

Somero Uganda

Final Report

Assessment of the IT and skills training course for
vulnerable girls and young women.

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1. THE CONTEXT OF THE STUDY

1.1 The organization

SOMERO Uganda is a Community Based Organization, founded in 2009 by a group of students from Germany and Uganda aiming at promoting education for vulnerable children and youth of Uganda. It is located in Kampala, Kawempe division, in one of the slums of the city.

Its **vision** is to realize a Uganda where vulnerable children and youth have access to meaningful education and livelihood skills. Somero Uganda's **mission** is to empower young people through education and skills development for self-advancement and a sustainable life. This is done through the development of special education programs targeted towards moral rehabilitation and the provision and promotion of education to improving the conditions of living.

The core values of the organization are:

- Education support;
- Student participation;
- Gender sensitiveness; and
- Community involvement.

The organization aims to achieve its objectives through the provision of scholarships, educational and logistical support, building capacities through counselling sessions, career guidance, life skills building, health talks, and advocating for a better education of young people.

Within the Education program, Somero provides young people who lack the necessary support from their parents and family with a scholarship in order to enable them acquiring a decent level of education. Somero explicitly aims at supporting young people beyond their educational training until they have reached a degree of professional education and training that will allow them to sustain themselves through appropriate employment.

Somero Uganda provides different solutions depending on the vulnerability and need of the beneficiaries. In terms of **formal education**, Somero sponsors the beneficiaries with different kind of scholarships:

- *Full scholarship*: it supports students until they attain university education with all necessary requirements. It targets students who do not have parents or close relatives to care for them (i.e. trafficked, disowned or deserted).
- *Partial scholarship*: it is a time-bound provision with only scholastic materials. Parents are encouraged to come up with income generating activities to support the students after a stipulated period of time of provision from Somero.
- *Vocational skills scholarship*: it is awarded to students who have completed at least a primary level but cannot continue with formal classes due to various reasons. Students receive scholarships for 1-2 years and are placed with vocational institutions registered under the Ministry of Education and Sports (MOES).
- *Scholarship for the totally uneducated*: it targets youth who have not attained at least a primary level. The support includes literacy, numeracy and computer skills classes that are held at the social centre.

In term of **skills development**, Somero Uganda is both a sponsor and a service provider and its support includes:

- *Scholarship for pregnant girls*: this new scholarship wills targets girls who dropped out because of pregnancy to allow them continuing education. It will be home-based.

- *IT and skills training course*: it targets young girls and women, age 14-25 years who may have completed or not formal education. It lasts 6 months and it is delivered at Somero training centre. At the centre, classes on literacy, numeracy, computer skills, and behaviour change are held. The skill training aims at reaching 30 to 90 students per year and graduated them either in June or in December.
- *Capacity building on SCREAM*: Somero is empowering different schools and organizations through capacity building of teachers in using a child-friendly and creative approach to teach. This is done utilizing the SCREAM methodology, an ILO/IPEC tools supporting the promotion of education through the arts and the media.

Somero Uganda uses a holistic approach to all scholarship's holders to ensure a continuative safe and supportive learning environment and minimized drop out risks. The approach combines complementary activities to equip youth with extra knowledge and involve the parents and the communities in the promotion of education. These activities include the followings:

- *Sound health program*: it aims at equipping student with knowledge on reproductive health, STDs, HIV/AIDS transmission and treatment and personal hygiene attitudes.
- *Education booster meeting*: they are held at Somero Centre during holidays to revise exercises and school homework as well as facilitate the access to necessary education materials (using Somero Library).
- *Mentorship*: Somero identify mentor families were student without proper shelter (i.e. youth being trafficked, deserted or disowned) can be placed. Mentors are trained at Somero Centre on how to handle with the youth and monitoring their attendance to school/training centre.
- *School/home visits*: students are visited at school and in the communities to get counselling, career guidance and psycho- social support.

Beside the direct actions towards education, Somero employs an Integrated Area Based Approach which calls for involvement of the community's support systems to raise awareness on education benefits and gains.

The organization works with the schools, religious institutions, cultural and the local community system to create awareness among the teaching and non-teaching staff. At the same time, those actors ("mentors groups") create a conducive environment for Somero to reach the most vulnerable youth.

The *Community awareness raising program* aims at educating the community about the importance of education and to support it as a right to all children and young people. In order to sensitized, Somero uses the SCREAM methodology; a tool combining Education, the Arts and the Media in promoting children's right and aiming at creating a platform for children and adult to express their opinions and discuss about different topics. By working with the students, Somero Uganda reaches out to the communities through art and drama activities such as community/school art murals, community schools drama/shows, and community/schools film and photo shows.

Through the activities, emphasis is also put on *educational talks*, such as activities meant to change the behaviour among students thereby realizing their potential to perform better. Topics include counselling, orientation and career guidance, education and human rights, drug abuse, prevention, child protection and health talks among others.

Among the actors involved in the awareness raising key figures are *the ambassadors* such as students trained as peer educators. Their role includes sharing the experience with Somero with

other students, promote the organization at school and make other fellow students aware of Somero programs and scholarship supports.

In terms of *project management*, Somero Uganda has got funds from members and partner organizations: these include Somero Germany (the partner association of young students in Germany), the International Labor Organization, Nord Surd Bruken, the German Government, Rainbow International School, HERTIE School of Governance (Germany) and individual funders. The funds have been used to support the following activities:

- Student internship placement for both national and international students;
- Drug abuse prevention project;
- Child labour prevention project;
- Project for commercially and sexually exploited children;
- Recreation activities project;
- Advocacy project;
- Social research.

Somero Uganda is currently active in all the activities describe above. It is also writing new project proposals to increase the impact of the vocational training and to support other awareness raising activities.

1.2 The area of intervention

Location

Somero Uganda is located in the Kawempe division which is in the north-western corner of the city, bordering Wakiso District, Nakawa Division, Kampala Central and Lubaga Division. Neighbourhoods in the division include Kawempe, Jinja-Kalooli, Kanyanya, Kazo, Mpereerwe, Kisaasi, Kikaya and Kyebando¹.

Kawempe division is one of the five administrative divisions of Kampala city. It is a poor pre-urban neighbourhood and it covers an area of approximately 30 km². The population is approximately of 245,015 inhabitants². It is composed of 18 parishes, each made up of 3–7 villages.

Characteristics

The area is mainly covered by the informal sector which is dominated by the young people who live in the area. Activities include selling edibles, road side selling, photo studios, supermarkets, and running kiosks among others.

Young people are also involved in hidden activities such as commercial sex, house girls' works, bar maids, nude dancing, human and drug trafficking. In most of the cases these activities take place in the house of the girls. Young girls between 13-20 years are mainly affected by these trades.

The area has a number of schools which are private and/or owned by business men. This has hindered most young people to study due to high costs.

The poor infrastructure in the area creates a number of social and health problems. The poor flooding roads make the area inaccessible especially in the rainy season. There is poor drainage

¹ http://en.wikipedia.org/wiki/Kawempe_Division

² 16. Uganda's Ministry Planning and Economic Development. Population and housing census 1991 report. Entebbe: Department of Statistics; 1992.

system, poor access to clean water, poor sanitation and poor housing. Beside the rough context, Somero is also facing other bigger threats and challenges, respectively:

- Image changing of the country due to corruption, insecurity, immorality, political problems;
- The ever changing of laws and regulations affecting Somero's activities implementation;
- Inflation;
- Environmental disasters (floods and other).

Challenges:

- Changes in the political climate (elections, riots, etc);
- Lack of financial sustenance;
- Reducing funding from the donor (donor stress/donor fatigue);
- Few funding opportunities for individual scholarships;
- Frequently power cuts and power shortages.

On the other side, Somero has strengths and opportunities. Those are:

- Community leaders on board;
- Existing donor support;
- Strategic position of Somero directly located in the community of focus;
- Availability of different programs;
- Partnership with different organizations located in the community (the local government, Uganda Youth Welfare Services, UYDEL, Plan Uganda);
- Favourable policy environment;
- Community support and involvement;
- The existing policy framework on Orphan and Vulnerable Children;
- Having a friendly and welcoming environment at the workstation;
- Having a relevant and unique training course;
- Capacity to network with different partners.

Opportunities:

- Community Based Organizations' having similar interests;
- Government thriving public-private partnership;
- Willingness of the beneficiaries to participate in Somero's activities.

1.3 Purpose of the study

Somero started his activities in 2009 with the scholarships programme. In 2011 it also put in place the IT training programme. After one year's delivery, Somero staff has planned to develop an assessment to evaluate its performance.

The purpose of the study was therefore to analyze Somero's work in delivering the IT and skills training course which targets vulnerable girls. The study documented and evaluated the training activities of the organization.

The specific objective was to identify gaps and challenges experienced by Somero and find solutions in order to make the training program more effective in terms of learning outcomes and job placement.

1.4 Methodology

The assessment has been carried out from June 2012 to August 2012.

Information has been mainly collected through observing the daily activity of the organization and having discussions and sharing ideas with Somero staff (teachers, social workers etc.).

The assessment analysed the context where Somero is located, with its strengths and challenges. Participation in daily training sessions and workshop also constituted an assessment tool.

Previous beneficiaries (of the course that took place from January to June 2012) were also enquired to share their experience. A one day workshop was organized to analyze the different part of the training and identify challenges and good practices. Their experiences and suggestions have been included in the report

The new beneficiaries also contributed with suggestions and wishes.

2. ANALYSIS OF THE IT & SKILLS TRAINING PROGRAMME

The chapter aims at analyzing the quality of the IT and skills training course delivered by Somero staff in the last year. The analysis has been organized in pre-training, training and post-training activities.

2.1 Pre-training activities

The assessment looked at what Somero has done during the pre-training phase. According to the ILO Manual³ different activities should be carried out in this phase; those are summarized in the box:

Components of the pre-training

1. Identify the economic opportunities within your target area
2. Map the local institutions (the potential partners) , their capacities and training needs
3. Identify the training participants
4. Link each of the participating children to identified training opportunities
5. Build capacity of your partners.

1. Identify the economic opportunities within your target area

Somero started its activities in 2009 by firstly supporting students with scholarships and basic life skills training. Students were supposed to complete their studies and looking for jobs; however they ended up being jobless.

In particular, some of them complained about their lack of IT skills which was not provided in any vocational training course attended, yet these skills were required in many workshop and small-enterprises (stationary shops, computer centres, offices).

The lack of IT skills in the supply side was a result of multiple factors, namely, the lack or absence of computer classes at school (at secondary level), the lack of courses on IT viable for students (at a low costs), the limit number of training centres providing free courses, and the absence of funds (delivered by the Government) to equip secondary schools with computers.

Based on these findings (from the students and the society), Somero decided to focus on IT skills through the provision of a free course targeting a vulnerable group of the society, namely the young women aged 13 to 25 years.

The decision showed positive responses when Somero discussed it with the local community and the key stakeholders (offices, NGOs, computer centre). Somero acquainted them about the programme and explained the need to place the beneficiaries into the job markets after completing the course.

2. Mapping the local institutions, their capacities and training needs

In terms of training delivery, Somero did not need to look for a vocational training centre. In fact, through the support of German partner, it got laptops⁴ and could organized classes in its training centre.

³ ILO/IPEC & YEP Skills and Livelihood Training for Out of School Youth – a Guide for Programme Manager (draft version – June 2012)

⁴ The laptops were donated by different partners (from Germany) after realizing the need to equip the youth (especially women) with IT skills.

The teacher of IT was part of Somero staff; she studied IT (the CISCO programme) at University. This guaranteed the daily presence and helped building long term relationship between students and the teacher.

A part from IT, Somero realized the need to include components on life skills and reproductive health (RH) in order to raise the girls' self esteem and self awareness and increase their education on sexuality and other diseases.

To handle these sessions (especially on RH) Somero involved external staff, like doctors, nurses, social workers, business men etc. These were mainly focusing on HIV/AIDS, STDs, self esteem and self confidence and entrepreneurship skills.

The seeking of professionals was done through Somero's students who suggested the persons to be contacted. In addition, Somero Uganda had a number of stakeholders who meet on a quarterly basis to discuss about joint actions. Those have been invited to conduct certain classes in their field of expertise.

Through the students and the stakeholders meeting, Somero has been able to create a network of partners that can be easily contacted for certain activities.

3. Identify the training participants

Since its foundation Somero Uganda focused on young women and girls aged 13 to 25 year living in the slums. Somero realized that this target was not considered by many organizations.

There is in fact a common thought that after completing secondary education, youth should be able to manage themselves and become independent from their families. Conversely, they are facing many challenges namely: lack of funds to attend school, lack of work experience, and unclear plans for the future. These are likely to bring them into circles of poverty which become impossible to break.

This condition is particularly acute for girls and young woman who are generally more vulnerable than boys. They are expected to manage the household economy and in most of the cases they live in a context of subordination and violence. In case they are employed, they are subjected to sexual harassment or underestimation that brings them into a vulnerable position, from which it is difficult to get out.

Based on these evidences, Somero Uganda decided to focus on young girls and women to give them the opportunity to be educated, raise their self-esteem, get confidence and become agent of changes.

According to the project requirements, Somero staff (together with the community) defined the criteria to select the most vulnerable. Those are:

- Family background (orphan, living with parents, living with caregivers, living alone, living with husband);
- Educational background (class completed in primary and secondary);
- Personal family status (being married, having children);
- Work status (in vacation, unemployed, seeking the first job etc.);
- Sexual behaviour (engagement in CSEC);
- Vulnerability (previous or current involvement in child labour etc.);
- Age between 13 to 25 years; and
- Motivation to attend a training course or continuing education.

These criteria have been used to select the beneficiaries of the new course that started in July 2012. The same criteria have been used to organize the database.

4. Link each of the participating children to identified training opportunities

Somero Uganda did not need to link girls to various training opportunities as most of them came spontaneously to acquire computer skills.

At the beginning of the course, Somero oriented the girls to allow them deciding whether to attend the course or look for different skills. In the latter case, Somero referred them to other institutions providing other vocational training courses.

5. Build capacity of your partners

Somero worked with many partners to be able to cover the different topics of the course. The partners are those professionals who came to handle the behaviour change and communication sessions.

Partners were suggested from the students and contacted few days before the training to confirm their participation. Somero gave them general advices about the topic to be tackled. Somero did not use to organize specific meetings with all of them to set up an agenda and the related methodology of discussions.

2.2 Training activities

Somero Uganda has piloted an IT skills training course in the last one year. The course presented a basic structure which included IT skills and behaviour change and communication sessions.

IT skills

In the IT classes students used laptops (13) to learn the basics of Microsoft Office Word, Excel, Power Point and internet. Classes were handled in small classroom, three days a week (Monday, Tuesday and Wednesday), for two hours a day. Girls had to share the laptop (one among 3 students) as those were less compared to the number of beneficiaries. As the number of beneficiaries was high (40 students), the class was split in two sessions (morning and afternoon).

IT classes were delivered using a student friendly approach which combined theory with exercises. This aimed at helping the girls to familiarize with the programmes and be able to create documents, table and presentations. At the end of the course, girls were having exams evaluating their skills.

The test included questions and exercises. Girls needed to do the exercises on the computer and save their work on a folder. Tests were then checked by the teacher who assess girls' capacities and decided who had passed it or not. The ones who passed were then awarded in the graduation day.

Life skills and Behaviour change and communication (BCC) sessions

In BCC, sessions on life skills, reproductive health, leadership and business skills were addressed to influence girls' behaviour and produce an attitude change. Thursday was dedicated to discussion and debates while Friday on topic concerned reproductive health. In both days the groups of beneficiaries were together.

Somero decided to include different components beware of lack of knowledge and vulnerability of the girls. By addressing it, Somero aimed at building on girl's capacities and qualities to make them effective agents of changes.

The BCC sessions were handling with different methodologies namely discussions, role games, reading etc. in order to make the lessons friendly, interesting and adapt to the audience. At the end of the course girls did not have any exams on these topics but had to put in practice in their own lives.

Internship

The training course included an internship. After five months of course, girls were attached to entrepreneurs (stationary, offices, computer training centres, supermarkets etc.) to do an internship. This would enable them to put in practice what they learnt during the course.

The girls had to used the IT skills and put in practice the life skills such as handling the stress of work, dealing with customers, working in team etc.

The internship wanted them to experience the world of work; to some of them the internship also represented a job opportunity (indeed, some of them were retained from the entrepreneur after completing the training). Unfortunately Somero was not able to provide data/reports from the girls who performed the internships.

At the end of the internship girls did not need to provide any document assessing their experience.

The previous beneficiaries experienced different challenges when they sought for a place and during the internship. Their contributions have been reported in the box below:

Main difficulties faced by the girls

During the seeking:

- Transport costs to move from one place to another (and from home);
- Entrepreneurs asked for money for the replacement; yet the amount was not affordable for the girl.
- Weather affect the mobility;
- Competition with student from University, also seeking for a place to do the internship;
- Some entrepreneurs got the contact of the girls to call them back yet they didn't;
- Some entrepreneurs already had interns and could not place others;
- Language barrier.

During the internship

- Long distance from home to work;
- Some entrepreneurs were rude and cruel;
- Employers were minimizing and teasing some of the girls;
- Sexual harassment;
- Customer were always on hurry while the girls just started and were bit slow in doing the job;
- Catering for many customers at once;
- Language barriers with customers;
- Some customers didn't trust the girls services as they were young and inexperienced, yet they preferred the owner;
- Some entrepreneurs used to give them hard work which was not even part of the internship (bring the food etc.);
- Some employers used to cone them.

Somero seemed really concerned about the internship but experienced many difficulties in placing all the girls. The girls who did not find a place were hosted at Somero to help teaching to fellow students, though their engagement at the centre was not structured.

The entrepreneurs/artisans

Artisans hosted the girls for the internship. At least 15 girls were able to perform an internship in a workshop while the others performed it at Somero.

Unfortunately attempts to meet the artisans were vane as they were not at the workshops or they moved to other places. Based on the discussion with Somero staff it seems that some artisans were reliable while others worked randomly and did not provide a qualitative learning environment.

Awarding ceremony

After completion of the course (but before the internship), girls performed the exam. Those who passed get awarded during the ceremony day.

The ceremony has a multiple functions: awarding the girls for their success, raising awareness in the community about the programme, share the girls' achievements with the community, raising awareness among the entrepreneurs to employed the girls after completion, and encourage new beneficiaries to attend the course.

The ceremony of July 2012 was successful and mobilized community members, organizations and partners. Girls were awarded by the NCC Secretary General and had the opportunity to show their capacity and self esteem to the public.

2.3 Post – training activities

The post- training includes the activities aiming at ensuring that the skills acquired by the youth can be applied in the job market.

According to TREE⁵ a training manual of the ILO, post-training could include a variety of interventions such as:

- linkages with employers and assistance to job placement;
- support to small business start-up;
- support for accessing credit;
- Business development services;
- Support to formalization of informal micro-enterprises;
- Follow-up visits to graduates to monitor their progress and advice them on their employment and business endeavour;
- Support in the creation of sustainable community structures;
- Linking beneficiaries and mainstreaming into local economic development programme and the formal sector in general.

Somero Uganda is trying to link some of the beneficiaries to local entrepreneurs. It is also planning to start a membership programme to involved the ex beneficiaries in Somero activities and get a little return from them.

⁵ ILO, Rural skills training: a generic manual on training for rural economic empowerment (TREE). Geneva, 2009 pg. 163-165

3. CONCLUSIONS

The report was developed with the purpose of documenting Somero's experience in providing a vocational training course in IT and life skills targeting vulnerable girls and young women aged 13 to 25 years. It was a request of Somero to assess their activities and provide useful and concrete recommendations in order to improve the programme and make it more effective.

The daily work at the organization provided an overview of the structure while the team work with Somero staff highlighted what the main activities are and how they have been implemented along the course. Contacts with previous beneficiaries and the new ones gave the opportunity to analyse the training, underlined its strengths and the main gaps.

The analysis of Somero performances leads to some positive and challenging conclusions, from which recommendations have been developed.

- In terms of **positive outcomes** Somero seems to have an innovative and original vocational training programme. The latter includes a combination of skills which are difficult to find, especially in Kawempe division.
- Somero seems to identify vulnerable groups who really need support in IT and life skills.
- The course is well attended (around 55 to 59 girls come regularly) due to the strong motivation of the girls (who are in difficult conditions) and the absence of costs.
- Teachers and social workers are always available to explain and discuss with the beneficiaries and the team get along well.
- The organization showed a wish to improve the programme and make it more professional.
- The team is trying to do its best to get new funds in order to equip the centre with more facilities and increase the quality of the training.

Despite the positive aspects, **some challenges** are affecting Somero activities.

- The organization is facing a lack of physical resources; laptops are few compared to the demand and other materials (flipcharts, markers, projectors etc.) are lacking. The frequent power cut also affect the work environment and the class activities.
- There's also a lack of clear plans and structures. Although the team is aware of the weekly programme this does not appear anywhere with the risk that sometimes some member of the team (especially new interns and volunteers) are not aware of what is happening at the centre and may feel lost.
- Organizational aspects are confused. Sometimes is not clear how the team is organizing workshop and other training activities. The fact that the team is always speaking the local language affects the communication especially when the organization is hosting international staffs who are supposed to interact with the target group and Somero team.
- Somero is trying to include previous beneficiaries (as volunteers and peer educators) in the activities. However this has not being planned properly. Ex-beneficiaries come randomly without a clear task to do or a role assigned within training. Low involvement may reduce their wish to come to Somero and support it.

4. RECOMMENDATIONS

The assessment of the course highlighted different challenges that Somero is facing in performing its activities. According to them, recommendations have been raised to increase the quality of the programme and its impact to the community.

Those have been categorized according to pre-training, training and post-training phases. Previous beneficiaries also provided suggestions which have been included in the next pages.

Pre-training phase

Somero is certainly active in the pre-training phase; however little worldly wisdom could increase the training quality. Those are the following:

- 1) Somero is having a growing number of participants in the IT classes. This constitutes a big burden for the only teacher expert in IT. Somero should increase the number of IT teachers. If the costs for human resources represent a burden, Somero should involve, more actively, the previous beneficiaries and/or students (as intern).

Somero can develop a specific programme to show them their role. A planning example could be the follow:

PROGRAM FOR SEPTEMBER		
IT CLASS – Microsoft Work		
Functions	Person	Day
Create document, save it and re-open	Ms. Xxx	22/08/2012

Before the lessons start, Somero could organize a meeting with the teaching staff to assign to everyone their sessions and agreeing on methods of teaching. This will ensure team work and the use of the same approach.

- 2) Partners of Somero for the BCC sessions are limited to the ones contact through students and stakeholders meeting. Through new partners (FENU, FAWE etc.) Somero should try to link with other relevant partners such as:
 - Trade unions (UNATU, COFTU etc.);
 - Federation of Ugandan employers;
 - Employment services;
 - Entrepreneurs (especially women with their own business etc.);
 - Other vocational training centre, etc.

Those partners can provide idea of placement and business that could increase the job opportunities for the beneficiaries. Somero should think to develop a map of partners and involve them in an introductory training. In the latter Somero should explain its missions and the main objective of the training.

For each partners there could be a form (in Annexes) underlining the strengths and weakness. Based on the latter, Somero could select which partners can be the best to handle each session/activity.

Every time Somero will start a new project it should consider involving all the partners in an introductory meeting to illustrate them the different objectives and involved them in the activities.

Important contributions had also come from the previous beneficiaries who were asked to think about their roles and Somero responsibility during the pre-training phase. Their suggestions have been summarized in the table below:

PRE-TRAINING	
BENEFICIARIES' ROLE	SOMERO'S ROLE
Be determined and have an aim to attend the training	Structure
Orientation: meet the teacher before the training to familiarize with them and let them know you better.	Getting enough computers and a generator to manage the cut of power
Be confident and develop self-esteem	Organizational aspects
Time keeping: arrive on time for the lesson	Maintain a strict order between the two groups (morning and afternoon) to ensure that both benefit the same hours of training
Discipline (respect the rules)	Define clear rules and regulation to be respected during the class (behaviour and use of computers)
Come with requirements: books, photo, pens etc.	Facilitate the interaction between teachers and students to avoid student having fear of them.
	Strict time keeping to avoid the lesson start or finish late and especially affects the afternoon classes
	Contents
	Focus on theory before doing practice
	Provide counselling before the training to guide the girls on the course and be sure they are really motivated to do it

Training phase

The course includes contents on IT, life skills and BCC. To increase the efficacy Somero should clearly defines the different modules (as below) and develop a timetable for each of it.

- IT skills (Word, Excel, Power Point, Internet, Access etc.)
- Life skills (Self – esteem, self confidence, talking in public, etc.)
- Functional literacy (writes your CV, write cover letter, writes a formal letter etc.)
- Reproductive health (HIV/AIDS prevention and treatment, STDs, use of condoms etc.)
- Business and entrepreneurial skills (functional numeracy: express a business idea, develop a budget, develop a saving scheme etc.)
- Communication (communicates in public, debate etc.).

For each module, specific topic can be selected and included. The structure in modules will help organizing the weekly and monthly programmes, facilitate the evaluation process and avoid the loss of important topics (idea of topics are provided in the Annexes).

Girls suggested focusing more on functional literacy in terms of basic and useful English. Somero is already providing literacy; however emphasis should be put on typing skills, formal documents reporting, CV and cover letter production. Both functional literacy and numeracy should be delivered in parallel to the vocational and entrepreneurship training.

The previous beneficiaries also provide suggestions for BCC and other life skills classes, as reported below:

Girl's suggestions for BCC sessions and other activities	
TOPIC FOR DISCUSSION	ACTIVITIES
Prostitution	Sports (even practice of it)
Marriage	Community work (such as visiting the sick in a hospital)
Abortion	Art & Craft
Fashion (how to dress and design yourself)	Web Design
	Saving schemes

Within the session on diseases, girls suggested to have pictures (projected on the wall) of the symptoms caused by the disease to have a clear knowledge about it and be able to recognized it.

A system of monitoring and evaluation should be part of the programme in order to assess the learning process and adjust the programme accordingly.

A monthly evaluation of both BCC and IT could be done with quizzes tests or role games. The evaluation should not represent a burden for the girls and Somero. The trainees should not be worried about the test but use it as a tracking system of their learning. For Somero it would represent a tool to check whether the objectives have been achieved or the achievements is on track. The evaluation should be included in the timetable.

Internship

As some girls experience many difficulties in find places to be employed special efforts should be done for the new group. Particular attention should be given to the following steps:

- Raising awareness about the programme and its internship initiative at community level in every available occasion;
- Contact different service providers and explore their capacity to host an intern for a short period;
- Discuss with the service providers about the contents of the course and the skills required to work on its workshop/office and then adequate the course contents to his/her requests;
- Start making agreement of internship already along the training to ensure that the place will be available when the internship should start;
- Investigate whether the service providers could provide a contract after completing the training;
- Create a network of partners that are available to host the trainees and placing them into the job market once they complete the training.

The strength of this mechanism will most likely helping the girls to get decent jobs after being trained. A lack in this part would risks to undermine the efficacy of the training and unsatisfied girls' expectations and wishes. In addition, Somero should ensure that students who may not perform the internship before the awarding will get the opportunity after completion.

In case the girls could not find a place to do their internship Somero should develop a specific programme at the training centre. Although Somero already did it, this was a bit random. Somero staff should develop a specific programme for every beneficiary-intern to be sure that they are effectively involved in the weekly activities and can put into practice the skills learnt.

Awarding of certificates

The ceremony day of July 2012 was well organized and attended. However few organizational aspects could be considered to improve it:

- The space for the ceremony was too small and was affected by the weather changes; better arrangements should be taking into consideration especially if it is the rainy season.
- Chairs were not enough to host the girls and the stakeholders who participates in the event;
- Lack of team work among Somero staff affected the flowing of the day and become stressful for the few people in charge of the event;
- Food and beverage for girls and guests were fairly available and their distribution was not organized properly
- Certificates were only mentioning the IT programmes learnt. A document summarizing the main contents of BCC and life skills session and IT skills acquired could be attached to the certificate to make it more comprehensive.

An improvement on those aspects and especially on team work would certainly improve the ceremony and the image of Somero among the stakeholders.

Post- training

Somero should effectively start the membership programme to support its activities and get a return from the ex-beneficiaries. This will represent a small source of income that could be use for capacity building or other small activities.

Somero has a number of new beneficiaries who are willing to start their own business after completing the training. Support in terms of entrepreneurship skills and links to partner's organization should be emphasized to provide the girls with effective business ideas and the real opportunity to be self-employed.

Organizational aspects

In addition to the recommendations related to the IT programme few suggestions on organizational aspect are provided. The main highlights are the following:

- The staffs need some capacity building workshops to enhance its productivity especially in reporting and communication.
- Somero staff should also focus on team building. The opportunity to share documents, ideas and each other works should be consider as part of the learning process and not as an assessment!
- Somero should do an effort in using English in the daily communication, especially if international interns are working at the centre.

Little efforts on these issues could visibly produce an improvement of Somero performance and raise the capacities of its team.

5. ANNEX

Partners Registration Form

PARTNERS REGISTRATION FORM	
Name	
Representative:	
Activities with Somero since:	
Services provided:	
Quality of services	
Assessment	
Strengths	Weaknesses
Suitable for	

Other possible contents for BCC sessions

According to the ILO/IPEC Manual, possible contents to be address with you could be the following:

Rights

- Child rights
- Right at work
- Girls and women's rights

Social issues

- Searching and making use of information, critical thinking and communication
- Problems for youth in the community (non-violent conflict resolution, problems of acceptance etc.)
- Living with disability
- Gender issues

Psychosocial issues

- self esteem, self confidence, leadership
- self awareness
- Empathy
- Coping with emotions and stress

Issues related to HIV

- Nature of the virus and how it works
- Prevention and protection from HIV transmission
- HIV-risk behaviours of boys and girls
- Referral services for confidential and voluntary testing and counselling
- Sexual and reproductive health information
- Care, support and counselling services for those living with HIV or partners living with HIV

Issues related to profession

- Express and reflect on (conflict) situations
- Problem – solving
- Identify gender-based constraints and barriers to training and employment for girls and women
- Professional behaviour as expected by employers, customers
- Right at work and discipline
- Reasoning, negotiation and decision making
- Interpersonal relationship skills.

Issues related to money management

- Financial knowledge and management skills
- Access affordable and sustainable financial services
- Increase saving capacity, borrowing and protection against financial risks.