traditional ways of learning

***Life Skills;*** In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past years have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today’s students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility. Life Skills education is an effective intervention measure in responding to socio-cultural problems like: HIV and AIDS, drugs and substance abuse, sexuality, unacceptable behaviors. Where life skills education is well developed, and practiced, it enhances the wellbeing of a society and promote positive outlook and healthy behavior.

***Apprenticeship;*** It will provide high quality practical skills and enable the targeted youth to be competitive within the labor market. This will also enable the project to partner with likeminded organizations and provide them with appropriate and highly trained individuals for their company’s activities.

# Monitoring and Evaluation

Youth Initiative Development Programme will devote special attention to guiding, monitoring and evaluating project performance. There will be a review of the project through quarterly reports and close supervision during the first 18 months. Thereafter, there will be semi-annual supervisions. The project coordinating unit (PCU) will establish a Project Performance and Monitoring System (PPMS), further detailing the qualitative and quantitative indicators specified in the framework in order to measure, assess, and monitor project outputs and impact in terms enrolments, skills training efficiency improvements, increased training and employment opportunities for the youth, lowered dropout rates, improved institutional capabilities, and improved equity.

Quarterly Project Progress Reports (QPPRs) will cover progress measured against indicators in the project matrix. As part of the preparation of the QPPR, the M & E Specialist will ensure the development of a Project Progress Chart (PPC), indicating percentage of disbursement against the implementation status of each component of the project. At the end of the project the coordinating unit will collate and submit a Project Completion Report (PCR) in accordance with the format recommended by the donor agency.

Project supervision will be demanding and time-consuming given the geographical spread of the institutions. In addition to the necessary controls of implementation, procurement and financial management, there is a need to provide the project beneficiaries with implementation support. To monitor implementation and provide timely assistance, joint supervision missions including donor agency and representatives of the PCU will be effected twice a year. All the project sites will be covered at least once a year.

# Sustainability

To enhance sustainability of project, the initiative will work with individuals, community groups and build their capacity to engage in activities that generate income to facilitate them become self-reliant.

Through alumni group formed, the youth will be able to support their fellow youths and the project will run a year after a year, i.e. “lighting a candle with a candle“The initiative will build a good rapport with their partners.

Economic empowerment, which will be implemented through wealth creation. A community that is able to generate reasonable income and able to afford the basics of life, has the potential to invest in enterprise expansion, education, community work and in human capital development. These are just but basic ingredients for the economic growth of a community **PROPOSED BUDGET**

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| --- | --- | --- | --- |
| **YIDP VOCATIONAL TRAINING SPONSORSHIP BUDGET**  **2 YEARS PROJECT** | |  |  |
| **Project Title: Reaching the Unreacheable Youths** | |  |  |
| **Activities** | **No.** | **Unit Cost** | **Total(KES)** |
| Conduct a Mapping exercise |  | 500 | 500 |
| Identification and selection of individuals for sponsorship | 100 | 100 | 10,000 |
| Identification and selection of training institutions | 20 | 10 | 200 |
| Organizational development/capacity |  |  | 1000 |
| Monitoring, evaluation and learning |  |  | 10,000 |
| Overheads | |  | 560 |
| Capital costs | |  | 10,000 |
| Payment of fees to the institution where beneficiaries are training | 100 | 600 | 60000 |
| Rural Talent search. Tournaments | 2 | 10000 | 20000 |
| Salaries | 5 |  | 25,600 |
| Provision of counselling and Mentorship to beneficiaries | 100 | 5 | 500 |
| Placement of graduates to employment | 40 | 5 | 200 |
| Purchasing business startup tools and equipment for those who are willing to strat their own businesses | 60 | 200 | 1,200 |
|  | |  | **128,560** |

**STAMP:**

**SIGNATURE:**

