



**Mainstreaming Youth Entrepreneurship
into Community Economic Development:
The Case of Kapseret Beekeeping Project**

**SINENDET-CHEPKATET YOUTH GROUP
UASIN GISHU DISTRICT
KENYA**

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Cheptanui, Chepkemboi, Kipkosgei, Kipkemei, Chelimo & Cheptoo.

Also Cherono & Chepkoech

For being so inspiring and supportive and for taking their work and studies seriously too.

I will also remember our grandchildren

Cheruto, Kipkoech & Jason for they will soon learn to read and write too.

LIST OF ABBREVIATIONS & ACRONYMS

8-4-4	A SYSTEM OF EDUCATION IN KENYA THAT IS 8 YEARS OF PRIMARY, 4 YEARS OF HIGH SCHOOL AND 4 YEARS OF UNIVERSITY EDUCATION
CDF	CONSTITUENCY DEVELOPMENT FUND
CDO	COMMUNITY DEVELOPMENT ORGANIZATION
ECA	ECONOMIC COMMISSION FOR AFRICA
ERSWEC	ECONOMIC STRATEGY PAPER FOR WEALTH & EMPLOYMENT CREATION
FGDs	FOCUS GROUP DISCUSSIONS
GoK	GOVERNMENT of KENYA
HIV/AIDS	HUMAN IMMUNODEFICIENCY VIRUS/ACQUIRED IMMUNE DEFICIENCY SYNDROME
IGAs	INCOME GENERATING ACTIVITY
ILO	INTERNATIONAL LABOUR ORGANIZATION
KCDF	KENYA COMMUNITY DEVELOPMENT FOUNDATION
KCDG	KAPSERET COMMUNITY DEVELOPMENT GROUP
KNYDF	KENYA NATIONAL YOUTH DEVELOPMENT FUND
MDG	MILLENNIUM DEVELOPMENT GOALS
MDI	MICROENTERPRISE DEVELOPMENT INSTITUTE (SNHU)
NEPAD	NEW PARTNERSHIP FOR AFRICA'S DEVELOPMENT
NGO	NON GOVERNMENTAL ORGANIZATION
PPS	PRESIDENTIAL PRESS SERVICE
PRSP	POVERTY REDUCTION STRATEGY PAPER
SC-YG	SINENDET – CHEPKATET YOUTH GROUP
SIFE	STUDENTS IN FREE ENTERPRISE
SNHU	SOUTHERN NEW HAMPSHIRE UNIVERSITY
UN	UNITED NATIONS
UNESCO	UNITED NATIONS EDUCATIONAL SCIENTIFIC & CULTURAL ORGANIZATION
UNFPA	UNITED NATIONS POPULATION FUND
YES	YOUTH EMPLOYMENT SUMMIT

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ABSTRACT

The problem of poverty and low living standards in Kenya in general and in Kapseret in particular, affects the youth more than any other group. The main reason for this is the fact that youth constitute the largest group of the unemployed population and have no physical assets of their own. Many dropped out of school with no technical or business skills. They therefore have no economic or financial resources of their own, no access to jobs and no sources of income. They are simply unemployed while those who find some form of casual employment are underemployed.

Bee keeping is an up coming industry in Kenya and earns bee farmers substantial income through sales of honey and other bee products. Langstroth hives have proved to be more popular than Kenya Top bar Hives. The demand for Langstroth hives has been rising as they are more productive.

The tripartite model developed by Honey Care Africa is recommended as the most appropriate model for diffusion of beekeeping as an economic development strategy targeting youth in rural areas.

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EXECUTIVE SUMMARY

Kenya is facing increasing poverty levels due to lack of employment and entrepreneurship opportunities, both in urban and rural areas. At the same time, the country is rapidly advancing in education, with large numbers of youth transiting from primary and high school into the labor market without adequate skills to either be employed or start their own enterprises.

The government of Kenya, along with other stakeholders has been promoting beekeeping as one contributor to the solutions of these problems. Notable among the organizations active in beekeeping promotion are the Baraka Agricultural College in Molo and Honey Care Africa in Nairobi. Both are private NGOs and provide technical training, extension services, honey harvesting, processing and marketing. Honey Care has developed what it calls “The Tripartite Model” where the development sector, the private sector and the rural communities synergize their core competencies to promote beekeeping as an economic development enterprise. The two organizations assist farmers in honey harvesting, processing and marketing.

Beekeeping systems range from the primitive rock and tree cavity shelters from which honey hunters harvested honey using smoke and fire to chase away the bees, to the modern beehives provided by beekeepers to protect bees from heat, cold, rain and pests, which are comfortable for the bees and suitable for the beekeepers (Shade, 1999). There are two types of beehives:

- The fixed comb hives represented by any kind of man made container which can serve as a breeding place for bees, e.g. the log hives in which combs are fixed on the roofs and sides of the hives.
- The movable comb hives which include the KBTH, the mud hive and the Langstroth frame hive, all of which are modern day beehives.

Honey bees produce a variety of useful products such as honey, beeswax, pollen, royal jelly and propolis, all of which are highly valuable and marketable.

This study envisions the introduction of commercial beekeeping as a vehicle through which the Sinendet – Chepkatet Youth Group in Kapseret, Kenya, will achieve its stated goal: *“to reduce unemployment and increase incomes so as to improve the living standards of the youth in Kapseret village”*.

This study set out to determine the level of youth involvement in rural economic activities in Kapseret, with a view to recommend a suitable model for the commercial dissemination and adoption of beekeeping, among other sustainable projects for business, employment creation and income generation with the following hypotheses:

- Beekeeping is a viable economic venture that can be successfully established in Kapseret for employment creation, income generation and poverty alleviation.
- The economic status of individuals, households, and community will increase as a result of this project
- Successful implementation of this project will lead to creation of other agribusiness enterprises by Kapseret youth
- This project will contribute to acquisition of more business skills by the youth.
- Participation in this project will reduce incidences of HIV/AIDS, drug and alcohol abuse.

Due to financial and time limitations, the study relied on desk research and a situation analysis of the youth in Kapseret through questionnaires and FGDs. It was determined that youth tended to participate more in traditional farming activities such as maize and dairy farming, with little ventures in beekeeping, poultry and horticulture.

The study recommends that first, youth should be supported continue with the projects they are used to while introducing beekeeping and letting it grow gradually; second, application of the Tripartite Model developed by Honey Care Africa in Kenya would be a great boost to development of beekeeping in Kapseret; and third, the school system in Kenya needs to change to include practical farming, technical and business lessons that youth can apply when they complete primary or high school without the possibility of proceeding higher up the education ladder. Practical beekeeping and horticultural projects in schools for example, would serve to introduce youth early in life to high value, non-traditional farming activities/enterprises that do not require much land.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Project Title

An assessment of the viability of mainstreaming youth entrepreneurship into community economic development: The case of Sinendet - Chepkatet Youth Beekeeping Project, Kapseret, Kenya.

1.2 Background of the Study

Beekeeping is emerging as very successful agricultural enterprise for local people in rural areas of the less developed, developing and developed countries alike. The practice has intrinsic health benefits through provision of food rich in nutritional value lacking in most rural diets, requires little capital investment and capitalizes on the existing natural environment. This project envisions the introduction of commercial beekeeping as a vehicle through which the Sinendet – Chepkatet Youth Group in Kapseret will achieve its stated goal: *“to reduce unemployment and increase incomes so as to improve the living standards of the youth in Kapseret village”*.

Kapseret is one of the progressive locations in Uasin Gishu district in Kenya. Like many other areas in the country, the youth, that portion of the population in the age brackets of 15 – 30 years constitute the highest block of the area’s population. The provision of adequate and secure sources of gainful employment for youth as a way to mainstream them into community economic development is essential for the village and hence, the country’s economic growth and development. In Kenya, youth constitute the highest percentage of the population and yet they are often excluded from the major economic activities and are therefore unproductive and unemployed.

This project is the result of consultations with various stakeholders and youth group members in Kapseret, Kenya. The Sinendet Chepkatet Youth Group was registered as a Community Development Organization (CDO) under the department of Culture and Social Services of the Government of Kenya (GoK) on 2nd August 2006. It was actually a revival of the village

youth group that had been registered in 1996 but the leaders at the time had departed for higher education and for jobs in the cities and overseas.

Interventions aimed at generating income, creating employment, providing a higher standard of rural life and increasing opportunities for youth micro-enterprise development need to be initiated and propagated. A survey of the literature shows that the international community and the government of Kenya have taken seriously the issue of youth entrepreneurship. Beekeeping as an enterprise has been shown to have the potential not only for community development but also for employment-creation and income generation. It has the capacity to provide opportunities for improved household welfare.

1.3 Beekeeping Systems

Beekeeping systems refer to the nature of the bee colony management. These range from the primitive rock and tree cavity shelters from which honey hunters harvested honey using smoke and fire to chase away the bees, to the modern beehives provided by beekeepers to protect bees from heat, cold, rain and pests, which are comfortable for the bees and suitable for the beekeepers (Shade, 1999).

According to Shade, there are two types of beehives: the fixed comb hives and the movable comb hives. The former represent any kind of man-made container which can serve bees as a breeding place. Combs are fixed to the roofs and sides of the hives and are cut out and removed during harvesting. These include the traditional log hives. The latter hives are the modern types, including the KBTH, the mud hive and the Langstroth frame hive (See pictures below)



Picture 1: Kenya Baraka Top Bar Hive (KBTH) Apiary

1.4 Statement of the Problem

The problem of poverty and low living standards in Kenya in general and in Kapseret in particular, affects the youth more than any other group. The main reason for this is the fact that youth constitute the largest group of the adult population and have no physical assets of their own. Many dropped out of school with no technical or business skills. They therefore have no economic or financial resources of their own, no access to jobs and no sources of income. They are simply unemployed while those who find some form of casual employment are underemployed.

Youth organizations have come up with innovative programs to address the youth's economic needs, health interventions, especially those aimed at alleviating the spread of HIV/AIDS among the youth, environmental programs, character building programs, literacy, vocational training, sports and recreational as well as social-cultural programs. Unfortunately, these programs have not received the desired support from government or any other quarter.

1.5 Purpose of the Study

The purpose of the study is to explore available viable options for the creation of youth microenterprise projects that may lead to mainstreaming of youth into the community economic development of Kapseret.

1.6 Objectives of the Study

- 1.6.1 To determine the demographic status of youth in Kapseret Village.
- 1.6.2 To determine the number of youth who are either in formal or casual employment, those already carrying out their own businesses and those who are unemployed.
- 1.6.3 To examine the technical and business skills possessed by the youth of Kapseret and the levels of those skills.
- 1.6.4 To assess the entrepreneurial talent possessed by the youth in Kapseret.
- 1.6.5 To find out the various project options available to the youth in Kapseret and to assess their viability for community economic development.
- 1.6.6 To investigate the presence or otherwise of similar, successful projects in the district that can be replicated in Kapseret.
- 1.6.7 To assess the viability of beekeeping as a commercial enterprise in Kapseret.

1.7 Research Questions

- 1.7.1 What is the demographic status of youth aged between 18 -30 years living in Kapseret?
- 1.7.2 What are their levels of education of the number of youth in Kapseret?
- 1.7.3 What is the gender balance of Kapseret Youth in terms of numbers, educational attainment, employment/unemployment and business ownership?
- 1.7.4 What economic activities are the youth in Kapseret engaged in and what options are available in the community?
- 1.7.5 What technical and business skills do Kapseret youth possess that would enable them to undertake a successful community economic project like beekeeping?
- 1.7.6 Which other locations in the district have successful beekeeping projects from which this project could learn “best practices”?
- 1.7.7 Are there adequate local, national and international markets for honey and other beekeeping products to make beekeeping as a youth enterprise in Kapseret viable?

1.8 Assumptions

- 1.8.1 Beekeeping is a viable economic venture that can be successfully established in Kapseret for employment creation, income generation and poverty alleviation.
- 1.8.2 The economic status of individuals, households, and community will increase as a result of this project
- 1.8.3 Successful implementation of this project will lead to creation of other agribusiness enterprises by Kapseret youth
- 1.8.4 This project will contribute to acquisition of more business skills by the youth.
- 1.8.5 Participation in this project will reduce incidences of HIV/AIDS, drug and alcohol abuse.

1.9 Justification of the Study

There is urgent need to address poverty alleviation in Kenya. Commercial beekeeping is a means to sustainable development and improved livelihoods. Youth entrepreneurship focused on beekeeping is a major route towards reducing poverty and the results of this study can be used to undertake wider research to do this. The study also seeks to address the importance of beekeeping in terms of its ecological, social and economic benefits. Within ecological dimensions, bees are a source of pollinators that help increase crop yields. The economic

benefits lie within bee products such as honey, royal jelly, propolis, bee pollen, and beeswax that are highly valuable and have high market prices. Most importantly, honey is a source of food with high nutrition value.

According to Ojwaya, J (2006), in communities where beekeeping is done for commercial purposes, it has led to self reliance through the innovation of local industries associated with the production of beekeeping equipment and bee products. She says that although beekeeping may not become the sole source of income and livelihood for people in the Third World, but its role as a source of supplementary earnings, food, and employment should not be underestimated.

Key points in the argument that beekeeping is an important element in promoting rural self-reliance are:

- Beekeeping promotes rural diversification and hence is an alternative source of income and employment, particularly in areas where arable land is restricted and demographic growth is resulting in insufficiently profitable land holdings.
- Beekeeping is an activity that can successfully be adopted by women and youth in many parts of the continent.
- Beekeeping allows for a degree of risk avoidance by providing a reliable, high value product that enables rural farmers to survive in times of economic crisis.
- Beekeeping is a low cost, sustainable undertaking with a low environmental impact.

1.10 Significance of the Study

This study documents empirical findings on the different aspects of youth entrepreneurship and beekeeping as a business. The literature reviewed and the primary research undertaken creates awareness of the scale of concerns and activities that have been undertaken as well as those yet to be undertaken to solve the problems of youth unemployment and poverty. The study will

recommend steps to reduce youth unemployment through the example of beekeeping as a business.

The study is also a basis for further research on beekeeping or any other enterprises for youth entrepreneurship. It will form a source of reference to scholars and researchers in the field of youth entrepreneurship and options that can be taken to create employment and wealth.

1.11 Scope of the Study

The study was conducted in the administrative village of Kapseret in the Uasin Gishu district. The village has a population of approximately 3,000 inhabitants (Extrapolation of the 1999 census). Uasin Gishu district is one of 18 districts in the Rift Valley Province of the Republic of Kenya. Because of its nature and geographical endowment, the district is the leading cereal (maize & wheat) producer in the country and is also home to one of the best dairy herds in the world.

1.12 Limitations of the Study

Time and financial constraints limited this study to only one village. It was not possible to undertake research throughout the 12 villages of Kapseret as it required substantial amounts of money and time. As the researcher was engaged in a full semester online class work during the time of undertaking the study, it was not possible to fit time for fuller-scale research.

1.13 Operational Definition of Terms

1.13.1 **Apiary:** The location of a number of bee colonies.

1.13.2 **Apiculture:** The science and art of beekeeping

1.13.3 **Beekeeping:** The cultivation of bees on a commercial scale for the production of honey (wordnet.princeton.edu/perl/webwn – accessed 1 Nov 06).

1.13.4 **Bee space:** A gap large enough for bees to walk and work in, e.g. the space between two parallel combs, or between a comb and the wall of a hive.

1.13.5 **Beeswax:** Wax produced by honey bees, secreted by special glands on the underside of the abdomen, and used to build a comb.

1.13.6 **Colony:** Honey bees are social insects; they live only as part of a colony, not singly. Each colony of honeybees contains one queen bee who is the female parent of the colony, a few hundred drone bees and thousands of worker bees.

1.13.7 **Comb:** The wax structure made of hexagonal cells, in which honeybees rear their young and store food.

1.13.8 **Commercial:** Having profits as the main aim.

1.13.9 **Entrepreneurship:** Business undertaking characterized by innovation and risk-taking.

1.13.10 **Tripartite Model:** Situation involving three people, sectors or organizations.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction to the Review

Youth unemployment is a major problem which all third world countries, including Kenya, must grapple with, not only to meet the UN Millenium Development Goals, but also to deal with a ticking time-bomb *witnessed through the recent wave of violent gang attacks on the public transport business system in Nairobi and Central Kenya: a time-bomb that must be difussed* through innovative and equitable employment and wealth creation methodologies which help to raise a country's living standards. This project occupies a unique position during this period as we note that Kenya hosted Youth Employment Summit – “YES” - which was held in Nairobi from 13th to 16th September 2006.

This study looks at youth employment and entrepreneurship and proposes a beekeeping project targeting unemployed and underemployed youth in Kapseret Village. It is expected that the youth will be organized and supported to undertake beekeeping as a microenterprise project with the main goal of reducing unemployment and increasing incomes so as to improve the living standards of the youth in Kapseret village. It is further envisaged that this project, once successfully implemented, can be scaleable to other village communities where similar situations of youth unemployment and poverty abound.

A Penn State University's Agribusiness Alternatives website article says beekeeping, the mechanism for income generation prosed here, is beneficial to people and the environment. It goes on: “Honey bees produce a variety of useful products such as honey, beeswax, pollen, royal jelly and propolis. Like any other project, it requires planning and budgeting”

Most important, as a new enterprise, the project will consider such aspects as:

- Training of the potential beekeepers in beekeeping techniques and bee husbandry.
- Beekeeping and environmental protection.
- The number of colonies to start with. The number of colonies will be very important because as a commercial venture, this determines the level of annual income to be

earned by the beekeeper. On the other hand, it will be advisable for the new beekeepers to start small and allow the operation to grow with enthusiasm and experience.

- The location of the apiaries and the amount of site preparation necessary.
- How and where to obtain bee colonies, equipment – such as hives and protective equipment for the beekeepers.
- Potential markets for the honey and other products.

2.2 The Purpose of the Literature Review

The purpose of this literature review is to find out what has been written about the topic of youth entrepreneurship in particular and with beekeeping in general, as a community economic development enterprise. This analysis attempts to critically examine the relevant material and findings of other researchers and scholars have come up with on this topic.

The review also affords the opportunity to evaluate the conceptual frameworks and research that have been conducted in these two fields of youth entrepreneurship and beekeeping, of which are become intertwined in this study. By reviewing other literature, it may be possible to establish and present the existence of gaps that can be filled by the outcomes and recommendations of the study.

This project also comes as a back-drop to the final year in office of the current government in Kenya, which was elected in December 2002 on a platform of, among others, the “creation of 500,000 jobs per year”; quite an ambitious and unattainable goal.

2.3 The Review

The purpose of this literature review is to find out what has been written about the topic of youth entrepreneurship in particular and with beekeeping in general, as a community economic development enterprise. This analysis attempts to critically examine the relevant material and findings of other researchers and scholars have come up with on this topic.

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2.3.1 Education System in Kenya

The system of education in Kenya is described as the 8-4-4 system, meaning that a Kenyan child spends 8 years in primary school (elementary level), 4 years of secondary school and 4 years in undergraduate university education. Besides this seemingly straight system, there are also what are described as “Tertiary Institutions”. These comprise technical schools ranging from the lowest level village polytechnics that admit primary school drop-outs to technical training institutes and National Polytechnics that admit form four graduates for certificate and diploma courses in technical and commercial subjects. There are also teacher training colleges and technical teachers’ training colleges which train primary school and diploma level technical teachers.

This system of education has ensured a relatively high and sophisticated level of education for Kenyan youth. In fact, at nearly 90%, Kenya boasts one of the highest levels of education in sub-Saharan Africa. The problem here is that there are no jobs to match the number of youth finishing education at different levels. Efforts must be made to create jobs to match the numbers of youth completing school, technical colleges and universities. For example, in the year 2006 alone, more than 280,000 18-20 year-olds will sit for final high examinations. Only 30,000 or so will transit to higher education, leaving the rest, 250,000 strong to enter the labor market.

2.3.2 The Government’s Poverty Reduction Strategy Paper

According to the government Poverty Reduction Strategy Paper - PRSP (2001 -4), poverty remains a pervasive national problem presenting formidable challenges, which call for action. The poor constitute *more than* half the population – at least 56 in every 100 Kenyans are poor. The paper goes on to define poverty as including inadequacy of income and deprivation of basic needs and rights, lack of access to productive assets, as well as to social infrastructure and markets.

Using the quantitative approach of measuring poverty, the 1997 Welfare Monitoring Survey estimated the absolute poverty line to be KShs. 1,239 per month and KShs. 2,648 respectively for rural and urban areas. Qualitatively, the Participatory Poverty Assessments defined poverty as “*the inability to meet the basic needs*” and associated poverty with features such as lack of land, unemployment, inability to feed oneself and one’s family, lack of proper housing, poor health, inability to educate one’s children and meet medical bills. In assessing the nature and characteristics of poverty, the paper includes unemployed youth among the nine social categories that the poor tend to be clustered into. When one examines the other clusters, it is the youth that tend to possess nearly all these characteristics: they are landless, others are people with disabilities, female heads of households (single mothers), and have little formal education; they are unskilled and semiskilled casual laborers and are subsistence farmers.

The PRSP outlines the causes of poverty as including low agricultural productivity, unemployment, gender imbalance and the vulnerability of women, land issues, poor governance, poor infrastructure, the high cost of social services – education, health and HIV/AIDS, among others.

The paper goes on to cite the 1999 census as showing that the youth aged 15 – 25 years represented 22% of the national population. The government structural adjustments which involved down-sizing the public service had adverse effect youth employment in the public service. The private sector has also been unable to create employment due to poor economic conditions. This has had the undesirable consequence of lack of employment for the majority of the youth entering the labor market. Other issues are high school dropout rates where girls are the major victims, and limited access to modern technology. Other concerns are idleness, engagement in crime, alcohol abuse and drug-trafficking. HIV/AIDS is another major menace. Kenya National Aids Control Council statistics indicate HIV/AIDS prevalence in the age range 20 – 35 years is 12% while the national average is 6.7%.

It is obvious from this document that the youth are most affected by poverty and measures to address this negative position must include projects that generate employment, improve

productivity and raise youth incomes. Beekeeping projects like the one suggested in this paper is one such avenue.

2.3.3 National and International Concerns

The Kenya government that was elected in December 2002 promulgated the “*Economic Recovery Strategy for Wealth and Employment Creation*” (ERSWEC) policy in mid 2003. The policy spells out the strategic areas that must be addressed in order for Kenya’s young people to effectively play their role in nation building. These are: employment creation, health, education and training, sports and recreation, environment, arts and culture, media and empowerment (Mutai, C. 2005). To date, apart from the creation of the KShs. 1 billion Kenya National Youth Development Fund, little has been realized under this policy. Even then, this fund is mired in bureaucratic banking bottlenecks and is yet to reach the target group.

The future of the African continent rests squarely on its youth; it is through them and by their agency that the vision and noble intentions of the New Partnership for Africa’s Development (NePAD) can be developed. It is through them that Africa can make progress towards the realization of the Millennium Development Goals, especially the goal of halving extreme poverty by 2015 (ECA, 2002), according a paper prepared for the Youth Employment Summit, Alexandria, Egypt, September 7– 11, 2002.

Although there is much evidence supporting the crucial role played by entrepreneurship in driving economic development and job creation, there has been little effort to look at it from a youth perspective. So far only limited empirical research has been conducted on the specific features of youth entrepreneurship and the needs and wants of youth entrepreneurs (ILO, 2005 - *Stimulating Youth Entrepreneurship: Barriers and Incentives to Enterprise Start-ups by Young People*).

In her opening statement, Macaulay asserted that there are many innovative youth microenterprise programs that exist worldwide and there is growing interest in developing more programs. She continued: “However, the field of youth microenterprise is relatively young and does not yet have extensive venues to develop and share „best practices’ amongst colleagues” (Macaulay, F. 2006- during the MDI *Microenterprise Development Strategies Promoting Youth Entrepreneurship*: “What are the best practices and how do we implement them?” June 18-23, 2006).

This view is correct and all concerned must truly come forward and implement many of the suggestions and recommendations that have been made in various forums.

2.3.4 Youth Unemployment

Youth unemployment in Kenya has reached alarming proportions. Since the country attained political independence, there has been increased population growth, rapid expansion of the education system, high levels of rural-urban migration, political conflicts, and worsening economic performance (Ndegwa 1985; World Bank 1988). These factors have led to the problem of unemployment especially among youth transiting from the various levels and educational institutions. Government efforts to solve the youth unemployment problem have included the setting up of vocational education systems (UNESCO 1984). Despite this, unemployment persists.

The Government of Kenya focus on youth has always looked at youth concerns from a social welfare angle (Mutai C, 2005) and has not come up with seriously thought out entrepreneurial interventions for Kenyan youth unemployment and poverty. Munyui (Technology and Youth Livelihoods: An Impact Study of the Entrepreneurship and Employment Training Programmes, 2005) identified the primary livelihood strategy for youth in Taita Taveta District as casual labour on family and private farms, while others are employed as gardeners and “house helpers” and generally earn a maximum of the equivalent of US\$ 12.5 per month. Munyui’s further found other youth to be engaged in the growing of horticultural crops for the local market, sale of entertainment video cassettes, hawking of foodstuff such as groundnuts and boiled eggs and shining shoes for a living. A small percentage were found to own power saws and carry out saw milling businesses, while yet others work in stone quarries and mining.

An article published in “*The African Executive journal*”, reports that ten companies that aim to promote Entrepreneurship and Business minded youth in Kenya converged at the Panafric Hotel on 15th February 2006 to launch the SIFE Kenya Business Advisory Council. The report states that SIFE Kenya has developed and implemented community based micro-businesses, training and educational projects to create and expand economic opportunities through hands-on and practical training projects. Each of these projects is designed and implemented under the

mentoring supervision of university faculty advisors and professional managers from local businesses and companies (Daily Nation, 15th July 2006, Pg 25)

A study titled “Youth Entrepreneurship: A Driving force for Employment and Wealth Creation in Kenya” conducted by Technoserve (Brooks, H and Mwangi, P, 2004), concluded that:

- 78% of all the unemployed Kenyans are youth aged between 15 and 29 years.
- Promoting Youth Entrepreneurship is crucial to securing the projected economic recovery in Kenya; and
- There were clearly significant gaps in the current approach to Youth Entrepreneurship in Kenya.

2.3.5 The Ministry of Youth Affairs

The Kenya government’s seriousness in promoting youth entrepreneurship is evidenced by the creation of a Ministry of Youth Affairs by President Mwai Kibaki in December 2005.

A youthful Member of Parliament, Dr. Mohammed Kuti was elevated to the cabinet to head the new portfolio. Since this landmark event, the following activities have taken place towards attainment of the long -hoped - for goal of empowering youth in entrepreneurship:

- Creation of a Kes.1bn Youth Development Fund. The Hon. Dr. Kuti is reported as saying that the money may be placed in micro-finance institutions to be used as collateral for loans to the youth (*All Africa.com 3 July 2006*). In fact, this has come to pass; unfortunately, the money is yet to reach the youth.
- Government to empower the youth (By PPS Monday, *June 26, 2006*): “President Mwai Kibaki has reaffirmed his personal commitment to empowering the youth, saying his Government has allocated Kshs 1 billion to set up the Youth Development Fund in its latest national budget”.

2.3.6 Honey Care Africa Limited – The “Tripartite Model”

Honey Care Africa is a private Kenyan company which was started in 1996 and is headed by Mr. Farouk Jiwa, who in 2002 pioneered an innovative and novel way to improve the livelihoods of rural communities in Kenya through the promotion of what it calls “Sustainable Beekeeping”. The company has been promoting beekeeping in many parts of Kenya, using the “Tripartite Model” which was developed by Mr. Jiwa. The company recognizes the need for a

more pro-active engagement of the private sector in development in Kenya. Honey Care's Tripartite Model seeks to develop synergistic partnership between the private sector, the development sector, and rural communities, each with a specific and complementary role to play (Maurice, 2004).

The role of Honey Care Ltd is to inject a degree of economic reality in the project and to ensure that it operates within realistic market conditions, at all times being sensitive to supply and demand dynamics.

Within the Tripartite Model, Honey Care guarantees to purchase all the honey beekeepers in the youth group can produce, at a fair, fixed price, and pay cash on the day of collection. Honey Care, for its part, will then process the honey, pack it in its branded jars and sell it at a profit. Honey Care can also play a loan recovery role through a "check-off" system by deducting the agreed loan repayment amount from each member's honey cash and forwarding the total periodic installment to the financier.

Honey Care also provides training, extension support and technical advisory assistance needed by the beekeepers to take care of the hives and maximize honey production.

2.4 Conclusion of the Literature Review

In concluding this literature review, it has been demonstrated that the problem of youth unemployment and empowerment has been addressed in a great number of quarters, many of which would appear not to have yielded any tangible significance. Many interventions have been remedial rather than preventive. Economic marginalization and frequent failure of past development interventions call for local communities in rural Africa to secure economic survival and encourage a focus on youth entrepreneurship and self-reliance strategies.

As the literature review reveals, governments and international organizations have recently seen the need for reviving youth employment creation opportunities and local self-reliance through restructuring regional development on a more youth focused lines. Beekeeping is potentially an ideal method towards achieving such goals. It is an ecologically and technically

appropriate form of income generation for communities in most economically and environmentally poor areas of Africa.

It is projected that this microenterprise activity, to be undertaken by the youth for youth, will create wealth and employment, thereby contributing to the fight against poverty in line with the UN Millenium Development Goals.

CHAPTER THREE

3.0 CONCEPTUAL FRAMEWORK

The conceptional framework proposes a four-level impact of this project: the individual, the enterprise, the household and the community.

3.1 The Individual

By participating in the project, individual youth members will gain increased entrepreneurial abilities; empowerment in decision-making and control over economic resources; increased personal income, enhanced confidence and self-esteem.

3.2 The Enterprise

The beekeeping enterprise will experience increased income, enter into profitability and diversification to other enterprises, scaling up, and value addition. It will experience growth and increased assets.

3.3 The Household

Because the individual youth participating in the enterprise benefit from the success of the enterprise they transfer that success to the households where they come from. The households will therefore gain in increased incomes and assets; access to education, nutrition, medical care, among others.

3.4 The Community

The community benefit is a snowballing effect of the benefits to the individual, the enterprise and the household. Therefore, through youth participation in the project, the community will benefit by reduction in incidences of alcohol and drug abuse; petty crime, early/child marriages, domestic violence, among others. The threat of HIV/AIDS infections will reduce as will be opportunities to implement prevention measures and education increase. The level of employment and incomes in the community will increase, leading to overall social-economic improvement. The long-term outcome of all this is improved living standards for the community (See Figure 1 below – next page)

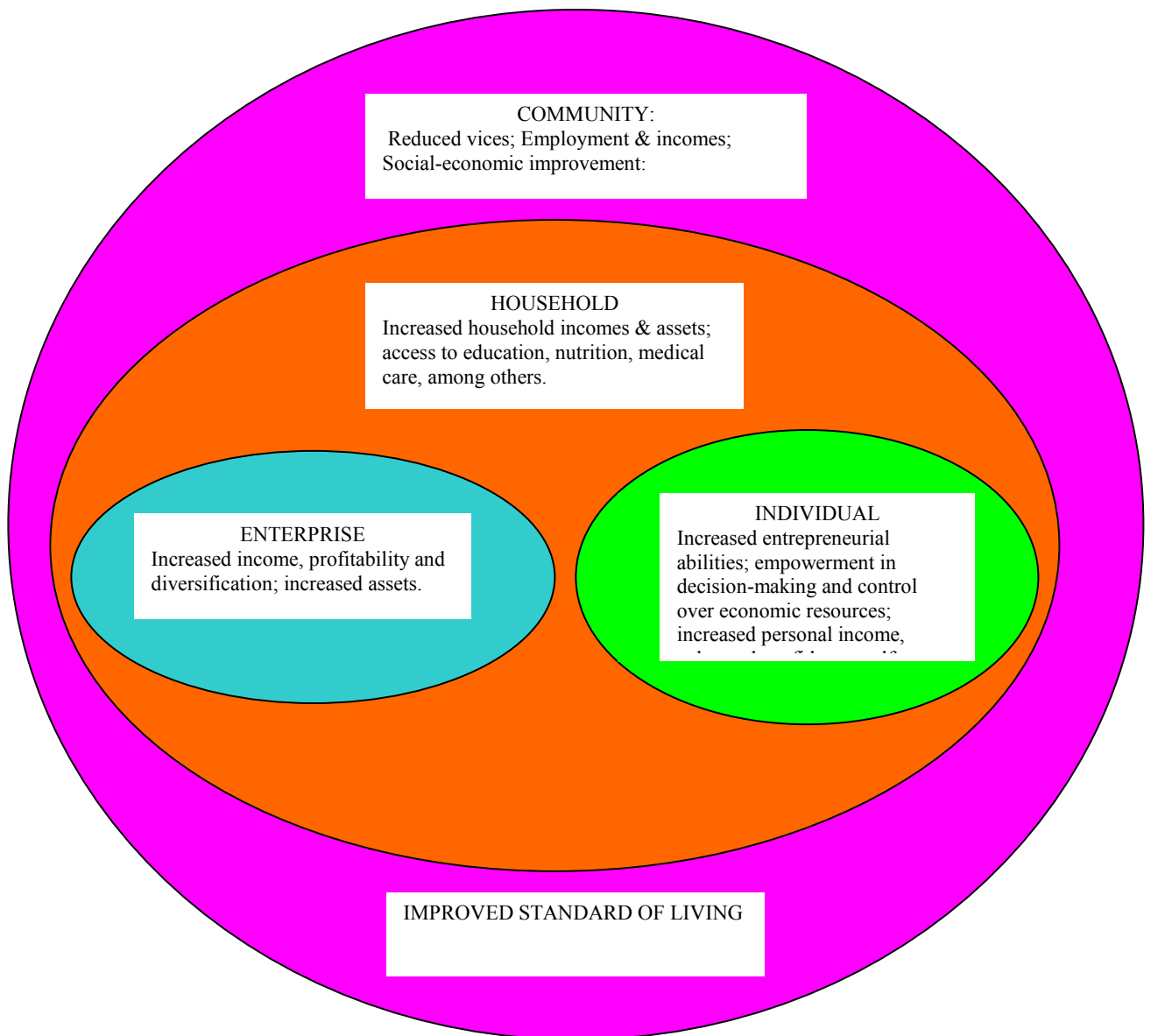


Figure 1
Conceptual Framework (*Adapted from Learning from Clients – Assessment
Tools for Microfinance Practitioners*)






SITUATION	INPUTS	OUTPUTS		OUTCOMES		
		ACTIVITIES	REACH	SHORT TERM	MEDIUM TERM	LONG-TERM
Y O U T H U N E M P L O Y M E N T			PARENTS / COMMUNITY	LEGALLY REGISTERED YOUTH GROUP		
	GoK LINE MINISTRIES	COMMUNITY AWARENESS	MEMBERS OF CO-OP SOCIETY	YOUTH ACQUIRE BUSINESS AND BEEKEEPING SKILLS.	IMPROVED YOUTH BEHAVIOR CHANGE.	EARNING HIGHER INCOMES
	CIVIL SOCIETY	MEETINGS WITH YOUTH LEADERS	YOUTH OUT OF SCHOOL	WRITTEN PROPOSALS FOR 5 AGRIBUSINESS PROJECTS.	INCREASED NUMBER OF YOUTH PARTICIPATION IN ECONOMIC ACTIVITIES	IMPROVED LIVING STANDARDS
	FINANCE & EQUIPMENT	REGISTRATION OF YOUTH GROUP	YOUTH IN SCHOOL & COLLEGE	BEEHIVES		
	HONEY CARE INTL OTHER PARTNER NGOs	PROJECT DESIGN & BUSINESS PLANNING	GOVT DEPTS	PLACED		
		TRAINING				
						
	<u>ASSUMPTIONS</u> <ul style="list-style-type: none"> • THE GOVERNMENT MINISTRIES AND OTHER COLLABORATORS WILLING TO CO-OPERATE. • THE YOUTH RESPOND POSITIVELY • FAVORABLE EXTERNAL ENVIRONMENT. 					
	6/20/2007					5

Figure 2: The Logic Model

CHAPTER FOUR

4.0 RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the research design adopted, the location of the study, the population and sampling procedure, instrumentation, data collection procedures and data analysis.

4.1 Research Design

This study was carried out through a survey design using focus group discussions (FGDs) and a questionnaire, in which Kapseret village youth were sampled. The FGDs and questionnaire were used as means of gathering information that describes the nature and extent of a specified set of data ranging from physical counts and frequencies to attitudes and opinions. The information obtained was used to answer the research questions raised and to establish baselines against which future comparisons can be made, and generally, to describe what exists, in what amount, and in what context. In the survey design, a sample within the population (Kapseret youth) was selected and investigated with a view of describing and explaining specific phenomena, drawing conclusions and making generalizations to the target population. By using focus group discussions (FGDs) and the questionnaire, both qualitative and quantitative information about the population were obtained.

4.2 Study Area

The study was carried out in Kapseret village in Kapseret Location of Uasin Gishu District in the Rift Valley Province of the Republic of Kenya. Uasin Gishu district borders Keiyo district to the South East, Koibatek and Kericho districts to the South, Nandi North and South Districts to the South West, Kakamega and Lugari districts to the West and Trans Nzoia and Marakwet districts to the North and North East respectively.

The district is divided into 6 administrative divisions with the smallest one being Kapseret Division, which also happens to have the 3rd highest population concentration. Kapseret Division has four (4) locations, Kapseret Location being one of the four and comprising twelve (12) villages.



Picture 2: Section of Kapseret (**Robert Sitienei** farm and **Kapseret Forest**).
Notice ample forest cover, suitable for beekeeping

4.3 Research Population Size

4.3.1 Target Population

All the youth aged between 15 and 30 years, female and male, school-going and non-school-going constituted the target population for this study. According to a report prepared with the management committee of the SC-YG, there were 224 youth in Kapseret Village at the time of the study. The accessible population comprised of all the youth who were at their homes in the village during the period of data collection. The youth who were in school or college were not included in the sample as they were not readily accessible. From the information obtained from parents, it was established that as at 7th October 2006, thirty-four (34) youth were in school, while five (5) were in college. A total of thirty nine (39) youth were therefore not accessible. The accessible population thus stood at one hundred eighty five (185) youth.

4.3.2 Research Sample

A sample size of 45 youth of both sexes was selected for this study to represent the population of 185 members available for sampling. This sample was thought to be sufficiently representative of the entire population.

4.3.3 Sample Design

The study used the two-stage sampling technique to select the youth, who were included in the study sample. In this method, a researcher first randomly selects specific groups to be included in the study. From these groups, the researcher further randomly selects individual units for the actual required sample. This method ensures that each member of the target population has an equal and independent chance of being included in the sample and that the sample selected is fairly representative of the target population.

Since the target population represented male and female segments, the first stage used a stratified sampling technique in order to ensure that both sub-groups stood a good and fair chance of being included in the sample. In this case, the population was divided into two groups representing male and female members. Each group provided a proportion of the sample of 45 proportional to its number in the total population. In this case, the male gender provided 58.5% (26) and the female gender provided 41.5% (19).

The next stage was to apply the simple random sampling method to decide who among the male and female members would be included in the sample of 26 and 19 respectively. This procedure, which accords every member of the population an equal chance of selection and inclusion in the sample, entailed two processes:

- Plain pieces of paper, rather like ballot papers were numbered 1 -26 and the rest all numbered 0 and placed in a basket for the male members; A similar procedure was done in respect of the female members, but the papers were numbered 27-45 and the rest 0.
- The next process was to mix up the papers in the baskets and allow members to randomly pick one each, rather like a lottery. All the male members with numbers 1-26 and the female members with numbers 27-45 were included in the sample of 45.

Having obtained the sample of 45 respondents, all were interviewed in a five (5) planned FGDs, three (9, 9, and 8) for the 26 males and two (10 and 9) for all the 19 female respondents. This was in line with the recommended numbers for FGDs, which is between 8 and 12 (Miehlrat and Jones, 62).

In addition, five (5) key informants drawn from the Ministry of Fisheries & Livestock Development (1), the Catholic Diocese of Eldoret (1), Margaret Mimoh - Honey Care Africa (1), Kapseret Farmers' Co-operative Society (1), Village elder(1) were also interviewed to either validate or authenticate information collected from other sources.

4.4 Research Instrumentation

4.4.1 Data Collection Instrument

In collecting the data for this study, a questionnaire was employed as the main instrument. This instrument was in two parts. Part I was aimed at ordinary members. Part II was aimed

at the Management Committee members. The questionnaire for ordinary youth group members comprised of five sub sections:

- A demographic section that sought to find out the respondent's age, education level, training and employment.
- The second section sought to determine the respondent's asset ownership in terms of business, farming land and livestock. It also sought to find out the respondent's level of income.
- The third section sought to find out the respondent's business know-how, skills and experience. It was aimed at determining the respondent's business capacity.
- The fourth section aimed at finding out the respondent's preferred options for self-employment and income generation.
- The fifth section sought to assess the respondent's investment opportunities and business knowledge and activities. The demographic section was comprised of items that sought the age, working experience, class level and average class size.

Part V of the questionnaire targeted the Management Committee members with additional questions dealing with their individual leadership capabilities. This was necessary in order to establish that the youth group had elected educated and qualified individuals to run the group so as to be sure that its leadership was in safe hands. This group formed the basis for pre-testing the questionnaire because after administering it to the nine (9) members, they were able to raise a few correctional matters that helped to refine the questions to be posed to the sample group.

4.4.2 Reliability of Research Instrument

After the questionnaire was administered, the FGDs were held informally for the purpose of going over the issues covered in the questionnaire. Key informant interviews were carried out informally with the selected individuals. Data from these observations and interviews helped, especially in discussing the implications of the quantitative study findings.



Picture 3: Data Collection- Focus Group Discussion with a members of Kapseret Youth.

4.5 Data Presentation, Analysis and Interpretation

Data were presented and analysed using in tables and graphs as seen below. These tools were useful for easy interpretation of the data.

4.5.1 Analysis of the Gender Situation among Kapseret Youth

Table 4.5.1

TOTAL NUMBER	MALE	%	FEMALE	%
224	131	58%	93	42%

Source: SC-YG Data, 2006.

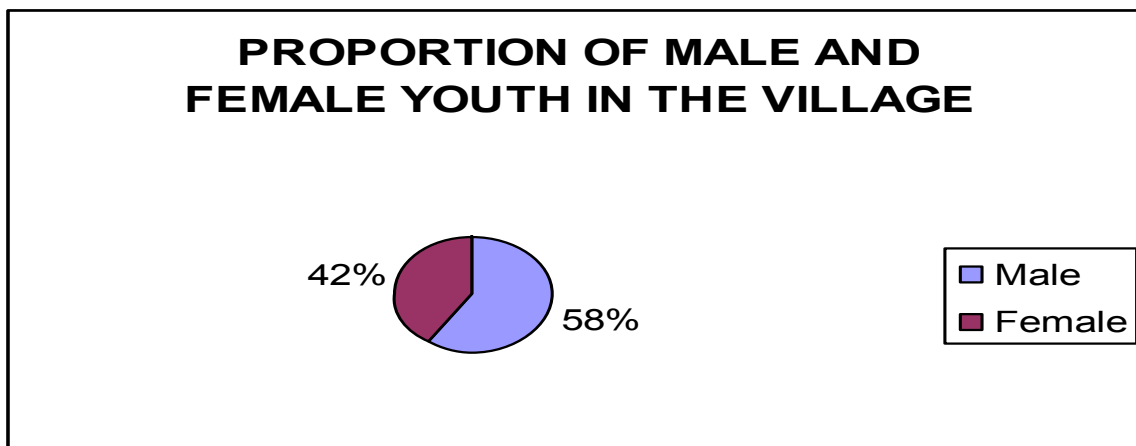


Chart 4.5.1: SC-YG, 2006.

Table 4.5.1 and the accompanying chart above show that of the 224 youth in the village, 131 are male and 93 is female. This reflects a disparity in numbers and is a cause for concern in future research. For the purpose of this study, it was enough to simply establish these numbers so as to ensure that all youth in the village are considered for in the organized group.

4.5.2 Membership

Table 4.5.2

TOTAL NO. OF YOUTH	SC-YG REGISTERED MEMBERS	%	% NON REGISTERED
224	40	18%	82%

Source: SC-YG Data, 2006

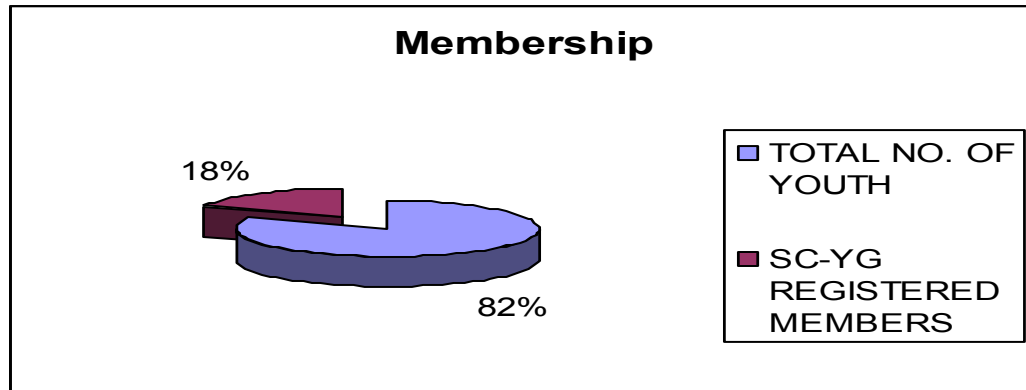


Chart 4.5.2: SC-YG, 2006.

The total number of youth in the village is 224. As at the time of carrying out the survey, 40 youth had joined the group as fully registered members. This could be attributed to the fact that the group was only organized about two months before and it had yet to carry out a serious recruitment exercise. A good number of potential members forming part of the 224 were still in school or college at the time of this study and had not yet joined the group.

4.5.3 Age Structure

Table 4.5.3

Age Group	Male	Female	Total	%
18-21	3	3	6	0.14
22-25	8	6	14	0.31
26-29	12	8	20	0.44
30 and above	3	2	5	0.11
Total	26	19	45	1

Source: SC-YG Data, 2006

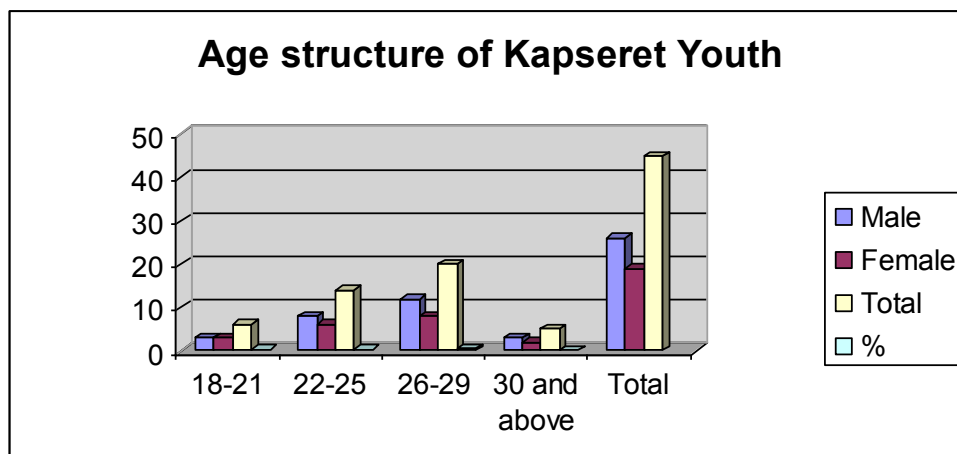


Chart 4.5.3(Source: SC-YG Data, 2006).

Analysis of data reveals that the age structure of Kapseret youth is that 13% are aged 18-21; 31% are in the range of 22-25 years of age; 44% are in the range 25-29 years while 11% are 30 years of age and above. The importance of this analysis is that it reveals that 75% of the village youth are between 22 years and 29 years old. This is the age group that is most vulnerable due to unemployment, anti-social behaviour and the threat of HIV/AIDS and need to be well nurtured and placed in productive activities.

4.5.4 Education

Table 4.5.4 Showing education level of the youth sampled

Level of Education	Number of youth
Primary School to Std 8	28
High School to Form 4	8
Beyond High School to Polytechnic	8
University	1
Total	45

(Source: SC-YG Data, 2006).

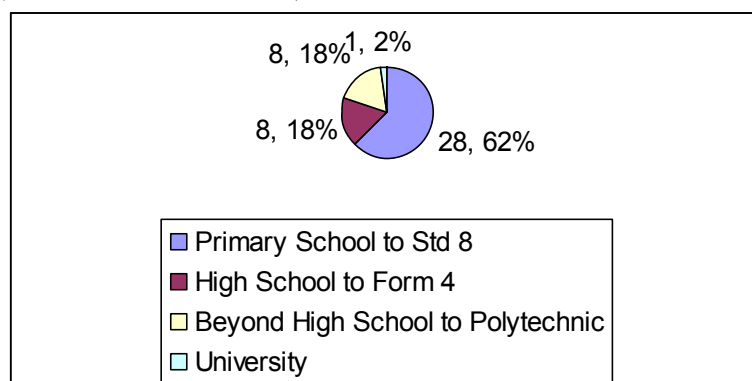


Chart 4.5.4 (Source: SC-YG Data, 2006).

Among the 45 youth sampled, 28 confirmed that their educational levels were primary school standard 8 and below. This represents 62% of the sample. Those with education up to form four of high school were 8 (18%), as were those who had finished high school and were either undergoing further training in polytechnics or other similar tertiary institutions. Only one among the sampled youth was a university student, representing 2% of the youth.

This analysis is important because participation in youth microenterprise activities is affected by the level of education in one way or another. Youth who have not had the opportunity to proceed with higher level education are more likely to take up traditional farming activities that their parents practice, like maize and livestock farming. Those who have gone to school up to and beyond high school are more likely to take up new and non-traditional farming practices such as horticulture, poultry keeping or beekeeping.

4.5.5 Employment

Table 4.5.5

Employment Status	Male	Female	Total
In formal employment	1	0	1
In casual employment	6	1	7

(Source: SC-YG Data, 2006).

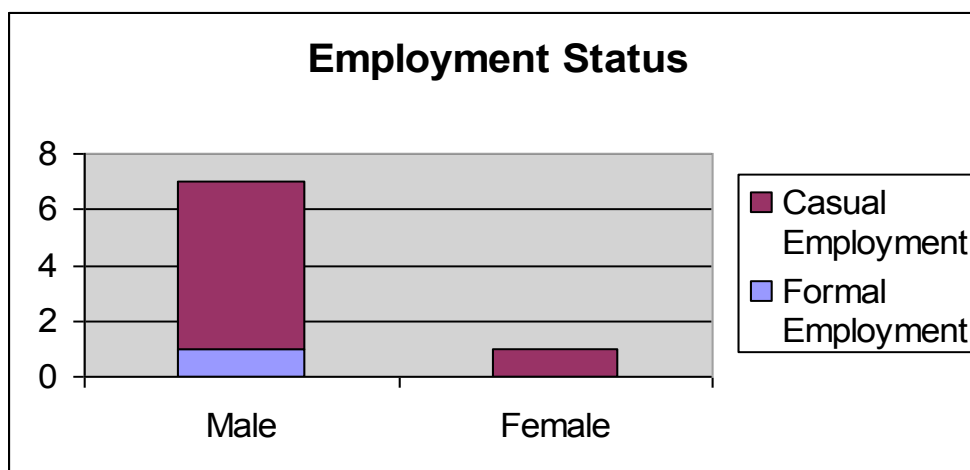


Chart 4.5.5 (Source: SC-YG Data, 2006).

It was found that only one male member of the youth group was in formal employment while six of them were in informal or casual employment. Only one female member was found to be in informal employment, but one was in formal employment.

4.5.6 Analysis of Youth Engagement in Farming Activities

Table 4.5.6 Farming Activities

Age Group	Male	Female	Total
Dairy	6	2	8
Beekeeping	4	2	6
Maize Farming	21	5	26
Horticulture	3	4	7
Goat Farming	1	0	1
Poultry Farming	2	8	10
Total	26	19	45

Source: SC-YG Data, 2006

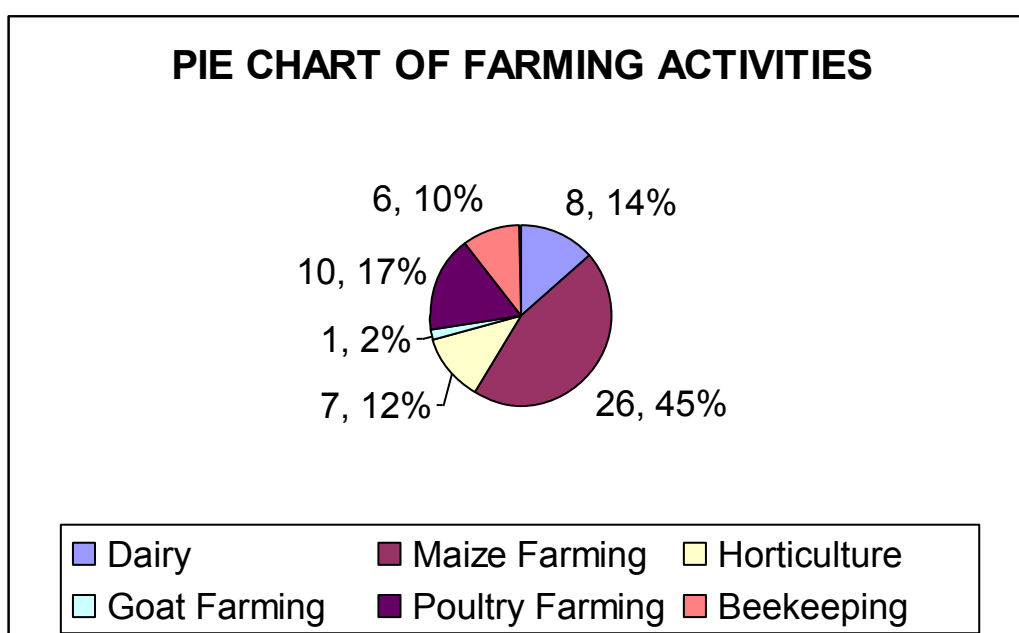


Chart 4.5.6(Source: SC-YG Data, 2006).

Table 4.5.6 and the accompanying pie chart (Chart 4.5.6) above provide a quick view of the farming enterprises that the youth interviewed are engaged in. As can be observed, the largest number (26; 45%) are involved in maize farming, followed by poultry farming (10; 17%), which was found to be followed by the free-range non-commercial system. The third in line is dairy farming (8; 14%), then follows horticulture (7; 12%). Beekeeping which was the subject of this study is 5th in line (6; 10%) and goat-keeping (1; 2%) comes last among the six enterprises that the youth interviewed reported to be engaged in.

4.5.7 The Management Committee

The Management Committee of the youth group is composed of a mixture in gender and educational status. The following analysis gives a description of each member of the committee.

- The Chairperson is a man, educated to high school level and trained as a maintenance technician. He works at the Moi Teaching & referral Hospital.
- The Secretary is a lady, educated up to form four level of high school and is currently running her family maize mill business in the village.
- The Treasurer is completed high school and is now undertaking a Diploma course in Business Administration at the Eldoret polytechnic.
- The organizing Secretary is also a polytechnic student, having studied up to form four level before joining the Eldoret polytechnic to study for a Diploma in Chemical Engineering.
- The Vice-Chairperson is a lady who completed primary school standard eight and does small scale maize farming.

It was important to establish the level of education and current activities of the management committee members as this helps to know their capability in managing the affairs of the organization successfully.



Picture 4: SC-YG Management Committee. Note gender inclusion.

CHAPTER FIVE

5.0 IMPLEMENTATION, MONITORING & EVALUATION

5.1 Project Implementation Plan

The project implementation plan is given in detail in Appendix I. In brief, it involved:

- Community/stakeholder meetings.
- Youth mobilization and awareness meetings.
- Registration of the Sinendet – Chepkatet Youth Group by the government
- Project design workshop for all youth members.
- A study tour to enable the group members to learn from an on-going project so as to apply lessons learned in designing their own projects.
- Assessment of the youth group members to determine gender structure, age structure, education level of members and participation in economic activities.
- Business planning meetings with the Management Committee of the Sinendet-Chepkatet Youth Group.

5.2 Project Monitoring & Evaluation Plan

The project monitoring and Evaluation schedule is give as Appendix II at the end of this report.

5.2.1 Community/Stakeholders' Meetings

These were held as planned between August and October 2006. Members of the entire Kapseret Community, including women and youth participated in the meetings. Issues of poverty and unemployment and alcohol abuse were top on the agenda. The outcome of these meetings was community sanctioning of youth mobilization for registration and implementation of a Youth Beekeeping Project



Pictures 5, 6 & 7: Stakeholder meetings: Youth and Women participated throughout the process.

5.2.2 Youth Mobilization & Awareness Meetings

Youth meetings were held that involved only the youth aged between 18 and 35 years.

These meetings culminated in the resolution to apply for the registration of Sinendet – Chepkatet Youth Group of Kapseret. A Management Committee was elected and mandated to go ahead with the registration of the group. This was achieved on 28th August 2006.

Registration fees were met from the youth group membership fees.

5.2.3 Project Design Workshop

This was undertaken using the CEDPA model – *Project Design for Project Managers*. It was carried out in two phases – one phase of facilitation of project design and the second phase was facilitation of a study tour to Baraka Agricultural College, Molo.

The venue of the workshop was the Kapseret Community development (KCDG) meetings and training banda and was attended by 47 youth members, 33 men and 14 women. Participants were drawn from among youth of different status, ranging from the unemployed, those working in family farms, Polytechnic and University students and those either operating casual businesses, formal kiosk businesses and also those in formal and casual employment.

Facilitation was by the author, assisted by **Ms. Anne Lagat**, an undergraduate Bachelor of Business Management student of Moi University, Kenya.

Funding of the workshop, including purchase of training materials meals and snacks, as well as the study tour were met from contributions of the youth group members, the grant from the **Rotary Club of Manchester** and the **Matching Grant** from the **Tom Barrett Foundation of Manchester in New Hampshire, USA**.

5.2.4 Business Planning

At the end of project design workshop, meetings were held with the youth group management committee to develop a sample business plan. The outcome of these meetings was the development of a beekeeping business plan. The plan, complete with business description, description of the youth group, financing requirements, honey and bee products production and marketing as well as the financing plan was produced. In December 2006, the plan was presented to the Kenya Community Development Foundation (KCDF) for funding. A copy of the plan and a request for funding letter were presented to the Eldoret South Constituency Development Fund (CDF).

The CDF immediately declined to fund the project, indicating that their funding mandate this year did not include youth projects. The area Member of Parliament **Hon. David Koros** recommended the group to the Kenya National Youth Development Fund (KNYDF).

The KCDF sent a regret letter in February, indicating that there were too many applicants for their available grant funds. They funded only eight projects from our province.

In April, the Management Committee of SC-YG sent their funds request to the KNYDF. So far, no word has been received from this fund as to whether or not they will fund the project. A funding request was also sent to the Safaricom Foundation. Both of these had not yet responded to the requests by the end of May 2007.

5.2.5 Youth Participation

The youth were involved in the project, right from the stakeholder meetings through the registration of the group by the department of Social services to the project design workshop and fundraising.



Picture 8: Youth participation in Project Design and Business Planning Workshop

- Members of the SC-YG Management Committee were involved in the business plan preparation and in making the applications for funding. They made personal visits to the CDF and the KNYDF offices in Eldoret and wrote the letters to KCDF and to the Safaricom Foundation.
- The youth were committed to the project implementation but did not have their own funds to implement the project.

5.2.6 Unintended Consequences/Outcomes of the Project

As a result of the stakeholder meetings and participation, and the project design workshop and study tour, unintended positive outcomes were recorded. These were:

- More youth members took increased interest in traditional farming activities, e.g. maize, dairy, horticulture and poultry farming, which they previously viewed as family activities that were none of their concerns.
- More youth, especially women gained courage and confidence to join the existing village development organization (KCDG), where they obtained credit for their individual farming enterprises.
- As a result of the above, and in view of non-availability of adequate water for successful implementation of the above projects, youth leaders and other stakeholders petitioned the community leaders for the design of a more sustainable water supply project that would enable them to undertake more agricultural projects.
- A gravity water project was designed with the assistance of the Ministry of Water Development. The project whose cost will be US\$ 35,242.00 was presented to a foundation in the USA who has approved the fund the project.
- This water project will be implemented in August 2007 and will not only benefit the local village school, but the entire community.
- Successful implementation of the water project will result in increased food production to improve nutrition and incomes for the whole village community.
- It will lead to improved availability of good water and sanitation, an essential component of social and economic development. Moreover, it will contribute greatly to the enhancement of human dignity and economic opportunity by freeing people, mainly women, youth and young children from the drudgery of water carrying and providing more time for them to engage in other, mainly economic activities.

5.2.7 Time Constraints

Time to prepare and implement this project was too short. Ideally, at least twelve (12) months would be required for successful implementation of a beekeeping project, from project design, all the way through monitoring and evaluation. This would give enough time to fundraise, train participants, acquire beehives, place them, have them occupied and be ready for first honey harvesting four to six months from occupation.

CHAPTER SIX

6.0 CONCLUSIONS & RECOMMENDATIONS

6.1 Conclusions

The following conclusions were drawn from the implemented stages of this project and the findings of the youth situation analysis:

Beekeeping is an acceptable and adaptable income-generating project that can be undertaken by the youth group for income generation that will lead to improved livelihoods.

The majority of youth in Kapseret need are still rooted in the traditional economic activities of maize crop production and maize crop farming that they have grown up with. Nevertheless, they are prepared to try new projects such as beekeeping, horticulture, poultry and dairy goat farming.

Funding for new projects is difficult and youth in the area have no funds of their own with which they can implement such a project.

6.2 Recommendations

- 6.2.1 Apart from this project, it will be reasonable to support the youth group to continue with the projects they are used to while introducing beekeeping and letting it grow gradually.
- 6.2.2 It will be necessary to apply the Tripartite Model (*See Figure 3 below*) developed by the founder of Honey Care Africa in Kenya whose central focus is a synergistic partnership between the development sector, the private sector and the rural communities so that the core competencies of each sector are applied in a complementary manner. The model combines local manufacturing of beehives, effective beekeeping training and community-based extension services and the provision of a guaranteed market for small-holder honey producers through forward contracts and prompt payments.

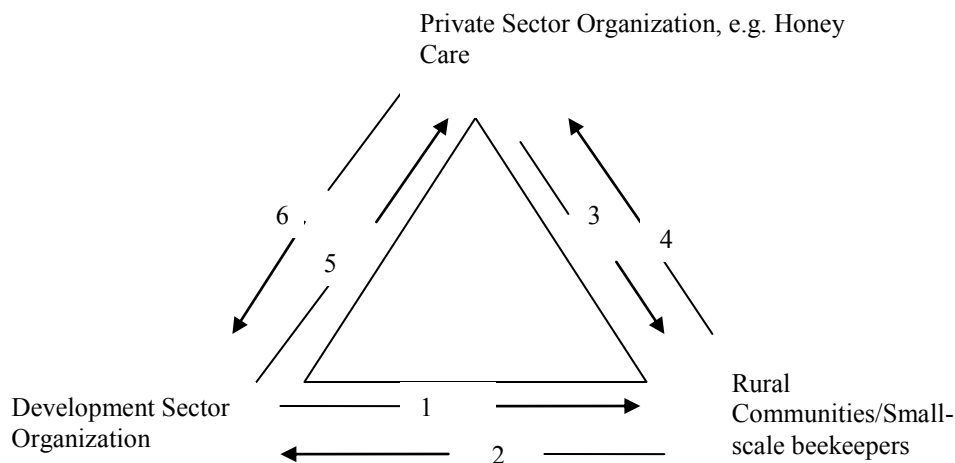


Figure. 3: SCHEMATIC REPRESENTATION OF THE TRIPARTITE MODEL

Adapted from Honey Care Africa's Tripartite Model: A New Approach to Solving an Old problem.
<http://www.honeycarefrica.com/files/work.php#mode>

KEY

- | | |
|--|--|
| <p>1.</p> <ul style="list-style-type: none"> • Capacity Building. • Organizational & Business • Loans to Rural Communities/small-scale bee farmers. • Arbitration & Mediation • Collaborative Support | <p>4.</p> <ul style="list-style-type: none"> • Honey • Loan Repayment (to be remitted to donor) • Collaborative Support |
| <p>2.</p> <ul style="list-style-type: none"> • Loan Repayment – Direct • Collaborative Support • Technical Training; - Guaranteed Market • Extension Services • Farm-Gate Honey collection • “Cash-on-the spot” money for honey payment • Collaborative Support | <p>5.</p> <ul style="list-style-type: none"> • Purchase of hives and equipment • Independent M&E • Arbitration & Mediation • Collaborative Support |
| | <p>6.</p> <ul style="list-style-type: none"> • Loan Repayment remittances from farmers recovered at source. • Collaborative Support |



Picture 9: Honey Care Africa staff provide extension Services to rural beekeeping communities



Picture 10: Honey Care – Bee products, among them attractively packaged honey for export, candles, and others.

6.2.3 The school system in the must change to include practical farming, technical and business lessons that youth can apply when they complete primary or high school without the possibility of proceeding higher up the education ladder. Practical beekeeping and horticultural projects in schools for example, would serve to introduce youth early in life to high value, non-traditional farming activities/enterprises that do not require much land.

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APPENDIX I: SC- YG BEEKEEPING PROJECT - IMPLEMENTATION SCHEDULE

Major activity	Specific Tasks	Indicators of Achievement	Timeframe	Persons Responsible	Other actors we may work with
1. PROJECTPLANNING TRAINING WORKSHOP	a. TRAINING FACILITATION b. PURCHASE STATIONERY AND TRAINING MATERIALS c. FIELD VISIT TO BARAKA AGRICULTURAL COLLEGE, MOLO	MEMBERS HAVE FULL UNDERSTANDING OF PROJECT LIFE CYCLE MEMBERS SEE EXISTING BEEKEEPING PROJECT AND UNDERSTAND WHAT A GOOD APIARY LOOKS.	13 – 15 OCT; 2 – 4 NOV 2006 3 NOV 2006	GILBERT BOR (GROUP LEAD TRAINER); ANNE LAGAT (TRAINING FACILITATOR) AND LAWRENCE SIRMA (CHAIRPERSON)	KENYA MAIZE DEVELOPMENT PROGRAMME BARAKA AGRICULTURAL COLLEGE
2. FUND RAISING	a. PREPARATION & SUBMISSION OF BUSINESS PLAN	COMPLETE, BANKABLE BUSINESS PLAN SUBMITTED TO FUNDING BODIES: THE KENYA COMMUNITY DEVELOPMENT FOUNDATION & THE KENYA YOUTH DEVELOPMENT FUND	11 DEC 2006	GILBERT BOR AND YOUTH GROUP EXECUTIVE COMMITTEE	KENYA COMMUNITY DEVELOPMENT FOUNDATION MINISTRY OF YOUTH AFFAIRS
3. IMPLEMENTATION OF BEEKEEPING PROJECT	a. SITE ASSESSMENT & EVALUATION b. TRAINING OF TRAINERS c. SUPPLY OF LANGSTROTH BEEHIVES AND BEEKEEPING EQUIPMENT d. SETTING UP THE APIARIES	CONFIRMATION OF AREA SUITABILITY AND SITING OF APIARIES. 25 MEMBERS TRAINED AS LEAD BEEKEEPERS - TOT SUPPLY OF 250 LANGSTROTH BEEHIVES AND ALL BEEKEEPING EQUIPMENT APIARIES SET UP PER EXPERT RECOMMENDATION OF HONEY CARE AFRICA FIELD STAFF	AUG 18, 2007 SEPT 15 – 17, 2007 26 OCT 2007 3 NOV 2007 – 10 NOV 2007	HONEY CARE AFRICA MANAGEMENT COMMITTEE MEMBERS NOMINATED TO BE TRAINED AS TRAINERS NUMBER OF APIARIES SET	UASIN GISHU DISTRICT BEEKEEPING OFFICER, MoFLD.
4. BEEKEEPING TECHNICAL TRAINING	a. THEORETICAL & PRACTICAL TRAINING IN BEEKEEPING	ALL MEMBERS TRAINED IN THEORY AND PRACTICE OF BEEKEEPING, HONEY HARVESTING, PROCESSING AND MARKETING.	NOV 22 – 27, 2007	GILBERT BOR MARGARET MIMOH – HONEY CARE AFRICA JACKIE KAPKUSSUM – MoFLD OFFICER, U/GISHU DISTRICT.	HONEY CARE AFRICA MINISTRY OF LIVESTOCK & FISHERIES DEVELOPMENT MIN. OF YOUTH AFFAIRS

APPENDIX II: SC-YGROUP BEEKEEPING PROJECT – MONITORING & EVALUATION SCHEDULE

EXPECTED OUTPUTS	INDICATORS	DATA SOURCE	MONITORING TOOLS	RESPONSIBILITY	TIME FRAME
5. Stakeholder meetings	Number of stakeholder meetings held	Meeting resolutions Photographs	Written agenda; minutes; photos taken	G. Bor Community Leaders Youth Leaders	August/Sept 2006
6. Youth mobilization and awareness meetings	Number youth meetings held	Meeting agenda; minutes; photographs	Written notices for meetings; agenda; minutes; photographs.	G. Bor Youth Leaders	August/ September 2006
7. Registration of youth group with Department of Social Services	Registration Certificate filed	Youth Group filed records	Inspection of records; presentation of records to youth group meeting	Youth Group Leaders	August/September 2006
8. Situation analysis of Youth Group members	Data Collection and analysis	Sample youth members	Questionnaire and FGD	G. Bor Youth Group Leaders	September 2006

9. Youth understanding of Project Design; Knowledge of different projects types.	<p>a) Project Design Workshop held and facilitated</p> <p>b) Field Visit to Baraka Agricultural College, Molo</p>	Available records.	<p>Workshop schedule & Timetable; List of participants; Workshop report; photographs.</p> <p>Notes taken during Field Visit; Photographs taken</p>	Gilbert Bor (Group Lead Trainer); Anne Lagat (Training Facilitator) And Lawrence Sirma (Chairperson)	<p>13 – 15 Oct; 2 – 4 Nov 2006</p> <p>3 Nov 2006</p>
6.Fund Raising	<p>b. Preparation & Submission Of Business Plan</p> <p>c. Submitted Business Plan and cover/request letters to funding organizations.</p>	<p>Complete Business Plan submitted to funding organizations:</p> <ul style="list-style-type: none"> • The Kenya Community Development Foundation; • The Kenya National Youth Development Fund; • The Eldoret South Constituency Development Fund; • The Safaricom Foundation. 	Actual Business Plans and cover letters submitted.	Gilbert Bor and Youth Group Executive Committee	11 Dec 2006
7. Implementation Of Beekeeping Project	<p>a. Site Assessment Evaluation reports.</p> <p>b. Number of Trainers Trained.</p> <p>c. Number of Langstroth Beehives and Beekeeping Equipment supplied</p> <p>d. Number of apiaries set.</p>	<p>Site assessors' and evaluators' Reports – Honey Care</p> <p>Training reports</p> <p>Supplier of beehives and beekeeping equipment</p> <p>Honey Care; Youth Group records; Participating group members' records</p>	<p>Honey Care and Youth Group records</p> <p>Trainers' and Trainees' records</p> <p>Delivery documents</p> <p>Photographs; documentation.</p>	<p>Honey Care Africa</p> <p>Trainers; Trainees; Youth Group Management Committee</p> <p>Honey Care; Youth Group Management Committee</p> <p>Honey Care; Youth Group Management Committee; Participating members.</p>	<p>Jan 12, 2007</p> <p>Jan 15 – 17, 2007</p> <p>Jan 26, 2007</p> <p>Feb 3, – Feb 10, 2007</p>
8. Beekeeping Technical Training	a. Number of Youth Group members trained in theory & Practice of beekeeping.	Training records/reports from Youth Group, Honey Care & Ministry of Livestock staff.	Access to training reports and records	Gilbert Bor Margaret Mimoh – Honey Care Africa	Feb 22 – 27 2007

APPENDIX III: NEEDS ASSESMENT QUESTIONNAIRE

INTERVIEW SCHEDULE FOR INDIVIDUAL MEMBERS

I. GENERAL INFORMATION

1. Please state your age group
 - a) Less than 18 years
 - b) 18-21 years
 - c) 22-25 years
 - d) 26-29 years
 - e) Above 30 years
2. What is your highest level of education?
 - a) Did not complete Primary school
 - b) Completed Primary School
 - c) Attended some secondary school
 - d) Completed secondary school
 - e) Attended vocational training
 - f) Attending University, Polytechnic or other
3. Please state if you are employed. YES/NO.
4. If No. 3 is yes, is your employment permanent or casual?

II. ASSESSMENT OF ASSET OWNERSHIP.

1. Do you carry out any farming business of your own? YES/NO
2. If your answer is YES, please state if you own your own farming land. YES/NO
3. If you do not own land of your own, do you have access to family land?
4. How much family land do you have access to?
5. State any other ways you access farming land, e.g. leasing?
6. Do you own any livestock?
7. Please state number and type of livestock owned:
 - a) Dairy Cattle
 - b) Dairy Goats

- c) Poultry
 - d) Beehives
 - e) Any other
8. Please state size and type of crop farming activities you undertake
- a) Maize ____
 - b) Beans ____
 - c) Horticulture ____
 - c) Other ____

III. ASSESSMENT OF BUSINESS CAPACITY

1. Do you carry out any business activity as a source of income?
 - a) YES
 - b) NO
2. If your answer to No. 1 above is YES, what type of business do you carry out?
3. What is the level of your annual net income from the business?
 - a) Below Ksh. 5,000
 - b) KSh.5, 000- 10,000
 - c) KSh.10, 000- 20,000
 - d) KSh.20, 000- 50,000
 - e) Above Ksh. 50,000

IV. ASSESSMENT OF PROJECT PREFERENCES

1. Please state you preference of farming as a business

a) Maize farming	1	2	3	4	5
b) Horticulture	1	2	3	4	5
c) Poultry	1	2	3	4	5
d) Beekeeping	1	2	3	4	5
e) Goats	1	2	3	4	5

V. QUESTIONS FOR MANAGEMENT COMMITTEE

1. Please state your designation _____

2. How long have you served in the position above? _____

3. What is your highest academic level?

- a) High school
- b) College/Polytechnic
- c) University
- d) Other _____

4. Do you hold any professional qualifications? Please specify

APPENDIX IV: SC-YG KAPSERET: PROJECT DESIGN WORKSHOP - PRORAMME

Phase I: Friday, 13th October - Sunday, 15th October 2006

TIME	Friday, 13 th	Saturday, 14 th	Sunday, 15 th October 2006
8:30 -9:00 a.m	<ul style="list-style-type: none"> Registration Introductions Opening - ANNE 	<ul style="list-style-type: none"> Recap – ANNE 	<ul style="list-style-type: none"> Recap BOR
09:00 – 10:30	Leveling of Expectations BOR	Development of Problem Statement - BOR	Church Services/Mass CHAIRMAN/SECRETARY
10:30 – 11:00	T E A B R E A K		
11:00 – 01:00	Overview of the Project Life Cycle - BOR	Goals And Objectives ANNE	Project Implementation Plan BOR
01:00 – 02:00	L U N C H B R E A K		
02:00 – 03:30	Community Needs Assessment; Situation Analysis – ANNE	Goals And Objectives ANNE	Job Descriptions, staffing Patterns and Training Plan – ANNE
03:30 – 04:00	T E A B R E A K		
04:00 – 5:30	Community Needs Assessment ANNE	Project Implementation Plan BOR	Job Descriptions, staffing Patterns and Training Plan – ANNE

Phase II: Thursday, 2nd November – Saturday, 3rd November 2006

TIME	Thursday, 2 nd November 2006	Friday, 3 rd Nov ,06	Saturday, 4 th Nov ,06
8:30 -9:00 a.m	<ul style="list-style-type: none"> Registration Recap - BOR 	FIELD VISIT TO BARAKA AGRICULTURAL COLLEGE, MOLO BOR ANNE	Processing of Field Visit ANNE/BOR
09:00 – 10:30	Monitoring and Evaluation BOR		Budgeting ANNE
10:30 – 11:00	T E A B R E A K		T E A B R E A K
11:00 – 01:00	Monitoring and Evaluation BOR		Budgeting ANNE
01:00 – 02:00	L U N C H B R E A K		L U N C H B R E A K
02:00 – 03:30	Recordkeeping and Reporting ANNE		Project Sustainability BOR
03:30 – 04:00	T E A B R E A K		T E A B R E A K
04:00 – 5:30	Preparing for the Field Visit BOR		Project Sustainability/Way Forward BOR

APPENDIX V – WORKSHOP ATTENDANCE LIST

No.	Name	Position	Tel Contact	Gender	Attendance Days					
					1	2	3	4	5	6
1.	Judith Sumbaei	Member	-	F	√	√	√	√	√	√
2.	Martin Bor	Member	0721475245	M	√		√	√	√	√
3.	Brigid Chesang'			F	√			√	√	√
4.	Nelly Chepkoech			F	√		√	√	√	√
5.	Rose Jepitok			F	√	√	√	√	√	√
6.	Pamela Koech	Secretary		F	√	√	√	√	√	√
7.	Rhoda Jeropon			F	√	√	√	√	√	√
8.	Steve Meli			M	√	√	√	√	√	√
9.	Shadrack Masan	Treasurer		M	√	√	√	√	√	√
10.	Gilbert Ng'etich			M	√	√	√	√	√	√
11.	Silvano Lagat			M	√	√	√	√	√	√
12.	Nicholas Biwott			M	√	√	√	√	√	√
13.	Nelson Kemboi			M	√	√	√	√	√	√
14.	Amon Letting			M	√	√	√	√	√	√
15.	Stanley Chirchir			M	√	√	√	√	√	√
16.	Josephat Songok			M	√	√	√	√	√	√
17.	Joshua Kirwa			M	√	√	√	√	√	√
18.	Maggie Chepkogei			F	√	√	√	√	√	√
19.	Lucy Cheruto			F	√	√	√	√	√	√
20.	Noah Mutai			M	√	√	√	√	√	√
21.	Cornelius Lagat			M	√	√	√	√	√	√
22.	Sammy Tot			M	√	√	√	√	√	√
23.	Lawrence Sirma	Chairman		M	√	√	√	√	√	√
24.	Fred Cheboryot			M	√	√	√	√	√	√
25.	Laban Kemboi			M	√	√	√	√	√	√
26.	Columba Chepkemei			F	√	√	√	√	√	√
27.	Jacqueline Tuwei			F	√	√	√	√	√	√
28.	Beatrice Chepkorir	V/Chair		F	√	√	√	√	√	√
29.	Josephat Serem			M	√	√	√	√	√	√
30.	Gilbert Kimutai			M	√	√	√	√	√	√
31.	Sylvano Kipchoge			M	√	√	√	√	√	√
32.	Edwin Tuwei			M	√	√	√	√	√	√
33.	Geoffrey Ketter			M	√	√	√	√	√	√
34.	Anthony Chirchir			M	√	√	√	√	√	√
35.	Eli Asis			M	√	√	√	√	√	√
36.	Pamela Lagat			F	√	√	√	√	√	√
37.	Noel Too			M	√	√	√	√	√	√
38.	Emmanuel Kiprotich			M	√	√	√	√	√	√
39.	Ernest Sang'			M	√	√	√	√	√	√
40.	Stella Bet			F	√	√	√	√	√	√

42.	Gabriel Sang'			M		√	√	√	√	√	√
43.	Cornelius Koech			M		√	√	√	√	√	√
44.	Sylvano Lagat			M		√	√	√	√	√	√
45.	Eric Rop			M		√	√	√	√	√	√
46.	Irene Tarus				F	√	√	√	√	√	√
47.	William Kiptum K			M		√	√	√	√	√	√
	TOTAL			33	14	√	√	√	√	√	√

APPENDIX VI – PROJECT FINANCING PLAN

Major Activity	Requirements	Total Cost	Amount Requested	Amount Contributed	Amount Requested
	and Cost of each Task	KShs.	from KCDF	by the Group	from Eldoret South CDF
IMPLEMENTATION OF BEEKEEPING PROJECT	Site assessment and Evaluation	30,000.00	30,000.00		
	Beekeeping Training for 25 Members by Honey Care	145,000.00			145,000.00
	Training to and from Training Venue	37,500.00			37,500.00
	Purchase of 250 Langstroth beehives	1,125,000.00	1,125,000.00		
	Purchase of 25 beekeepers' kit	180,000.00	180,000.00		
	Purchase of beehive Clearer boards	25,000.00	25,000.00		
	Beehive hanging Stands	145,000.00		145,000.00	
	Transportation of Beehives and equipment from Nairobi to Kapseret	150,000.00		150,000.00	
	Miscellaneous Expenses	30,000.00		30,000.00	
	TOTAL COST	1,867,500.00	1,360,000.00	325,000.00	182,500.00
			73%	19%	8%

APPENDIX VII: LETTER TO THE ELDORET SOUTH CDF

*SINENDET - CHEPKATET YOUTH GROUP
Chepkatet Sub-Location, Kapseret,
P.O. Box 1074,
Eldoret*

November 28, 2006

The Chairman,
CDF, Eldoret South,
ELDORET

Dear Sir,

RE: APPLICATION FOR CDF GRANT KSHS. 182,500.00 FOR OUR BEEKEEPING PROJECT:-

We wish to apply for a CDF grant of KShs. 182,500.00 towards our beekeeping project. Details of the project, whose main goal is to reduce unemployment and increase livelihood opportunities thereby, improving the living standards of our members, is given in the attached comprehensive summary.

The summary indicates the purpose of the project, the problems it will address, project scope and project type, as well as its total cost, other donors from whom we have requested grants, expected revenue and the expected impact among our members and community. This summary also indicates who our collaborators are and our implementation plan.

Thank you in advance for your co-operation.

Yours truly,

LAWRENCE SIRMA

CHAIRMAN

=====

Lawrence Sirma (Chairman) — Tel. 0722 211670; Pamela Koech (Secretary); Shadrack Masan (Treasurer)