



# Ujuzi Mashinani:

*Promoting Diversified Skills and Livelihoods  
Opportunities for Improved Nutrition Resilience*

# Introduction

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“Ujuzi Mashinani” represents a village-based vocational training initiative with the primary objective of decentralizing skills from urban to rural areas within Turkana and Samburu Counties. This model is a collaborative effort between USAID Nawiri, the Departments of Education and Vocational Training in Turkana and Samburu Counties, as well as Maralal, Kaaleng Kaikor, Kataboi, and Lokichar Vocational Training Centers (VTCs).

The development of this model was guided by a labor market assessment conducted by USAID Nawiri, highlighting the limited participation of youth in self and wage employment opportunities due to insufficient literacy, vocational, and entrepreneurship skills. The implementation of the model will be complemented by microfinance initiatives and mainstream financial institutions.

The primary goal of the model is to overcome the key barriers faced by youth in accessing skills and employment opportunities. This will be achieved by introducing demand-driven courses and establishing satellite training centers in rural areas. The model incorporates a flexible training schedule to accommodate young individuals with other household responsibilities, offering practical classes that can be completed in three months.

Upon completion of the coursework, students will undergo practical training by being attached to a local apprentice. This approach ensures that the supply of skills aligns with industry needs, making the graduates more responsive to employment demands.

## Targeted Groups

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The Ujuzi Mashinani initiative operates within the framework of the USAID Nawiri program, specifically focusing on out of school GIRL-H and BOY anchor groups. It aims to reach girls and boys across various age categories and demographic profiles.

**GIRL-H’s characteristics:** The model targets out-of-school adolescent girls and young women of 10-24yrs with one of the following characteristics.

- Pregnant, lactating or with children/children under 5yrs.
- Married adolescent girls and young women.
- Very young adolescents 10-14yrs.

**BOY characteristics:** The program is designed to reach out of school adolescent boys and young men (ABYM) aged 15-29 who are currently out of school.

## Expected Outcome:

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The primary aim of this model is to enhance the options and opportunities for positive life outcomes in health, nutrition, and socio-economic empowerment for adolescent girls (aged 10-24 years) and male youth (aged 15-29 years). It seeks to encourage and support the expansion of agency among women and adolescents at the household (HH) and community levels, aiming to alleviate persistent acute malnutrition.

The overarching goal is to contribute to a sustained reduction in acute malnutrition in Turkana and Samburu Counties. This will be achieved by increasing household income, subsequently improving access to sufficient, safe, diverse, nutritious, and sustainable diets, as well as education, health, and other essential needs for the well-being of households (HHs). The specific objective is to raise household income by enhancing the livelihoods and employability status of youth, equipping them with skills for both wage and self-employment.

## The model has five components:

### Component I.

#### Labour market assessment, profiling, and characterizing target youth per county.

The labor market assessment is a comprehensive examination of preselected sub-sectors that holds the promise of creating new opportunities for youth in both self-employment and wage employment. Nawiri conducted this labor market study in both counties, resulting in the identification of key growth sectors.

Once the key growth sectors are identified, and the performance of market systems in each sector is determined, the next step involves profiling and characterizing target participants in the GIRL-H and Boy anchor groups. The final stage in this component focuses on mapping training service providers and disseminating the findings of the labor market study and youth profiling activities. This dissemination aims to facilitate the tailoring of the training curriculum to meet the specific needs of the target youth and market actors.



“ Motorbikes are the primary mode of transportation in our village, serving both human and commodity transport. Despite relying heavily on motorbikes, our village lacks a nearby garage for repairs and spare parts. Currently, we have to travel over 50 kilometers to Kalokol for these services, often resulting in further damage during transit. I am motivated to pursue a motorbike repair course to address this issue. Upon completing the course, my goal is to collaborate with fellow youths to establish a small garage and spare parts business in our village. We believe this initiative will not only provide essential services but also generate income, ultimately enhancing our lives.”

**Timothy Esulu,**  
member of USAID  
Nawiri Supported  
Baraka Boy Group  
in Lomekwi Village  
Turkana North.

## **Component 2.**

### **Quality and Market relevant Entrepreneurship and Technical/ vocational skills for Youth**

Facilitating the development and implementation of market-relevant and youth-friendly curricula by training service providers is essential for equipping youth with high-quality entrepreneurship and technical vocational skills. These curricula aim to impart both hard and soft skills in entrepreneurship and technical vocations, enabling youth to pursue self-employment or secure wage employment opportunities. The training modules encompassed within this component are as follows:

- Start, grow and expand business skills training toolkit.
- NIITA vocational skills theoretical and practical training curriculum for masonry, plumbing, hairdressing, beauty therapy, tailoring and dressmaking, electrical wireman, phone repair, motor vehicle and motorbike repair, catering, agribusiness-indigenous poultry, and horticulture production.

## **Component 3.**

### **Employment creation, business development and matching services for increased self and wage employment**

This component focuses on preparing and transitioning young individuals for both self and wage employment. It is implemented at the training institution by assisting the training organization in establishing a student industry liaison office. This office aims to create a private sector linkages forum, enabling the training institution to identify potential employers and job creators. The institution seeks their support in reviewing the curriculum and solicits internship and job placement opportunities for the youth. Additionally, the component involves mapping business development service providers and connecting them with trained youth. This collaboration aims to provide access to services such as business start-ups, mentorship, and coaching for those pursuing self-employment.

## **Component 4.**

### **Youth awareness and utilization of financial services**

This component seeks to increase awareness of existing financial services by youth followed by linking youth to existing financial service providers as well as organizing youth into Village Savings and Loans Association (VSLA) groups, mentoring youth to start savings and loan activities to inculcate savings and loan culture among the youth.

## **Component 5.**

### **Youth in agribusiness**

This component seeks to boost youth involvement in agribusiness. Within this category, young individuals will receive mentorship to guide them in selecting career paths aligned with feasible agribusiness ventures in their respective livelihood zones. Through a comprehensive labor market assessment, key agribusiness enterprises have been identified, including indigenous poultry production, livestock trading and fattening, and horticulture focusing on African leafy vegetables, kales, spinach, sweet potatoes, tomatoes, onions, capsicum, watermelon, pulses, and groundnuts. The youth participants will undergo short, practically oriented training modules, collaboratively developed and delivered in partnership with the Ministry of Agriculture and private sector stakeholders.



We used to travel long distances in search of dwindling pastures, sometimes, we would lose our livestock and come back with a few but we would always find chicken surviving the drought. Upon enrolling in this training, I made a deliberate choice to concentrate on constructing uncomplicated chicken coops. My goal is to venture into chicken rearing for both commercial purposes and personal consumption, despite the cultural norm of abstaining from chicken meat consumption in our community,”

**Losieku Leuria**, Ujuzi Mashinani Trainee, Lorubae village

## Progress made so far



**KES 14.8  
MILLION**

Total amount of money spent on scholarships and tuition fees



**KES 40  
MILLION**

Total amount of money spent on training Tools and start-up kits



**KES 3.4  
MILLION**

Total amount of money contributed by students.



**988  
STUDENTS**

Enrolled across 18 Satellite Training Centers



**KES 6  
MILLION**

Total amount of money contributed by County Governments. Kes 1.3 million contibuted by Contituency Development Fund (CDF)

USAID Nawiri is following the steps outlined below in the implementation of the Ujuzi Mashinani model:

Step	Key activities	Tasks
Step 1	<b>Youth selection and profiling</b>	<ul style="list-style-type: none"> <li>• Identification of youth-Girls/ Boys and formation of youth (Girl and Boy) groups</li> <li>• Meeting to share key findings of the labour market study with the youth.</li> <li>• Profiling and characterization of youth leading to the identification of key sectors and career pathways highly sought by youth and employers in specific locations.</li> <li>• Sharing the Ujuzi Mashinani model with youth</li> <li>• Career planning support to individual youth</li> </ul>
Step 2	<b>TVET selection and roll-out plan</b>	<ul style="list-style-type: none"> <li>• Organizational capacity assessment of VTCs</li> <li>• Final selection of VTCs</li> <li>• Introductory meeting with County Department of Vocational Education leadership to share the Ujuzi Mashinani concept.</li> <li>• Meeting with the TVET board and management to share Ujuzi Mashinani concept.</li> <li>• Sharing labour market study and youth profiling report with TVET management</li> <li>• Selection of key sectors and courses to be rolled out in each VTC.</li> <li>• Creation of a high-level rollout plan.</li> </ul>
Step 3	<b>Assessment and selection of master trainers and identification of safe spaces</b>	<ul style="list-style-type: none"> <li>• Field visits with VTC departmental heads to main towns to assess master trainers and determine their suitability to offer both theory and practical training to youth.</li> <li>• Using the list of youth and courses selected to determine the number of classes and master trainers needed per training site.</li> <li>• Identification of training sites</li> <li>• Selection and contracting of master trainers</li> </ul>
Step 4	<b>Readiness of TVETS</b>	<ul style="list-style-type: none"> <li>• Assessment of TVET readiness to roll out the model including the readiness of curriculum, scheme of work, training guides, list of training materials, tools/ equipment, and training plan.</li> <li>• Creation of a plan to close eventual gaps and monitoring plan.</li> </ul>
Step 5	<b>Readiness of Instructors</b>	<ul style="list-style-type: none"> <li>• Contracting of new master trainers and instructors</li> <li>• Training of instructors and master trainers on new curriculum, printing, and hand over of training guides, training plan and student assessment forms to each instructor and master trainers</li> <li>• Posting instructors/ master trainers to training locations</li> </ul>
Step 6	<b>Student enrollment and Student readiness</b>	<ul style="list-style-type: none"> <li>• Advertisement of the training courses for new locations identified by TVET institutions.</li> <li>• Meeting GIRL-H and Boy groups members and their parents/guardians to agree on expectations, share training schedules, requirements, daily reporting and exit times, key dates for commencement of the training, training duration and plan for transition to self and wage employment.</li> <li>• Enrollment/ Registering students who are ready for classes using respective VTC enrollment procedures and forms.</li> <li>• Payment of commitment fees by students and CDF</li> </ul>
Step 7	<b>Procurement of training tools/ equipment and materials</b>	<ul style="list-style-type: none"> <li>• Procurement of training tools and materials.</li> <li>• Supply and delivery of tools/equipment and training materials to training sites.</li> </ul>
Step 8	<b>Readiness of training facilities</b>	<ul style="list-style-type: none"> <li>• TVET's signing MOUs/lease contracts with owners of identified training facilities</li> <li>• TVET's making payments for the training facilities</li> <li>• TVET's equipping the training facilities with furniture, whiteboards, and childcare facilities and hiring watchmen to provide security for tools/equipment and materials and ensure the safety of the learners.</li> <li>• TVET's securing the training facilities</li> <li>• TVET's raising of tuition fee invoice to USAID Nawiri</li> </ul>

Step	Key activities	Tasks
Step 9	<b>Launch of training</b>	<ul style="list-style-type: none"> <li>• Kick off the training.</li> <li>• Filling of student's attendance registers</li> <li>• Continuous supervision of the master trainers</li> <li>• Continuous assessment of students</li> <li>• Payment of 50% of tuition fees by USAID Nawiri based on student enrollment</li> </ul>
Step 10	<b>Monitoring of the training</b>	<ul style="list-style-type: none"> <li>• Bi-weekly dashboard calls.</li> <li>• Bi-weekly supervisory visits.</li> <li>• Monthly management meetings.</li> <li>• Quarterly reviews.</li> <li>• Payment of final 50% tuition fee by USAID Nawiri based on student enrollment less dropouts.</li> </ul>
Step 11	<b>Employer private sector linkages</b>	<ul style="list-style-type: none"> <li>• Mapping potential employers and business development service providers.</li> <li>• Inviting key employers and BDS providers to VTC meetings.</li> <li>• Setting up and equipping the industrial liaison office at the VTC.</li> <li>• Job and internship placement of VTC students.</li> </ul>
Step 12	<b>Post Training coaching and mentorship of youth</b>	<ul style="list-style-type: none"> <li>• Linkages of youth with financial institutions for access to start-up capital and tools for starting businesses.</li> <li>• Coaching, mentorship and Monitoring of GIRL H and Boy youth performance in self and wage employment.</li> <li>• Continuous monitoring of youth for a period of 12 months post-graduation.</li> </ul>

## Approach and Sustainability Strategy:

The Ujuzi Mashinani model is primed on a market system development approach where by USAID Nawiri collaborates with actors including; County departments of vocational education, private sector actors and TVETs as drivers for sustainable access to technical and vocational skills for youth to enhance employment and employability of youths in the target the counties. The model which was co-designed by USAID Nawiri program, Samburu and Turkana departments of vocational education whereby Maralal TVET in Samburu, Kaaleng, Kairkor and Kataboi TVET'S were chosen, aimed to respond to the constraints faced by youth in accessing vocational education through facilitation of TVET institutions to decentralize training centers from urban to rural locations is aimed at creating an enabling environment that breaks accessibility, affordability barriers and creating a last-mile youth friendly training center and boost TVETs enrolments for demand driven vocations.

To enhance affordability and enrolment, the program collaborates with the county local leaders for tuition bursaries and mobilization efforts involving SSBC campaigns through radio and social media, with TVET staff providing career guidance in rural villages to promote courses that youth could take advantage of for skilling. The program further supports equipping select TVET institutions with training kits for various vocations demanded while linking and facilitating private sector players to stock such kits in their localities. Furthermore, the program links and facilitates training of youth in financial literacy while linking them with formal and informal financial institutions and apprenticeship training opportunities to enhance their understanding of the trades ventured in.

To further strengthen access, affordability and boost of enrolment of youths to TVET institutions, USAID Nawiri is building the capacity of TVET institutions to carry out labor market assessments to inform tailored and offer on-demand vocation that offer income transition pathways for youths and households as well as improve on the training curriculum that is more responsive to the trainees and offers skills, knowledge and a clear business sense of the vocational courses. USAID Nawiri program has moreover implored all participating TVET institutions to set up industrial Liaison departments whose functions will be to offer career guidance and counseling , self and wage employment job preparedness, life skills, labor market information as well as facilitate students to access internship/job opportunities such that the graduated youths are employment ready for the market space.



# USAID Nawiri

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