1 slum 100 Computer Project
Class I Report
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Background

About 500,000 Youths leave school each year despite the Kenyan economy generating only about 150,000 jobs annually. Consequently Kenya’s population unemployment rate is 40% of which 64% are youths who constitute about 60 percent of Kenya's estimated population of 43 million. Nairobi, the nation’s capital population is about 3.5 million and about 60 percent live in slums of which about 75% is youth; forming the largest part of the available human resource. However, many of them who are productive and energetic remain unemployed and continue to suffer from Idleness’s social ills.

With belief that insufficient employment opportunities for youth; is a long term problem not only in Kenya but all Africa and that this unemployment crisis requires a transformative shift to enable them pursue self-help initiatives. International Transformation Foundation (ITF) was established in 2009 by amalgamated youth across east Africa as an internationally youth led non-profit organization to provide youth leadership and entrepreneurship programs to harness creativity for Youth system that provide jobs; offering security, opportunities to grow, and contribute to the development of our communities.

With the advent of social media, we observed an alternative addiction of youth— their obsession with technology, a craze that connects them with others rather than alienates them. That’s how we came up with the 1 slum 100 Computers project to harness the hope and stickiness of this connection. Eastern Nairobi slums are deep rooted with unemployment and insecurity issues due to the growing sense of alienation felt by young men and women dropping out of schools to join gangs, violence and drug addiction as part of their everyday life, for the future seems dark, Poverty and unemployment being the norm.

The 1 slum 100 Computers project was inaugurated in Eastern Nairobi slums in November 2014, where within a session of 6 months we provide free computer training and entrepreneurship mentoring to 30 youths divided into 3 groups with 10 members, to be familiar enough with computer applications and design a profitable computer based business. Upon completion of the training and mentorship, loan them computers and other technological devices to help them set up designed computer based business such as cybercafé.

With more job opportunities created by 1 slum 100 Computers project, ITF is refashioning Eastern Nairobi slums into a powerhouse of opportunities providing jobs; opportunities to grow as well as curbing insecurity given that When youths in slums becomes skilled professional business owners they don’t feel the need to engage in immoral activities, like selling/taking drugs, robbery... which often causes insecurity. That’s how the 1 slum 100 Computer project have established technology as the new way helping youth to help themselves in Eastern Nairobi slums instead of dropping out of school to join gangs, violence and drug addiction as part of their everyday life because the Poverty.
1 slum 100 Computers Project - Class I Report

Mission

1 slum 100 Computers

Reducing Youth Unemployment while refashioning Eastern Nairobi slums.

6 Months

Computer Training
To be familiar enough with computer applications

Entrepreneurship
Mentoring to design profitable computer based business

Capital Loan
to set up designed Computer based business

3 Businesses
30 Youths
Activities:

- **Computer Training**: For youth to be familiar enough with basic computer applications
- **Entrepreneurship mentorship**: to design a profitable computer based business
- **Loan**: Capital to start up designed business

**How it Works:**

Within a session of 6 months, 30 youths from Eastern Nairobi slums and informal settlements divided into 3 groups with 10 members receive free training in basic computer applications to be familiar enough with computers so as to design and run a computer based business. Covered topics are:

- Computer basic
- Microsoft Word, Excel, Power Point, Publisher and Access
- Internet

Simultaneously, they receive an entrepreneurship mentorship - Each group is paired with a mentor (An experienced business person, diverse general business experience). The mentor helps the group members to complete 9 modules course intended to help them create a business plan for the group and document this plan with a business plan summary.

The 9 modules course are:

- Mission, opportunity and strategy
- External Environment
- Target Market statement
- Operations and value chain
- Organization/Human Resource
- Business Model
- Metrics
- Operating Plan
- Financing.

At completion of training & mentorship, each group receives a loan package of basic equipments worth not exceeding Ksh. 250000 to set up designed computer based business plan. The program requires loan repayment with interests of 12-15% if paid within 12 and 24 months respectively.
Activities

Participant Recruitment

With the project centre set up and ready for usage (Equipped with all needed equipments/furniture to facilitate training and mentorship, thanks to the Rabo Bank Foundation’s Raboshare4more program in kind donation. And with trained volunteers to administer the project operations) by end of September 2014. Participants’ recruitment activity was the next integral part for the 1 slum 100 Computers project to fully kick off in first week of November 2014. The activity’s purpose was to make sure that there is 3 youths associations/groups from eastern Nairobi slums with 5 to 10 members ready to participate in the project.

Objectives:
✓ To make the youth groups in Eastern Nairobi slums and informal settlements aware of the project and increase their understanding of the project activities and its benefits so as to apply for participation.
✓ To identify some of the needs that should be taken into consideration for the project to be more successful.
✓ To meet the Youth groups and assess their suitability to participate in project with focus on accountability, organization and purpose clarity.

Strategies:
➢ Usage of Social media tools: facebook pages, Twitter, LinkedIn and Google+
➢ Snowballing method- Used initial youth group informants to nominate, through their social networks, other Youth Group participants who meet the criteria and could potentially be interested in the project.
➢ Reached out to Contact Persons within the Government offices i.e. the youth development officers and chiefs. They were reliable, as they had information and existing databases of existing groups within their locality.
<table>
<thead>
<tr>
<th>#</th>
<th>Group name</th>
<th>Contact person</th>
<th>Contact No</th>
<th>location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Brothers keeper’s</td>
<td>Robert Muturi</td>
<td>726367420</td>
<td>Uhuru</td>
</tr>
<tr>
<td>2</td>
<td>Focus group</td>
<td>Naomi Nzilau</td>
<td>720431410</td>
<td>Uhuru</td>
</tr>
<tr>
<td>3</td>
<td>Verve self-help Group</td>
<td>Denis Waiharo</td>
<td>707543615</td>
<td>Uhuru</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Juliana</td>
<td>723031342</td>
<td>Umoja</td>
</tr>
<tr>
<td>5</td>
<td>Quakers</td>
<td>Susan</td>
<td>724712371</td>
<td>Kiambio</td>
</tr>
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<td>6</td>
<td>Sawala dancers</td>
<td>Pato</td>
<td>724408457</td>
<td>Burubururu</td>
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<td>7</td>
<td>Full gospel</td>
<td>Paul</td>
<td>723162963</td>
<td>Burubururu</td>
</tr>
<tr>
<td>8</td>
<td>N/A</td>
<td>Dedan Juma</td>
<td>710559778</td>
<td>Kiambio</td>
</tr>
<tr>
<td>9</td>
<td>Kayole Youth GRP</td>
<td>Emmanuel</td>
<td>704952620</td>
<td>Kayole</td>
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<tr>
<td>10</td>
<td>Densofts Agencies</td>
<td>Ruth Wanjiku</td>
<td>725223968</td>
<td>Kariobangi North</td>
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<tr>
<td>11</td>
<td>Destiny Com. Edu Centre</td>
<td>Peter Otieno</td>
<td>714459063</td>
<td>Mathare</td>
</tr>
<tr>
<td>12</td>
<td>Manigro Group</td>
<td>Peter Gawo</td>
<td>723171794</td>
<td>Mathare</td>
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<tr>
<td>13</td>
<td>Page Vision Group</td>
<td>Paul</td>
<td>722331784</td>
<td>Mathare</td>
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<tr>
<td>14</td>
<td>New Generation Outreach</td>
<td>Isaac Omondi</td>
<td>716217531</td>
<td>Mathare</td>
</tr>
<tr>
<td>15</td>
<td>Twaweza Com. Project</td>
<td>David Ojiem</td>
<td>728166814</td>
<td>Mathare</td>
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<tr>
<td>16</td>
<td>Kenya Youth Env Initiative</td>
<td>Newton</td>
<td>720630930</td>
<td>Huruma</td>
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<tr>
<td>17</td>
<td>Mabawa Mathare</td>
<td>N/B</td>
<td>N/B</td>
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<td>18</td>
<td>Creators Impact</td>
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<td>Mathare</td>
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<td>19</td>
<td>Outering High School</td>
<td>Charles Juma</td>
<td>722225019</td>
<td>Kariobangi South</td>
</tr>
<tr>
<td>20</td>
<td>SDA Soweto</td>
<td>Mary Atieno</td>
<td>725725598</td>
<td>Soweto</td>
</tr>
<tr>
<td>21</td>
<td>Big Achievers</td>
<td>Simion Mugo</td>
<td>726764762</td>
<td>Burubururu</td>
</tr>
<tr>
<td>22</td>
<td>Deliverance Church Kiambio</td>
<td>Pastor Dan</td>
<td>722949965</td>
<td>Kiambio</td>
</tr>
<tr>
<td>23</td>
<td>Redeemed Kiambio</td>
<td>Joseph</td>
<td>727271970</td>
<td>Kiambio</td>
</tr>
<tr>
<td>24</td>
<td>Hamza</td>
<td>Florence Odhiambo</td>
<td>710239574</td>
<td>Hamza</td>
</tr>
<tr>
<td>25</td>
<td>Deliverance Umoja</td>
<td>Fredrick</td>
<td>727759606</td>
<td>Umoja</td>
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<tr>
<td>26</td>
<td>Phase 1</td>
<td>Vincent</td>
<td>723283239</td>
<td>Phase 1</td>
</tr>
</tbody>
</table>
Applied groups:

We received the following 5 youth group’s applications to participate in the 1 slum 100 computers project-Class I:

<table>
<thead>
<tr>
<th>#</th>
<th>Group name</th>
<th>Contact person</th>
<th>Contact No</th>
<th>Email</th>
<th>location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kayole Youth Group</td>
<td>Emmanuel</td>
<td>0704952620</td>
<td></td>
<td>Kayole</td>
</tr>
<tr>
<td>2</td>
<td>New Generation</td>
<td>Isaac Omondi</td>
<td>0716217531</td>
<td></td>
<td>Mathare</td>
</tr>
<tr>
<td>3</td>
<td>Densoft Agencies</td>
<td>Ruth</td>
<td>072630930</td>
<td></td>
<td>Kariobangi</td>
</tr>
<tr>
<td>4</td>
<td>SDA Soweto</td>
<td>Mary Atieno</td>
<td>0725725598</td>
<td></td>
<td>Soweto</td>
</tr>
<tr>
<td>5</td>
<td>Big Achievers</td>
<td>Simion Mugo</td>
<td>0726764762</td>
<td></td>
<td>Kariobangi</td>
</tr>
</tbody>
</table>

Selected groups:

With Project centre’s capacity and administration arranged to accommodate only 3 youths groups (30 youths at maximum) every six 6 months; therefore to select them, the selection committee composite by ITF volunteer staffs vetted all applications through the project selection process.

The below criteria was used to rank all applications from number 1 onward as favorite to succeed in the project:

1. Dully completed application form
2. Impact of the group and the group’s idea in the community
3. Impact of the group and the group’s idea on its own members
4. Alignment of the group’s mission with ITF’s
5. Alignment of the group’s idea (business) with the 1 slum 100 computers goal
6. All around the group (this includes management, experience, workability, members age, members computer literacy, needs etc)
7. Locations balance (if 2 applications from same location match, we consider first come first served policy)

Based on the above criteria the following 3 groups were selected to participate in 1 slum 100 Computers project Class I:
<table>
<thead>
<tr>
<th>#</th>
<th>Group name</th>
<th>Contact person</th>
<th>Contact No</th>
<th>E-mail</th>
<th>location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kayole Youth Group</td>
<td>Emmanuel</td>
<td>0704952620</td>
<td></td>
<td>Kayole</td>
</tr>
<tr>
<td>2</td>
<td>New Generation</td>
<td>Isaac Omondi</td>
<td>0716217531</td>
<td></td>
<td>Mathare</td>
</tr>
<tr>
<td>3</td>
<td>Big Achievers</td>
<td>Simon Mugo</td>
<td>0726764762</td>
<td></td>
<td>Kariobangi</td>
</tr>
</tbody>
</table>
Computer Training

The computer training segment was incorporated in the project as a platform and means for the participants with little or without computer usage experience to practise so as to be familiar enough with basic computer applications that will enable them to create and run a small profitable computer based business such as cybercafé comfortably. The segment was designed to cover the essential features and everything which all users should know, whether they are complete beginners or are already reasonably familiar with the wonderful world of computing.

The notes prepared as guide book covered resources to aid in some of the basic activities that are commonly performed with a PC.

The seven lessons covered in the guide book manual contain guidelines to users to gain the following minimal skills within the training period:

1. Understanding of computers basics (hardware/software)
2. Creating/making a word document
3. Creating/making spread sheet
4. Creating/making database
5. Creating/making presentations
6. Creating/making publications (article, blogs, templates etc)
7. Acquaintance with internet applications
Each participating youth group was allocated a tutored 6 hours week (2 days a week/ 3 hours a day) using designed guide book manual covering the following seven (7) lessons to gain the above mentioned skills:

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson introduction extract from Guide book manual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome to the wonderful world of computing! This help file presumes that you have little or no experience with the device commonly known as the PC (personal computer). Hopefully, this resource will aid you in some of the basic activities that are commonly performed with a PC.</td>
</tr>
<tr>
<td>2</td>
<td>These notes are designed to cover the essential features of Microsoft Word. It covers everything which all users should know, whether they are complete beginners or are already reasonably familiar with Word.</td>
</tr>
<tr>
<td>3</td>
<td>Microsoft Excel is an example of a program called a “spreadsheet.” Spreadsheets are used to organize real world data, such as a check register or a rolodex.</td>
</tr>
<tr>
<td>4</td>
<td>Microsoft PowerPoint is widely used for making professional quality presentations in a variety of formats, including on-screen computer slide shows, black-and-white or color overheads, and 35mm slides.</td>
</tr>
<tr>
<td>5</td>
<td>Microsoft Publisher is a desktop publishing application for PCs that allows you to create professional quality newsletters, posters, brochures, fliers, invoices, mailing labels, web pages and other publications.</td>
</tr>
<tr>
<td>6</td>
<td>Microsoft Access is a relational database management system (which allows you to link together data stored in more than one table). It is fully supported by IT Services and is available for personal purchase as part of the Ultimate Steal and for departmental installation under the Microsoft Select Agreement.</td>
</tr>
<tr>
<td>7</td>
<td>If you take the principle of small, locally-managed, networks connected up to form a larger network, which in turn is connected up to form a larger network, and so on, you get some idea of what the Internet is.</td>
</tr>
</tbody>
</table>
Training:

With project session due to take six (6) months, just by third month in Training; all members of Kayole Youth Group and Big Achievers Self Help Group were comfortably manipulating computer applications at high speed. Since their members were fortunate to at least have graduate from secondary schools with computer labs, plus some of them being university students even some of them were able to access computers at their current work stations.

However it was a very different scenario with New Generation Outreach Group. The group had only one member who had used a computer before and could access computer at work. With other members minimally graduated from high schools and couldn’t had access to computers although they had some theory knowledge. Therefore, the Project administration gave them extra time to practise without tutor on Fridays which accelerated their speed and complete the training at excellent level by 5th month.
The primary segment of the 1 slum 100 Computers project, was prepared to go simultaneously as the participants practise computer applications although using different methodology and timeline. The segment is to help the participants create computer based social businesses. An enterprise that creates goods and services that produce social benefits where any cash surplus generated is reinvested in the business. Created computer based businesses must operate like a profit making business with positive cash flow (income greater than expenses), to be eligible for project’s investment capital not exceeding Ksh. 250000. The Youth groups members selected to participate in the project also referred to as ‘participants’ the segment defines them as social entrepreneurs (SE) - one who applies creative, innovative thinking to a previously intractable social problem.

The segment’s manual was designed to assist participants create a business plan for an enterprise that is intended to use financial, human, and physical resources to create a beneficial social impact. Therefore the 1 slum 100 Computers project’s Entrepreneurship mentorship segment manual contain a set of Lessons that, when completed, form a business plan that can guide management:

- To raise money to fund the business,
- To operate the enterprise with a surplus (cash flow positive),
- To grow (scale) the social impact (and income) of the enterprise at rate faster than the growth of expenses.

The manual is designed to challenge social entrepreneurs to explain and differentiate their organization from alternatives, and to help them avoid common oversights that can often lead to failure or limited impact. Most importantly, 1 slum 100 Computers project-Entrepreneurship mentorship segment is intended to help social entrepreneurs manage and obtain funding for their ventures.

The manual is composed of 9 lessons; simplified but relatively similar to those used in the GSBI and in the Leavey School’s MBA course:

1. Mission, Opportunity, and Strategies (Strategic Plan for Change)
2. External Environment (Context / Infrastructure)
3. Target Market Segmentation and Marketing Plan (Beneficiary / Client Analysis)
4. Operations and Value Chain (Processes and Partnerships)
5. Organization and Human Resources (People)
6. Business Model (Income and Expenses)
7. Metrics (Progress and Impact)
8. 1-year Operating Plan (Milestones, Budget, and Cash Flow)
9. Financing (Sources, Amounts, Elevator Pitch, Business Plan Summary, Investment Profile)

The lessons are designed to be completed in order, but at any time it may be useful to return to one or more previous exercises to update them. For example, if the Business Model and Budget cannot support the Mission for the Target Market, then both may need to be revised.

The paradigm for each lesson is the same: Overview, Background Resources, Task Description, and Exercises. Worksheets (templates) are provided to assist in completing the exercises for each lesson.
Mentors & Paradigm:

As its title suggests the 1 slum 100 Computers project-Entrepreneurship mentorship segment uses a mentored paradigm, wherein each social entrepreneur (youth group) was paired with at least one mentor to provide guidance and feedback during the process. Mentors were selected from a set of mentors volunteered to participate in the project. Mentors were the “secret sauce” of the program. The lessons and exercises were designed to be completed by social entrepreneurs and their mentors together. This is a very different learning approach than the traditional methods used in most training programs. It is a “learn by doing” approach, with the goal of producing documents that can be for managing the operations of participating youth groups’ ventures and for fundraising. Throughout the process of completing the exercises, the participants revised them with their mentor(s) and could seek assistance from others such as ITF Secretariat staffs.

The following are the characteristics of the Mentors who were selected to participate in the project. An experienced business person with diverse general business experience such as having hired/fired; organized and re-organized; familiarity with board governance, sought and managed to budget, understand of diverse services such as Marketing, HR, Sales, etc. Mentors have been involved in start-up businesses or, if within a large organization, involved in fast-growth pilot or innovation programs. Mentors were comfortable with the financial aspects of business because the curriculum is geared towards helping the SE be better prepared for fundraising. Mentors were able to commit sufficient time to the SE of 1 slum 100 Computers Project. In addition mentors were aligned with a set of human values identified as essential:

**Engaged & Committed** - a pledge to truly be there with the social entrepreneur

**An Active Listener** - to help the social entrepreneur actively explore and probe; pursuing more than just the spoken words

**Pragmatic** - serving the SE by insisting on solutions that are practical and realistic to implement and achieve... but not taking over

**Challenging** - “Pushing back” or “Pushing for more”; sometimes referred to as "tough love"

**Honest** - authentic; being sincere and frank with integrity

**Expressing Humanity** - sharing the social values of our social entrepreneurs of being humane and benevolent

**Humble** - the absence of arrogance of the importance of focusing on the SE rather than self

**Respectful** - appreciative and valuing the SE, their business and culture; as well as respecting fellow Mentors and ITF staff members.

**Inspiring** - reinforcing the SE and their vision for scale and change

**Encouraging** - being complimentary and the positive "cheerleader" of the SE's growth and work.

<table>
<thead>
<tr>
<th>Group Name</th>
<th>Mentor Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kayole Youth Group</td>
<td>Bonnie Kim (CEO, Bonniekim Ltd)</td>
</tr>
<tr>
<td>Big Achievers Self Help Group</td>
<td>Pauline Mwaura (Imperial Hotel)</td>
</tr>
<tr>
<td>New Generation Outreach</td>
<td>Javan Churu (Sonny Driving School)</td>
</tr>
</tbody>
</table>

This table shows three young businessmen and woman volunteered to participate in the project as mentors, were selected and paired groups:
Mentorship:

Within 6 months the participants with help of their mentors were expected to complete all 9 lessons with each lesson taking at least two weeks for completion. Unfortunately the Kayole youth group and New Generation outreach group were dropped from the program in third month and fifth month respectively due to failure to complete lessons on time and lack of group team work consistence which was identified as critical to success to all project segments and business running. Therefore recommending the Project to work with committed and countable youth groups to solving social problem in eastern Nairobi slum rather than those looking for just money.

The Big achievers self help Group completed the segment successfully and the group members are certifiable and knowledgeable of the following basic skills the segment sought to equip the participants:

- Designing a business
- Creating value for customers
- Developing and maintaining Customer relationship
- Running/managing a business
- Creating and managing a team
- Understanding Business legal structure
- Measuring business progress
- Managing finances.
Outcome Evaluation

To measure the outcome both the computer training and entrepreneurship mentorship had to participants, in terms of capacity development or the level of skills gained based on each segment’s skills sought to equip them with. Mainly two evaluations were made at the beginning and at the end of each segment and the resulted were compared using the outcome star method as indicated below, as sampled from the Big Achiever self help group:

Computer Training

Entrepreneurship Mentorship
The Big Achievers self help Group successfully graduated from 1 slum 100 computers Project’s Class I; out of three groups selected, after completing all project segments and designing a profitable computer based business. The Big Achievers Self help Group also known as BASH-G is a youth self help group formed in May 2013 with view of bridging the existing gap in digital world in Kariobangi’s slum estates, by providing reliable internet and Computer hardware services that promote community involvement in digital communication to Kariobangi residents and at affordable price and at their door step.

BASH-G’s Created Business Elevator Pitch:

The Big Achievers self help group created business that provide computer and internet services in Kariobangi south’s slum estates through cyber café business services such as internet browsing, typing, printing, scanning, photocopying and computer training at affordable and friendly price. Was launched on 16 August 2015

BASH-G’s Created Business ‘s cash Flow:

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<th>Annual</th>
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<td>Capital Investment</td>
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<td></td>
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<tr>
<td>Cash Flow</td>
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<tr>
<td>Income</td>
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<tr>
<td>Expense</td>
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<td>758400</td>
</tr>
<tr>
<td>Profit</td>
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</tr>
</tbody>
</table>
Participant Testimonials

“The Training and mentorship we received will help us in achieving financial independence as a group”
Simon Okello, Chairman, BASH-G

“I am thankful to ITF for what they have been doing. I have progressed in my computer knowledge. I am able to type documents and mail them. I can apply for any occupations that concerns computer.”
Abiero Mildred, Mathare Youth Group member.

“I have benefited in such a way that I can browse into the internet and learn more hoping to find employment.”
Humphrey Alunga, Mathare Youth Group Member.
GBS TV News

In December 2014, The GBS TV, a prominent Christian TV channel featured the 1 slum 100 Computers project in its prime news hour both in English and Swahili language editions.

Recognitions

- **Semi Finalist**: The Ashoka’s Future Forward : Innovation for Youth employment in Africa Challenge.
- **Finalist**: The Lions of Science’s Annual Student Competition 2014
Many thanks to Rabobank Foundation’s Raboshare4more program for kind donation to purchase computer equipments from Close the Gap.

Many thanks to Cava Consulting for Providing ITF staffs with Capacity development Training- Changing lives through entrepreneurship.

Many thanks to Venture Capital for Africa for providing a global fundraising platform.

Many thanks to Close the Gap for providing computer equipments and related resources.

Many thanks to Casa Do Povo Baleizão for providing Capital investment for project graduate to start up their business.

Many thanks to Advocacy for International Development for providing Legal support/advice including funding agreement drafting.

Many thanks to Youth Groups who participated in the project, Eastern Nairobi slums & Informal settlements' residents and administrators who helped in different ways.
The 1 slum 100 Computer project is administered and managed through ITF Secretariat administration structure. The ITF Secretariat is an internationally setting of under 30 years old youth volunteer staffs of diverse knowledge and skills respectively to their positions and mandates. In October 2014, new volunteer staffs were recruited and trained to join ITF Secretariat administrative staffs team to encounter administrative and operational demands of the project. Here is ITF Secretariat Team during the implementation of the project:

- **Mr. Venuste Kubwimana** *(Rwandan)*, Secretary General
- **Ms. Beth Mbogo Wangui** *(Kenyan)*, Project Assistant
- **Ms. Mero Gebregziabher** *(Ethiopian)*, Volunteers Coordinator
- **Ms. Rachel Ireri** *(Kenyan)*, Administration Assistant
- **Mr. Evans Omondi Otieno** *(Kenyan)*, Field Operations Assistant
- **Ms. Lucy Nyaboga Moraa** *(Kenyan)*, IT & Development Assistant
- **Ms. Elizabeth Assefa** *(Canadian)*, Public Relations Assistant
- **Dominic Abere** *(Kenyan)*, ITF Dream Challenge Team Leader.
Recommendations

- Strengthen ITF presence (members) in Eastern Nairobi for Lack of contact persons in unfamiliar areas made it hard to trace youth groups in need,
- Tutored Computer Training sessions should be conducted during evening hours to allow participants to keep their daily work to progress as they participate in the project,
- Mandatory Mentorship session should be arranged at least one for each lesson and happen at ITF office.
- Each participating youth group should be paired with ITF staff to avoid submission of incomplete lessons worksheets and reputation and of course increase group’s business understanding.
- Recruit project graduate as mentor for Class II.