

PROJECT ANNUAL REPORT

Reporting Period: JANUARY TO DECEMBER 2015

Name of Project: UJUZI KWA VIJANA (UKV)

Implementing Partner: HELP MISSION DEVELOPMENT SERVICES (HMDS)

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Project Code	Document Version
Date Reviewed	
Reviewed by	
Version comments and recommendations	

I PROJECT DETAILS (ICARE use only)

Name of project	UJUZI KWA VIJANA (UKV)
Recipient country/organisation	KENYA/ HELP MISSION DEVELOPMENT SERVICES (HMDS)
Location	NAKURU – PIAVE YP
Amount of funding in AUD	157,070.02
Date of grant	JANUARY 2014 - 2017
Timeline/Date of completion	JANUARY 2014 – DECEMBER, 2017

II ANNUAL SUMMARY

Briefly describe the current status of the project and the milestones achieved throughout the year.

During the year under review, Piave YP relocated to a more spacious location with better physical facilities i.e. 4 classrooms/workshops and an office, though dilapidated. It was equipped with 6 sewing machines, hairdressing & beauty therapy equipment, 1 live engine and toolbox, carpentry tools and 96 textbooks in all courses. BOG members were trained thrice in management roles, responsibilities and function. Students underwent entrepreneurship training, as well as guidance and counselling for the Girl-child. The Girls Club received Kshs.100, 000/= towards implementation of their IGA. – School uniform making project – set for full contract delivery to neighbourhood schools next year.

A Computer Lab was renovated, furnished and equipped with 20 Computers and a combined photocopier and scanner machine. The facility is fully functional serving all students enrolled in the YP. One instructor was sponsored and is pursuing a 2-year Diploma course in Garment making at the Kenya Technical Teachers College (KTTC), Nairobi. Stakeholders' seminars were held in the YP during the year and pointed to sustainable community collaboration and participation during implementation of the project. 21 students completed their studies and sat for end of course national exams. Results will be known in February 2016, but before then they were awarded equipment and tools to venture into self-employment i.e. 10 received MVM toolboxes, 9 sewing machines; and 1 received electrical and electronics tool kit.

III KEY PERFORMANCE INDICATORS, OUTPUTS DELIVERED AND OUTCOMES

Performance Indicator 1: (Achieved, Not Achieved. In 100 words, demonstrate how it was achieved or why it fell short.)

YP reinforcement consisted delivery of scheduled equipment i.e. 1 live motor engine, MVM and electrical toolkits, garment making machines and accessories, carpentry tools and hair dressing & beauty therapy tools, Computers and computer tables and chairs, photocopier cum scanner, a printer and textbooks in all courses offered. Instructors, trainees, Board members and the Administration represented by the Area chief, received the deliveries with great appreciation. They promised to maintain them well and turn their community computer literate.

Outputs Delivered	Outcomes Achieved
1. Output A. Equipment: 1 live motor-engine, 5 MVM toolbox, 6 garment making machines & components, hair dressing & beauty therapy equipment, various electrical and carpentry tools and materials	1. Outcome A – Easy accessibility to equipment: enhanced practical and quality levels of skill training.
2. Output B. 96 textbooks in Garment making, MVM, Hair Dressing & beauty therapy, ICT	2. Outcome B – Competitive and informed vocational skill training.

<p><i>and Carpentry.</i></p> <p>3. <i>Output C. Computer lab, 20 computers, printer and photocopier for ICT course (all students);</i></p>	<p>3. <i>Outcome C- Equipped and functional Computer Lab, offering computer literacy training, word processing and secretarial services.</i></p>
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Performance Indicator 2: (Achieved, Not Achieved. In 100 words, demonstrate how it was achieved or why it fell short.)

Unexpectedly, devolution of YPs to County Governance, affected the Boards and instructors, which had to be appointed and rehired afresh. It was later clarified that the County aimed to improve BOG and staff capabilities for better performance. The turbulence had not settled down by end of the year, but glad to observe that Piave community warmed up well to YP ownership. In fact they willingly contributed quarry materials and cement, water fetching and masonry services during renovation of the second classroom.

Instructor, Ms Milkah W. Kariuki was sponsored to a 2-year Technical Teacher Education diploma course at KTTC, Nairobi.

Outputs Delivered	Outcomes Achieved
<p>4. <i>Output A.- 3 BOG management training seminars</i></p> <p>5. <i>Output B.- 1 instructor sponsored for Technical Teacher's Education Diploma studies at KTTC, Nairobi</i></p> <p>6. <i>Output C.- One HMDS capacity building seminar and payment of collage fee for one staff</i></p>	<p>4. <i>Outcome A - 19 BOG members trained: improved YP management know-how and performance</i></p> <p>5. <i>Outcome B – Instructor's morale enhanced: show of commitment and pride for quality work.</i></p> <p>6. <i>Outcome C- HMDS practicing consistent strategic planning and reviewing the management of its programme activities and payment of collage fee for one staff.</i></p>

Performance Indicator 3: (Achieved, Not Achieved. In 100 words, demonstrate how it was achieved or why it fell short.)

A Girl-Child Club was formed in the YP and has 18 members. Professional gender experts were invited to provide guidance, counselling and mentoring and the girls are growing more self-confident and competitive in life. The Club received Kshs.100, 000/= for IGA and opted for 'School uniform making' project. It made 27 uniforms for selves and colleagues, 5 table clothes for the office and 3 sets of stool covers last year. It plans to work more in neighbouring schools, in 2016. The girls were otherwise taught about 'women rights', gender mainstreaming and socio-cultural crosscutting issues i.e. early pregnancy and marriage.

Outputs Delivered	Outcomes Achieved
<p>7. <i>Output A. - Functional Girl-child club</i></p> <p>8. <i>Output B. – 3 Guidance, counselling & girl mentoring sessions</i></p> <p>9. <i>Output C. - Club IGA project</i></p>	<p>7. <i>Outcome A – Forum for guidance, counselling and mentoring of 18 girl-trainees.</i></p> <p>8. <i>Outcome B - Girls empowered, confident and knowledgeable with essential life skills.</i></p> <p>9. <i>Outcome C – Girl-child introduced to economic self-reliance approach in life i.e. School uniforms making project.</i></p>

Performance Indicator 4: (Achieved, Not Achieved. In 100 words, demonstrate how it was achieved or why it fell short.)

27 out of 30 students and 6 instructors attended the 3 business training sessions scheduled in the YP. Topics included 1. How to choose a viable business activity; 2. Assessing individual attributes (characteristics) for successful entrepreneurship and 3. Resource mobilization for business. Record making and keeping was emphasized in all sessions as a critical management strategy. Simple cash book preparation and how to record sales, purchases and stocks in different books was demonstrated and the students know how to relate income and sales: profits and losses as upcoming young entrepreneurs.

Outputs Delivered	Outcomes Achieved
<ol style="list-style-type: none"> Output A. Trained 36 participants in 3 business sessions Output B. 10 MVM toolkits, 9 garment making machines and 1 electrical toolkit to 20 ex-trainees (end of the year, 2015.) 	<ol style="list-style-type: none"> Outcome A – Informed budding young entrepreneurs Hopefully self-employment, social economic independence and improved livelihood.

IV ISSUES AND PROBLEMS ENCOUNTERED

Issue/Problem	How it was addressed
<p>State what issues/problems you have encountered during the reporting period</p> <ol style="list-style-type: none"> Devolution of YPs hustled BOGs and staffing so much such that the ensuing re-appointment or replacement rendered whatever had been done a waste. New Board members to the YP. Community dependency syndrome (poverty mentality) Low student enrolment: some parents and youth look down upon YP institutions as 'places for failures' and not good enough for them. 	<ol style="list-style-type: none"> New and better qualified members were appointed to BOGs and teaching positions advertised, all staff (new and old) interviewed, successful ones appointed and posted to respective YPs, including Piave. The County constituted new BOGs with better educated and qualified members. HMDS rescheduled management training to cover the basics of BOG functions, role and responsibilities to update the new Members. Combined effort by area administration, BOG members and HMDS mobilization and advisory services, impacted well and continue to positively influence community members to embrace participatory self-determination and ownership of their YP. Illiteracy and lack of awareness information were identified as the basic cause for the errant attitude in the community. Through effort in No.3 above, the community was/continues to be educated on the importance of vocational training in YPs and how students can make it to university through its' career course work.

V ACTIVITIES OUTSIDE OF PROJECT SCOPE/ORIGINAL PLAN

Activity	Outcome
<p>Renovation of classroom: Government policy provides that provision of institutional physical facilities and furnishing in a YP is the responsibility of respective local communities and parents. Piave YP moved into old and dilapidated buildings (4 classrooms and an office) and had no choice but to rehabilitate or bring them down and build new ones.</p>	<p>Following renovation of one classroom into a Computer Lab, HMDS proceeded to challenge BOG members and staff to renovate the next classroom. Its' persistence led to community meetings in the YP and commitment by individual members to contribute sand, bags of cement, roofing iron sheets fetching for water and voluntary masonry services. One classroom was renovated: two more to go.</p>

VI FINANCE REPORT

Please attach a detailed financial report, including ALL receipts and invoices for services rendered, taxes paid and purchases for the reporting period.

Total Budget for Period	Actual Expenses and Disbursements	Variance
KES: 5,216,661	KES: 5,553,327	Negative KES: 336,666
Reason(s) for variance	Accumulative exchange rate loss to original budgeted rate of KES: 80 = A\$:1 and Change in Prices.	

VII ACTION PLAN FOR SUBSEQUENT PROJECT PHASE

Total funding required for next project phase	AUD
Activities for next project phase	
List all activities during the next project phase	
1. Textbooks	2,962
2. Tools and equipments	6,428
3. Management training	812.67
4. HMDS Capacity building	1,137.67
5. Girls Guiding and counselling	609.5
6. Business Management Training	866.67
7. Administration	5,980.13
Totals	39,867.54

VIII FEEDBACK FOR FUTURE REFERENCE

Identify suggestions or feedback

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Approved for subsequent project phase funding?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<i>If No, please indicate recommendation/s.</i>
Approved by:	Name and Signature	Name and Signature

