THE VOICES OF YOUNG PEOPLE ON SUSTAINABLE DEVELOPMENT GOALS IN KENYA REPORT.

DATE: 7TH February 2020

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HELPING THEGOVERMENT ANDSTAKEHOLDERS MAKE THE SDGs A REALITY

ABBREVIATION

CDF- Constituency Development Fund

HELB- Higher Education Loans Board

INS- Inclusive Neighborhood spaces

KYEOP- Kenya Youth Empowerment and Opportunities Project

LGBTQs- Lesbian, Gay, Bisexual, and Transgender

PWDs- Persons with disabilities

SDG- Sustainable Development goals

TVET- Technical and Vocational Education and Training

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Section 1.0: Introduction.

One of the founding principles of the 2030 Agenda is the requirement for processes to be participatory and inclusive" UN guidance on conducting VNR processes, 2018

VNRs are member state led but they aim to offer a country wide review of progress on implementing the SDGsat national and sub-national levels. The Universal nature of the SDGs means that countries like the UK should report on their domestic, as well as international policies and programmers'

The reviews cover all SDGs and are developed to fit with national circumstances, policies and plans

The national process should include all relevant partners and stakeholders

These reviews must be open,inclusive, participatory and transparent, build on existing platforms and process, track progress in implementing the SDG goals and targets

There is no set template for the report, but the UN has issued guidance on what they should include. There have also been reports which compare the VNRs and highlight good practice

1.1: Background

As part of its follow up and review mechanism ,the 2030 agenda for sustainable development encourages member states to to conduct regular and inclusive reviews of progress at the national and sub-national levels which are country led and country driven. The national review are supposed to serve as a basis for the basis of regular reviews by the high level political forum meeting under the auspices of ECOSOC as stipulated in paragraph 84 of the 2030 agenda , regular review by the HLPF are to be voluntary , state led, undertaken by both developed and developing countries, and it involve multiple stakeholders.

The eight ways in which volunteers may contribute to development.

1. Improving the quality and effectiveness of services

2. Increasing inclusion by extending the reach of services to the poorest and most marginalized

3. Acting as a catalyst for innovation

4. Promoting and enabling collaboration across multiple partners and stakeholders

5. Strengthening local ownership and the agency of people to take control of their own development

6. Promoting participation by encouraging and modeling approaches that place people at the heart of development processes

7. Promoting positive social action and volunteering

8. Inspiring new ways of thinking and being by modeling alternatives to entrenched norms and behaviors.

The aim of VNR.
1. Facilitate the sharing of experience.
2. To know the success, challenges, and lessons learnt
3. Strengthen policies and institutions of the government
4. Mobilize multi stakeholder support and partnership of implementation of SDGs

Kenya being part of the countries that are working around sustainable development goals it voluntary participated in 2017 in the reporting of its SDGs achievements as a country and currently is planning to do their reporting of what has been achieved so far until now.

In 2016 a research was done in Kenya and it indicated that volunteers contribute to 3.6‰ of the GDP of the country. Kenya being that they participated in VNR in 2017 they did not report on the contribution of volunteers and also other organizations in the country and this called upon organizations such as VSO to look at the gap and fill it in the present contribution.

VSO is global organisation that promotes development through volunteerism. The organisation is currently in 23 countries and has been in Kenya for the past 60 years. The organisation works in 3 core programs which include:

1. Inclusive education
2. Youth and livelihoods
3. Social accountability

The core approaches:

1. Social accountability
2. Resilience
3. Social inclusion and gender

Volunteers support the co- approaches in the organisation the organisation majorly works with volunteers to enhance the success of their activities. They also promote community volunteerism so as to make it easy for the community to have sustainability of the projects they what to do. There are different types of volunteers in the organisation and they include:

- Political volunteers
- Eminent volunteers
- Co prate volunteers
- International volunteers
- National volunteers
- ICS volunteers

- Community volunteers

Working in the community the organization majorly focuses on SDG 4(inclusive education) and SDG 8(decent work). They make this attainable by closely working around the 5Ps principles and working with the indicators around these SDGs.

During the process of VNR reporting the organization felt that it was important to do a creation of awareness among the young people in the community that they have been working in and get their views on what they this is the progress of achieving SDGs in Kenya. This process was done in 9 communities that is 9 counties where the volunteers were focusing on two groups those that are at the counties boarders and those that are marginalized demographically.

The counties that were selected were mainly VSO working counties and they involved the following:

1. Kisumu
2. Siaya
3. Kajiado
4. Isiolo
5. Makueni
6. Machakos
7. Taita taveta
8. Nairobi
9. Nandi

Since there was a need to get the input of volunteers Machakos County was taken as a case study where there was a need to know the contribution of volunteers in different organisation on the SDGs they have been working on in the past one year.

Key findings

1. Most of the marginalized communities are persons living with disability majorly severe disability.
2. Yong mothers who are majorly having children with disabilities
3. Young people living in county boarders.
4. Corruption has been one of the main issues affecting the youth
5. Skills miss match among the young people and mentality to attend vocational training institute.
6. Cultural and religious believes and practices

Activity Discussion

NAIROBI-DANDORA

In Nairobi, 40 participants were brought together, representing different marginalized groups from different sub-counties. The groups represented were young mothers, unemployed graduates, slum dwellers and students in polytechnics. The dialogues were conducted at Hiphop city in Dandora.

A survey on SDG awareness was done and from the feedback, 75% of them had never heard of the SDGs before and 17.5% of them had just the heard the term with no further details, and 7.5% were not sure.

The objective of the session was to get the overview from the participants on the implementation of the SDGs since its inception. The focus goals were goal 4 & 8 and their indicators.

GOAL 4

4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

The level of school enrollment in Nairobi sub counties has improved in the past few years whereby most children have been able to join schools. However, the quality of education is not the best because of the teacher student ratio is low. In most schools, the number of teachers is few compared to the number of students enrolled in schools. Also, most schools tend to employ untrained teachers to schools, this compromises the quality of education offered in the schools.

4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

Nairobi youth have access to the formal and no-formal education and most have been able to enroll and build their capacity in various skills. The youth from the slums have benefitted from scholarships programs such as KYEOP, KEPSA and many more. However, there has been a challenge of not being able to support beyond gaining the skills such as getting jobs or entrepreneurship opportunities.

Also, the government offers grants and loans to facilitate the vocational training in Nairobi such as the HELB loans. This has ensured greater intake numbers of the youth in vocational and university education in the past few years. However, there is need to increase the amount allocated to the students since with the economy fluctuations, they are not able to cater for all their upkeep needs forcing some of them to work extra and some drop to look for financial support in order to continue with their education.

Polytechnic students felt they were left behind when it comes to quality education, resources distribution, expensive education and materials needed, migrants given first priority and

inadequate HELB funds. "*TVET ni very expensive na materials unaneedatazinashinda school fees. HELB haifikikilamtu."Said Khadija Yasmin*. They all agreed that the government gives more attention to universities when it comes to resources.

4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict affected, as data become available) for all education indicators on this list that can be disaggregated

People living in the slums are part of the marginalized groups. They are left out in decision making, quality education; they lack decent jobs hence living under one dollar a day. Out of 10 participants 8 people complained of unequal distribution of resources by the county government, lack of access to information & overpopulation. Some of the reasons that were given by participants as to why they are left behind are poverty, lack of education and skills, five people said ignorance could be a reason and two people said that some people are lazy and expect too much for the government. All of them agreed that the government has really tried by providing free education and subsidized secondary education hence improving the students transitioning to secondary school education. "*Hukumtaaniafadhalikijanaaendeshepikipikibadalaaendechuonaatahaina impact at all. Juuatawenyewanaendawanarudikuhustlenasisituhuku" said luisOkoth from Umoja.* They all felt that rural to urban migration by others worsens the situation. 6 out of 10 complained about them as youths being frequently affected by peer pressure which makes them drop out in school.

RECOMMENDATIONS
Based on the field study and conclusions, the following recommendations were made;

- Ways to fight corruption should be formulated in order for people to get equal opportunities.
- People should have appropriate skills in order to get some employment opportunities.
- Information should be provided to everyone despite their situation. All means to spread news to the public should utilized.
- There should be equal distribution of resources focusing on a number of people per square meter.
- Peer to peer education should be encouraged by creating centers in every ward for quality education.
- Community organizations should be created in order to represent the voices of an area as a whole
- Leaders should make sure a well-organized planning has been carried out before implementing any project.
- Youths should be included in decision making for them to represent their issues and take part in decision making
- Students should be prepared while still in primary school and made aware of courses provided in vocational training center and other tertiary institutions.
- Quality free and secondary education should be provided in the informal settlement in order for a hundred percent transition to take place.

1. NANDI COUNTY

In Nandi County, two groups of participants were involved in the SDG dialogue, the first group was the deaf INS group and the other was youth at the border of Nandi and UasinGishu.

1.Deaf INS

GOAL 4- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including **persons with disabilities***, indigenous peoples and children in vulnerable situations*

In Nandi County, there are a few schools for the deaf and other schools for PWDs though not enough to cater for the population of PWDs in the county in terms of quality and accessibility. The number of vocational training centres for the deaf is limited hindering enrolment of the deaf in the formal education and developing their skills. However, the participants stated other challenges that hinder the enrolment to formal schools in Nandi county:

- Oppression and stigma by parents
- Lack of sign language interpreters in schools.
- Less skilled teachers
- Lack of awareness by parents on available deaf schools.
- Lack of fee due to poor background.
- Drug and substance abuse
- Early marriages.
- Deaf prefers informal jobs than schooling
- Over protection by parents.
- Lack of vocational schools for the deaf
- Long distances between school and home

RECOMMENDATIONS
- National government should Increase allocation of bursaries and CDF to support in fee payment
- The national government should train more special education teachers with sign language to facilitate quality education for the deaf in formal institutions.
- National government should set up policies that protects PWDs from oppression
- The national government should consider integrating sign language in the curriculum as a subject.
- County government should raise awareness to reach those at the interior on available funding opportunities.

GOAL 8; Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

The level of unemployment of the deaf in Nandi County quite high with the following challenges stated by the deaf youth:

- ✓ Political interference
- ✓ Political affiliation
- ✓ Lack of information on available opportunities
- ✓ Tribalism, nepotism and corruption.
- ✓ Communication barrier as for the deaf community.
- ✓ Stereotypes that the deaf are incapable.

RECOMMENDATIONS
- The youth should increase their participation in public participations.
- Diversification into entrepreneurship by the youths
- Youths should equip themselves with soft skills to back up their qualifications.
- The government should increase their capitations to youth groups.
- The county government should partner with other organizations to create a pool of job opportunities.
- The youth should focus more on working as groups so as to access tenders more easily.
- The young people both hearing and deaf should take lead in creating awareness with an aim of changing the negative societal attitude towards the deaf.

LEFT BEHIND CONCEPT DONE BY DEAF INS

WHO	SECTOR	REASON	RECOMMENDATION
Deaf youths	Education and department of social services	- Lack fee - Lack of awareness on available special schools - Stereotypes on deaf people - Oppression and discrimination by the hearing community. - Stigma - Culture barriers - Few integrated schools - Communication barrier between the deaf and the hearing	- Community sensitization on the value of equality - Creating awareness on available special schools - National government to increase capitation on bursaries to support on fee - County government to offer sign language to counter communication barrier

			• Setting up policies to protect PWDs against oppression.
Young mothers	✓ Education ✓ Health ✓ Justice and legal sector	• Low levels of education • Stereotypes • Lack of law enforcement by duty bearers • Culture where girls voice is always ignored • School dropouts • Early marriages	• County government should run women empowerment programs • NGOs to join up in strengthening women's voices • County government to raise awareness on family planning

1. Youth at the border of Nandi county and UasinGishu county

These were the youth from Lessos which is the border of Nnadi and UasinGishu border. They also got to share their input on the various indicators of SDGs.

GOAL 4- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

The youth shared that there is high enrollment in formal and non-formal education in the past few years stating that the government has ensured:

- Reduce entry points into colleges and university
- Nowadays most colleges are available even at the interiors
- Increased capitation i.e. bursaries and HELB loans.

However, the vocational training institutions are not well embraced due a few reasons:

- Lack of sensitization on available non formal institutions
- Negative attitude by the youth towards non formal institutions
- Few institutions are established to offer non formal trainings
- Stereotypes that women should not engage in non-formal courses such welding

RECOMMENDATIONS
- The national government should increase Creation of more special schools
- The national government should increase the allocation of funds
- The national government should enhance monitoring and evaluation in schools to check on the quality delivery.
- The national government should do timely disbursement of funds.
- The county government should increase the number of ECD centers
- The national government to employ more qualified staff.

GOAL 8; Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

The youth at the border stated that the rate of unemployment is quite high and gave recommendations for the challenges to youth unemployment.

- Long retirement age
- Nepotism and tribalism
- Lack of information access on available opportunities
- Political interference
- Skills mismatch of the youth

RECOMMENDATIONS
- Encouraging youths to venture in to entrepreneurship
- The county government should enhance inclusion in employment
- The county government should create a pool of job opportunities that's serves its residence no matter the locality.

Left behind concept

WHO	SECTOR	REASON	SOLUTIONS
Young mothers	Education Department of gender leadership	• Denied land ownership • Culture barriers • Lack of accountability by office bearers • stereotypes	• sensitization of young mothers on their rights • creating awareness on leadership roles and positions • creation of mentors to empower young mothers
The physically challenged	Transport sector Informal jobs	• stereotypes • lack of aiding equipment	• the county should empower the physically challenged by offering special aid devices • county should avail information on available funds to the physically challenged • community sensitization

2. MAKUENI

The research in Makueni was done among the PWDS in Wote town and the youth at the Machakos-Makueni border. The level of awareness on SDGs in Makueni is quite limited as

indicated the below table of disaggregated data on the level of awareness of the selected participants.

Partici pants	Age			Gender			What is your SDG awareness level?				
	Belo w 18 years	19-30	Above 30 years	Male	femal e	othe rs	Very low	low	Not sure	High	Very high
P1		✓			✓		✓				
2		✓		✓				✓			
3		✓			✓		✓				
4			✓	✓			✓				
5		✓		✓			✓				
6			✓	✓				✓			
7			✓	✓				✓			
8		✓		✓				✓			
9			✓		✓		✓				
10			✓	✓			✓				
11			✓	✓			✓				
12		✓		✓					✓		
13			✓	✓			✓				
14			✓	✓			✓				
15			✓	✓			✓				
16			✓		✓		✓				
16			✓		✓				✓		
17			✓		✓		✓				
18			✓	✓			✓				
19		✓			✓		✓				
20			✓	✓			✓				

21			✓	✓			✓					
22			✓	✓			✓					
23		✓			✓					✓		
24		✓			✓			✓				
25			✓	✓				✓				
26		✓		✓			✓					
27		✓		✓				✓				
28			✓					✓				

On the left behind concept, these were the findings from the participants:

Who/Which Group is Left Behind?	Which sector are they Left Behind?	Why are they Left Behind?	What solutions do you recommend to support that Left Behind?
People Living with Disability, people living with people with disability	-Education -Employment	-no suitable and accessible schools in Makueni for deaf, blind and ,mentally challenged -no resources allocation for them -means of transport to the few schools available is big challenge - employers still have stigma and are not willing to give employment opportunities to people with disability - some offices are not accessible when pwds are looking for jobs	- government should consider setting full operational school for the disabled children to access quality education -for tertiary education more sensitization is needed since the administration neglects to admit the students with disability and some don't have friendly environment for them. - More resource allocation to the schools in terms of infrastructure and bursary allocation. -more awareness on the SDGs particularly the place of marginalized groups and opportunities for growth -

Community living on borders: Makueni/Machakos County Border	Education	-entirely the schools are distanced and children/Children with disability face it hard to access the schools -the bursaries/scholarships is a challenge. The administrative boundaries creates a barrier where for example a child gets bursary from Kilome Constituency which is in Makueni county, but the part where chief needs to sign the parent will take it to machakos where administratively they belong.	- the residents were of the opinion that more schools to be built at least at a radius of 5 km. the schools needs to be standardized in a way that wings for children with disability are there. They really suffer a lot and majority doesn't really get quality education.
	employment	-the border issue has left many youths depressed. With their IDs some applied in machakoswhilt realistically are from Makueni. The opportunities which the Makueni youth can enjoy these youths don't simply because they are termed as from machakos. When they go to machakos the same thing happens. Theu end up being stressed up	

3. TAITA TAVETA

The research was done at Ngolia ward and Zungulukani community in TaitaTaveta County. The participants involved were young mothers, youths, LBTQs and PWDs.

On the level of SDG awareness, out the involved participants only 1% had an idea of what the SDGs are and the majority having no information on the existence of SDGs.

The facilitators were able to come up with guiding questions based on SDG 4,8& 17 to help gather information from the participants.

i) What is population?
ii) How many ECD schools and VTC are in the area?
iii) On VTC, how many staffs are employed?
iv) How many courses are offered and are they relevant to the job market?
v) How many youth have completed VTC and now are employed or practicing their skills acquired?
vi) How many pwds and Lgbtqs and young mothers have benefited with VTC?
vii) Apart from the governments, are there any other development partners in the community that will help to achieve the SDGs agenda?
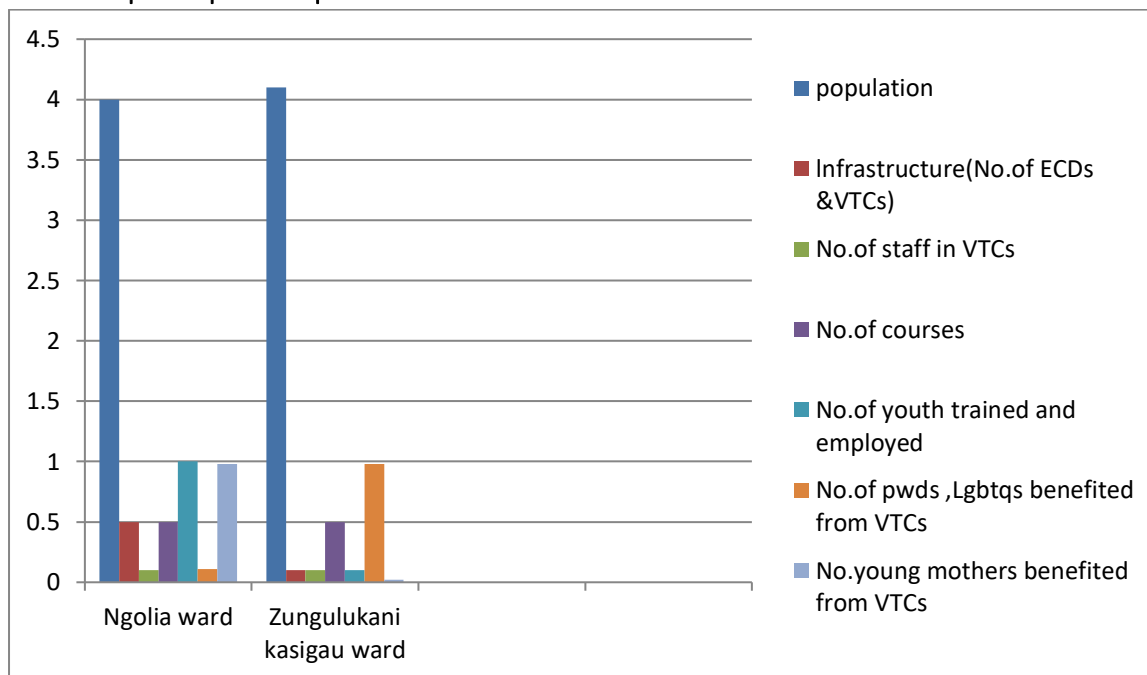
From this data analysis; the marginalized communities have been left behind on service delivery and the implementation of the SDGs.

From the references on the challenges that participants from the two communities presented here are some of the quotes;

➢ "The distance from here to Ndome VTC is 10km walking distance; the Centre is not equipped and they have outdated equipment with few courses offered. Courses like hair dressing, beauty therapy, welding and fabrication, food and beverage are not offered and also there are no enough qualified teachers". By Mary Tonni from Ngolia ward.

➢ "I have gone through VTC and took a tailoring course but after graduating ,l was recruited to a lead garment industry here in Kenya and during the interview l was not able to operate a modern electricity sewing machine and so ,l was not employed". By Francis Ngao from Ngolia ward.

➢ "I went to college and I did a course on computer hardware and software maintenance but after graduating ,l applied for job in the county government and l was shortlisted and gazetted but during the interview ,my name was not in the list and l was asked to give a bribe of atleast 100,000KES. To secure the Job, so since l was fresh from college with no money, l was not able to secure the job". By Stanley Mkoji from Ngolia ward.

➢ "I am a disable but I have informal skills like sewing baskets (kiondo), ropes, tie and die but there is no market for my products. I have really tried to approach some politicians to assist me in marketing my products but they give me false hopes and sometime they do not pick up my calls". By Unknown from Zungulukanikasigau.

➢ "There is a lot of corruption in VTCs, because there hidden charges that keep popping up every time ,so this has made me to drop out of the VTC and join the bodaboda squad to gain some cash at the end of the day ". By Mutuku from Zungulukanikasigau.

> ➤ "I have interest to join the VTC for more knowledge but there is no VTC at my village and whenever I think about the distance which is 45km walking distance away from my home, I give up ". Meris from Zungulukanikasigau.

Recommendation from the two communities on goal 4, 8 and 17

- Civic education on importance of VTCs
- Increase, build and equip VTCs with modern equipment.
- Increase more courses which are relevant to the job market.
- Increase more skilled staffs/teachers
- Put in place good infrastructures .i.e. good roads. Electricity, water etc.
- Create proper and sustainable linkages from VTCSs to job markets.
- Promote inclusion at all ages, race and gender.
- Investments policies that will create a platform for innovation and attract investors to develop the community.

ISIOLO

EDUCATION: GOAL 4

- We had youth (20) forum at Isiolo County on SDGS by Mobilization
- Introduction
- Male (9), (1) pwd Female (11) composition of the forum
- We read through the SDGs to our participants, having a discussion on it.
- Discussed on SDG Goal 4, Goal 8
- We had a 10 minute group work (3 groups).
- Participants shared that youth & young mothers on formal & informal education was very low in Isiolo County.High no of dropouts, low quality of education, high vulnerability level of parents leading to youths go out to look for small jobs for up keep, high level in drug use among the youths & young mothers in Isiolo county, aspect of corruption, innovation & use of technologies , self-interest, leaders lack good leadership skills.
- Hindrances to youth enrollment to TVET in Isiolo county being lack of information from respective departments, political influence, lack of interest, no awareness to youths or people at rural areas, high level of drug use amongst the youth, rural &urbanization, pastoralist life where young male & female go out to herd cattle's, corruption, lack community awareness, lack of involvement of youth in decision making, no public participation.

How to improve-

> ➤ Create awareness on importance of education
> ➤ Promote dialogue on drug abuse & effect of it use
> ➤ Provide good parent skills to our parents
> ➤ Have committees to lead on progress & school welfare for their children
> ➤ Build relation between parents, teachers, children & education department.
> ➤ Evaluation by parents on going & school work for their children

- ➢ Come up with youth friendly centers and kids' corner for talks, psychological& social development
- ➢ Use of role models (male& female) from the community area to have talks with the youths & young mothers
- ➢ Leaders should take action on school performance, retention, transitionChampion by rewarding well performed students rewarding them
- ➢ Leaders should have a sitting with students, teachers, parents, stakeholders to discuss on good & quality education

RECOMMENDATION;
- o County government should be the lead agent on quality & enrollment of students in education centers
- o Leaders to be role model to our youth in schools by having talks at school level
- o Youth to be given a platform to render their views.
- o Youth to be part of decision making on education, empowerment, all other county or national dialogues.

EMPLOYMENT: GOAL 8
- I. Isiolo County employment level is very high 0.1%

Challenge in unemployment
- ▪ Vacancies available is politicized
- ▪ Tribalism on ethnical differences
- ▪ No advertisement if any employment opportunity
- ▪ Lack of information on employment
- ▪ Lack of transparency from department who have vacancy
- ▪ Redundancy on experiences
- ▪ Issue of corruption
- ▪ Shortage on job opportunities
- ▪ Illiteracy level is high
- ▪ Communication medium e. g smart phones

What may be done?
- • Create opportunity on income generating activity
- • Promote youth who have business with SME microfinance
- • Have information & innovation hub
- • Inform youth & young mothers on importance of formation into groups ,CBOs
- • Youth being part of decision making or makers
- • Create forums with youths to share their skills, wants & expertise
- • Come up with youth friendly centers
- • County & national govt to be transparent
- • Building soft skills of youths & young women
- • Create competition forums or activities amongst youth

- Have safety nets for you mothers
- Build skills for young mothers.

CHALLENGES FACED BY TOTs;
1) Raining(was hard for some participants to be on time)
2) Most of our participants dint have the understanding of SDGs
3) Some others participants liked to understand more on SDGs (No limited to 20 per target groups)
4) Time was limited.
5) A bit of delay from the office
6) Communication was abit hard for some participants (required to use mother tongue)

WAYFORWARD;

➢ Request for more time
➢ Appreciation to tot & VSO Kenya on SDG forum
➢ Target other wards of Isiolo county
➢ Have a forum with the leaders on SDGs
➢ They now have the understanding of SDGs
➢ Request for more forums on SDG

Who/which Group left behind	Sector they left behind	Why are they left behind	Recommendation to support those left behind
Youth	▪ Innovation, employment ▪ Registration(identity cards, passport)	• Due to corruption • Not being part of decision making	• Involvement in decision making • Create of information hub
Young mothers	▪ Education ▪ Empowerment ▪ Leadership ▪ Inheritance	• cultural, norms • low self-esteem • lack role models • no equal opportunities	• Being part of decision making • Do away with some cultures(Female life is the kitchen)

						not part of decision making	• Provide equal opportunities • Female leaders to be role models to young youths
Pwds	▪ Education ▪ Employment					• No disability friendly resources • No voice • Structure of leadership	• Have structure or office • Information hub is disability friendly • Be part of committee in decision making

LESSON LEARNT;

❖ **There is a gap on awareness on SDGs in Isiolo County**
❖ **Low understanding of SDGS amongst youth & young mothers.**

Participants		Age			GENDER			SDGs awareness level				
YOUTH		Below 18	19-30	>30	Male	Female	Others	Very low	Low	Not sure	High	Very High
PP1					*				*			
PP2			*		*				*			
PP3			*		*				*			
PP4			*		*				*			
PP5			*		*			*				
PP6				*	*			*				
PP7				*	*			*				
PP8			*		*				*			
PP9			*		*						*	
PP10			*			*		*				
PP11			*		*				*			
PP12			*			*			*			
PP13			*			*			*			
PP14		*				*			*			
PP15			*			*			*			
PP16			*			*			*			
PP17			*			*			*			
PP18			*			*			*			
PP19			*			*			*			
PP20			*			*		*				

YOUNG MOTHERS		AGE		Male	Female		Very low		low	not sure	High	Very High
PP1		*			*		*					
PP2		*			*		*					
PP3		*			*		*					
PP4		*			*		*					
PP5		*			*		*					
PP6		*			*		*					
PP7		*			*		*					
PP8		*			*				*			
PP9		*			*				*			
PP10		*			*				*			
PP11		*			*				*			
PP12		*			*				*			
PP13		*			*				*			
PP14		*			*		*		*			
PP15		*			*		*					
PP16		*			*		*					
PP17		*			*		*					
PP18		*			*		*					
PP19		*			*		*					
PP20		*			*				*			

MACHAKOS

MARGINALIZED COMMUNITY(MWALA SUB COUNTY)

The SDG awareness sensitization forum in Machakos kicked off in Mwala Sub County at the Mwala Youth empowerment Centre at 10am on 29th January 2020.

In attendance were 20 youth from Mwala sub county neighbouring wards,2 VSO Volunteer Workforce Team facilitators and the Mwala Sub county Youth Officer Mr William Mbithuka.

The forum started with a welcome note from the host followed by a round of introductions by the facilitators then the participants. Participants asked about VSO and Jim Kyalo gave them a brief overview of VSO stating the role Community Volunteers play in implementation of some projects in VSO.

Objectives of the meeting
The objectives were to:

➢ Gauge the level of SDG awareness by the participants
➢ Get a peek into the groups that are marginalized in the region
➢ Understand why the above mentioned groups are marginalized
➢ Find out in what sector have they been marginalized
➢ Find out what can be done to address their marginalization
➢ Find out what are some of the challenges faced by the youth in realization of SDGGs

Disaggregated Data of participants

Participation was 100 % since 20 youth primary actors turned up with representationof 11 males and 9females.

Content on how the objective was realized

Using the model SDG survey guideline adapted from Makueni YSDseen below, the facilitators guided the participants' into answering the questions in a Focus Group Discussion method.

Team Machakos SDG Survey Guidelines
(Adapted from Makueni team)

1.0 What is the objective of this questionnaire?
The objective of this questionnaire is to:

- ✓ collect information necessary to assess the level of SDG awareness in Machakos County based on the Sustainable Development Goal 4 – Quality Education and 8Good jobs and Economic growth.
- ✓ Use the information collected in the identification of potential data gaps or areas requiring further development
- ✓ inform the elaboration of an action plan for improving data quality to monitor SDG 4 & 8- 2030 agenda at national, regional and global levels.
- ✓ develop national capacities to align and strengthen national data and education management information systems for monitoring progress towards SDG 4 & 8

1.1 How is the questionnaire organized?
The questionnaire includes a worksheet (attached) for each of the targets of SDG 4 & 8.

The questionnaire also includes a worksheet to collect general information on the respondent(s) to the survey.

General Information
1. Evaluating the respondents level of SDG awareness:
2. Identify the challenges that they face in their area based on the SDG knowledge.
3. Identify the following;
   I. People/group that has been left behind in terms of development
   II. Understand why they are left behind in the county
   III. Which sector they are left behind in county
   IV. Solutions they recommend to support those left behind in education sector in the county
   V. Their relationship with the government in actualizing the SDGs

1. does the education system provide access to education for both girls, boys and PWDs
2. How accessible is it for one to acquire affordable and quality technical, vocational or tertiary education- skills development, ICT.
3. Are families encouraged to allow boys, girls and PWDs to equally start primary education and continue to secondary according to their skills?
4. Is there a set structure to help students from poor families to access scholarships/bursaries?

SDG No 8

1. In your opinion, what do you think is the rate of unemployment in this County?
   a. What could be the challenge?
2. What need to be done to reduce the rate of unemployment in the County?
3. Who do you think are most left behind in access to employment in this County?
4. Does the county government provide right good environment for informal employment?
5. Is there equality and fairness in employment opportunities?

On Sticky notes participant were asked to write their age and answer question (1) from the General questions sections of the Survey Questionnaire (above). Below are their tabulated responses

SDG AWARENESS ,GAUGE.

AGE	A(Very Good)	B(Good)	C(Not Sure)	D(Poor)	E(Very Poor)	Group Left Behind
18-24	0	1	2	4	2	PWDs
25-29	0	2	1	1	1	Youth From Extreme Poverty
30-35	0	1	3	1	0	LGBTQI

From the above table, it was evident that there is a high lack of information regarding the SDGs among the youth of mwala, 15 years since Kenya committed to supporting the achievement of the Goals.

What were some of the 'Reasons' some groups have been Left Behind?
I.Persons with Disabilities (PWDs)

According to the respondents, PWDs were left behind because they lacked good organization in groups that they could have a collective voice to fight for /demand for their right when it came to seeking service in the community.e.g. in the case off implementing SDG 8, Vocational Training Centreslacks special needs teachers so even if they decided to attend these schools their needs could not b catered to accordingly, facilities were also not disability friendly and persons say on wheelchairs could not access certain areas. Also no facilities in the entire county had been recorded to have admitted any PWDs.

2. THE LGBTI COMMUNITY.

The participants brought out a concern that the LGBTQI community was left behind in the following ways regarding the SDGs;

1. When it came to access for health services, there was lack of facilities in hospitals across the county to cater to their related illnesses and even when it came to registration to health services, they couldn't identify to the sexual status.
2. They are also stigmatized in the community and neglected due to its cultural believes and social norms which affects their access to education as some are expelled out of school upon realization.
3. A participant also shared that the LGBTQI community are not included when it comes to comprehensive sexual education being adapted by different organizations and institutions as much as they feel they need such education that is customized to them to help them make healthy decisions.

It was noted that the community is comprised of our friends and relatives hence there was a need for the government to practice the inclusivity virtue as they work towards achieving the SDGs in the next decade.

4. YOUTH FROM EXTREME POVERTY.

Mwala being a semi-urban area, it bordered areas where families experience extreme poverty in that they leave even below the dollar rate and they are geographically far from accessing government facilities including health and education facilities.

A participant shared that there is general assumption that education is now affordable and accessible to everyone but clearly it wasn't .There was also a concern that National and County government bursaries are not equally distributed in regard to the economic background of the beneficiaries due to either favouritism or lack of proper dissemination of opportunity and so some times the youth in extreme poverty miss the opportunity to access the information.

Lessons learnt

The participants also aired their general concerns that included;

1. In the Education sector, most Governments' Vocational centers in Mwala Sub-Counties needed to be well equipped with necessary facilities as well as evaluation of the courses to fit the needs of the youth as well as the innovative aspect so as to have quality education for all that would lied to decent jobs and economic growth.

2. The also shared their concern on corruption that undermines quality services and easy access to all, including job opportunities. It was shared that the presence of this vice brings despair and lack of confidence in the government institutions.

3. Another key findings that came out from the session was that , there is very low awareness of the SDGs in the rural areas and this makes it hard to hold the government accountable regarding the latter hence there should be a deliberate activity to create awareness of these Goals and what role they play in development.

After the session, we were able to collect participants of 5 via Video which was quite productive. This will be attached to the report's email

COMMUNITY IN THE BOARDER (JOSKA)

The SDG awareness sensitization forum in Machakos was finalized in JOSKA in Kangundo Sub County which borders Nairobi. It was held at the Christian Outreach Ministries church and the sessionkicked off at 1 pm on 31stJanuary 2020.

In attendance were 20 youth comprising of youth from Joska and the neighbouring Nairobi County,4 VSO Volunteer Workforce Team facilitators and the VSO Global policy consultant, Mwangi Waituru.

The forum started with a welcome note from the host followed by a round of introductions by the facilitators then the participants. Mwangi Waituru did an overview of the SDGs in preparation to the discussion forum that was held after lunch co- facilitated by Phoebe and Karen with support from Jim and Nyawira.

Objectives of the meeting

The objectives were to:

➢ Gauge the level of SDG awareness by the participants
➢ Get a peek into the groups that are marginalized in the region
➢ Understand why the above mentioned groups are marginalized
➢ Find out in what sector have they been marginalized
➢ Find out what can be done to address their marginalization

> ➢ Find out what are some of the challenges faced by the youth in realization of SDGGs

Disaggregated Data of participants
Participation was 100 % since 20 youth primary actors turned up with representationof 16 males and 4females.

Content on how the objectives were realized.
Using the model SDG survey guideline shared by Phoebe and Karen, the facilitators guided the participants' into answering the questions in a Focus Group Discussion method.

During the focus group discussion, the participants shared their views regarding the SDGs and merited on the achievements made so far by the latter. The following were their feedback;

1. Regarding, decent work, there should be a guiding policy in all employing sectors on how to engage interns as some internship opportunity are exploitive and without pay, In that you are subjected to a lot of work without pay nor support.
2. It was also shared that employers from the MSME lack good working conditions ,more so the Jua Kali sector where they are exposed to hard and risky working conditions but lack health plans like insurance which apparently they pay for.
3. Corruption also came out as a big concern when it comes to getting opportunities in the country. There is a need to set strong measures to handle it otherwise it would be hard to achieve the SDGs by 2030.
4. Limited access to information was also a challenged that they brought about, this was evident by the low numbers of people in the marginalized community that knew about the SDGs and their role in achieving them. Access to information of government opportunity and development plans also was concerned where by the participants said they had limited information on youth development programs happening across the country fronted by the government.

Lessons learnt
The participants also aired their general concerns that included;

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CONCLUSION

Generally, most Kenyan citizens in the rural, semi-urban, peri-urban and informal settlements areas as selected to participate in the research reflects the level of awareness on the SDGs limited and hinders the assessment on the impact of the implementation of the SDGs in Kenya. However, some are aware of some of the national plans and are able to assess its impact on their lives and understand their roles in achieving the national goals set by the government.

On the left behind concept, various groups have been highlighted and can help guide inform future planning in ensuring no group is left behind in any areas of development that is relevant and important to the identified groups.

RECCOMENDATION

- More awareness forums/meetings on SDGs to the marginalized groups
- There is need to bring together the community and the stakeholder during the SDGs activities
- Periodic assessments on the impact of the implementation of the SDGs
- Development of better tools/resources in assessing the indicators of the SDGs
- Enough time and resource allocation for the exercise

KAJIADO

Objectives

1. Coming up with ways of achieving and implementation of SDGs.

2. Getting voices from primary actors on SDGS 4 & 8 up with ways of getting involved in achieving SDGs.

3. Creation of awareness on SDGs.

DATES	ACTIVITY	LEVELS OF AWARENESS	WHO IS MARGINALIZED	WAYS OF ADDRESSING MARGINALIZATION	CHALLENGES AND LESSONS LEARNT	VOICES OF PRIMARY ACTORS
27TH January 2020	MOBILIZATION AND IDENTTIFICATTION OF A VENUE IN ROMBO		Young mothers Youth Pwds	Inclusivity in drafting policies		

			Widows Elderly			
28THJan uary 2020	MOBILISAI ON AND IDENTIFICA TION OF A VENUE IN KIMANA		Youth Pwds Women Young mothers		Hostile weather conditions	
29TH January 2020	CREATING AWARENES S ON SDGS AND GETTING VOICES OF PRIMARY ACTORS IN ROMBO	PP1-low PP2-low PP3-v. low PP4-not sure PP5-low PP6-low PP7-v. low PP8-v. low PP9-low PP10-low PP11-low PP12-low PP13-low PP14-not sure PP15-low PP16-high	Youth Pwds Women Young mothers Elderly	Equal distribution of resources Curbing corruption Social accountabili ty	-Illiteracy -Exlusion during making policies -Lack of jobs -Lack of capital in initiating businesses -ufisadi	**Challenges faced by youth** 1. **Abdi** - Unemplo yment 2. **Daniel** - Drug abuse 3. **Atanasia** -Lack of opportuni ties 4. **Samira** - Insecurity 5. **Jackson** - Poor education system 6. **Amina** - Water and sanitation 7. **Eunice** - Poor leadershi p 8. **Jacinta** - Poor facilities and services

		PP17-low PP17-low PP18-low PP19-low PP20-not sure			9. **Sintoyia**-Political interference 10. **Milka** - injustice
30TH January 2020	CREATING AWARENESS ON SDGS AND GETTING VOICES OF PRIMARY ACTORS IN KIMANA	PP1-low PP2-low PP3-v. low PP4-low PP5-LOW PP6-low PP7-low PP8-v.low PP9-not sure PP10-low PP11- not sure PP12-low PP13-low PP14-not sure PP15-low PP16-high PP17-low PP17-low PP18-low PP19-high	Youth Pwds Women Young mothers widows	Equal distribution of resources Curbing corruption Social accountability	**Causes of unemployment** 1. **Lekanaiya**-studying poor causes in colleges 2. **Cecilia**-lack of montorships 3. **Caeser**-retrogresive culture 4. **Purity**-corruption 5. Timothy-ignorance 6. **Lairumb**e - poor education system in kenya 7. **Mary**-tribalism and nepotism 8. **Roimen**-lack of required skills. 9. **Edward**-poor markets

		PP20-v. High				

SIAYA.

DEFINITION OF TERMS

Marginalized groups: comprise of the a group of people within a community who are left behind or at the risk of multiple discrimination due to social characteristics such as sex, gender, beliefs, health status, and disability.

Background.

Participation in the national voluntary report on SDG, which highlights the progress towards achievement of SDGs against the set targets. The report documents community voices and quotes on issues around quality education, decent jobs and economic growth (SDG 4 and SDG 8).

- Objectives of the activity

The objective of this activity is to collect information to assess the availability of data required to produce the proposed indicators for monitoring the Sustainable Development Goal 4 – Education, and Goal 8 – Descent jobs and Economic growth. The information collected will assist in the identification of potential data gaps or areas requiring further development to inform the elaboration of an action plan for improving data quality to monitor SDG 4 and SDG 8 agenda at national, regional and global levels. The activity was meant to create awareness on SDGs among youth and the community around Siaya County.

Activity Material

Semi-structured Questionnaires: this was used to captured the core problems that would guide the research.

Data Collection

Quantitative data was collected using a semi-structured questionnaire to help the group come with the core problem. Qualitative data was collected to enable the team capture solutions to the problems that the people had encountered and data collected through voice recordings.

Activity at Kagwa

We visited a group of 20 young mothers leaving around UyomaKagwa, Rarieda Sub-county. These women are left behind in terms of resource allocation, access to information and are victims of gender based violence. We engaged them in a four-hours discussion meeting assess their level of awareness on SDG, and came to a conclusion that their level of awareness is very low as most of them don't get access to information of any activity or forum that are being held in Siaya County. Furthermore, we explained to them the SDGs, relating them to their challenges, with a special focus on SDG 4 and SDG 8.

Contemporary issues

According to the young mothers there are 4 groups of people left behind in inclusive quality education in Siaya County. They include: People with disability, the poor, young mothers, and the orphans.

During the discussion, we captured their voices and took notes of direct quotes concerning the SDG 4 and SDG 8 implementation in their region and Siaya County. One member quoted, *"The young mothers that drop out of school had a challenge in joining TVETs, because there is no one that could take care of the child as they are going to school. We would request that the County Government of Siaya could at least a day care within the TVETs, as these could be easy for the young mothers to go breastfeed/Check on the babies and then go back to class."*

- **The Orphans**

The orphans were mainly neglected because of negligence by the guardians. Most of the guardians are reluctant to offer quality education for the children they are responsible for. One of the young mothers said, *"you realize that most of the guardians of the orphans are less responsible and do not treat them as of their own."*

Another reason is discrimination of the orphans by peers, mentors, and teachers. The main reason for the discrimination as highlighted by one of the young mothers is lack of firm support and parental love from those who are responsible for the orphans.

The young mothers suggested that the solution to the orphans is to enhance mentorship programs in schools by encouraging teachers to spearhead in the social reformation. They identified that the students spent more time with the teachers than the parents/guardians. Therefore, to effect a change the teacher should be able to go an extra mile to talk to the individual responsible on the importance of supporting all children to get quality education without discrimination.

- **PWD**

The group of young mothers also identified that there are many disabled children withinSiaya County who do not have access to education. One of the young mothers said, *"In Siaya County you will find that the parents neglect their disabled children, because of lack of self-confidence in them. They believe that they cannot do well in school as much as their colleagues."*

Therefore, the solution to this creating awareness on disability within Siaya County and offer mentorship programs to parents of people with disability. One parent narrated a scenario where by a parent takes all the children in school but leaves out the one who is disabled at home.

They also noted that there are only five schools for the disabled in Siaya County and because of the large number of persons with disability, the schools are not enough to accommodate all of them. In addition poverty also rendered the disabled from attending various learning institutions.

This because these children come from humble background and hence, the parents cannot afford the required school fees, making the parents to stay with their kids at home. The government of Siaya County should therefore, establish more special schools in the county with good facilities; the fee should be subsidized so that even those from humble should be able to afford.

There are some communities in Rarieda Sub-county where the young mothers are exposed to early marriages before attaining formal education hence do not have certificate to obtain employment.

They therefore, end up getting married to learned husbands who subject them to gender based violence, since they are fully dependent on their provision. Therefore, they suggested that the county government of siaya should re-establish local industries like fisheries in Bondo where they can get employed and earn their leaving.

Activity at Legacy Hotel in Bondo Sub-county
We started with understanding the level of participants' SGD awareness through giving them an opportunity to write down the level of SDG understanding, and opened discussion and participatory method was key in trying to understanding their level of SDG awareness and ensuring the objective of the dialogue is effectively achieved.

Since the first hand data is paramount in the discussions voice recordings was done to capture the feelings and opinions of the primary actors who for our case we targeted four marginalized groups.

Who/Which Group is Left Behind	Which Sector are they Left Behind	Why are they Left Behind	What solutions do you recommend those Left Behind
Elderly/aged	Economic Development	-They are not informed -They have minimal contribution to development issues. -Low Accessibility to Resources. -They are ignored	-they should be included in the decision making on economic development issues. -information should be passed using the local language
LGBTQI	Employment	-They are seen as abnormal people	-Acceptance -Creation of community awareness on LGBTQI
The Youths	Employment	-Corruption -Lack of information -Inadequate employability skills -Lack of inclusion in the decision making process.	-Create a corruption freezone environment in Siaya County - TVETs and Universities to offer guidance and counselling on career choices as this will help the youths to apply for a job related to their skill areas.
PWDs	Education	-Few special schools -No resource allocation -Means of transport to the few schools	- establishment of more special schools within the county

		available is a big challenge	
	Employment	-some employers still have stigma and are not willing to give employment opportunities to people with disability. -lack of information on the available job opportunities -some offices are not accessible for people with disability	-creation of public campaign on the people with disability. -avail information through the local authorities like the chief Barraza

Challenges Faced
- Lack of public awareness on SDG among people leaving within Siaya County.
- During data collection and especially on recording of the voices, some of the primary actors could only speak on local dialects.
- Bad weather conditions and especially heavy rains in the morning hours resulted into lower turn up of the participants.
- Lack of immediate resources during mobilization and presentation.
- Poor coordination on the side on the VSO coordinators

Recommendation
- ➢ With the support of VSO, we recommend that more programs on SDG awareness in Siaya County should be done to encourage public participation in the implementation process.
- ➢ More public forums should also be created on disability awareness to ensure inclusivity in quality education, descent jobs and economic growth.
- ➢ Communication among the project stakeholders should be enhanced to ensure smooth coordination during the process.

SOME OF THE VOICES OF YOUNG PEOPLE.

1. *Participant A*

My name is Charles k. Maina but known as *mc short* it wasn't easy for me when I was starting my journey to be an Mc went through hard times but went through Some challenges like.

- *There wasn't a platform for me to show case*
- *didn't have the right dress code*
- *Transport for me to get the event..*

Some of my friends and my relatives discouraged me that mceeing it's not suitable for you but didn't make me Not to be whom I am today.

2. *Participant B*

My experience in employment

After school I got lucky and got a chance to work in a certain organization

The experience has not been easy, long working hours (7am-8pm), unachokamazee...sometimes you even forget to have lunch coz of the work load...and the efforts you put and the salary do not match at all...also the pressure from the bosses if you are not strong at heart you might easily fall into depression, they keep on giving threats that if you don't comply and deliver you won't get paid ama they will suck you 😰 *but all in all*

we thank God because at least we get to put food on the table 🙏

But I would like to urge employers to at least consider mental health of their employees, have enough staff ipunguze workload kiasi..coz man work can really drain you

3. *Participant C*

In all my life,i have never been employed.so last year I was in Kampala and I borrowed some money from a friend to start up something. I started buying clothes and sending them here(kenya)to a friend. So first time I sold well and few balance had remained but I did bother so much since I knew she is a friend and she will send it. So I top up other clothes inNovember and imagine to date, nomoney, no pick up calls.....am so stressed because I have shifted there and I have not return someone's money. I don't know where I can get 10,000 cash to pay back since i don't have any job??

Creating of awareness in Joska (Machakos County)

Young Mothers in Isiolo giving input of their voices