U-TENA

YOUTH ORGANIZATION

ANNUAL REPORT

2024

Transforming Lives Artistically



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WORD FROM THE CHAIRMAN

It's my humble and greatest honor to appreciate the good work that the organization has managed to successfully implement year 2024. Despite some few challenges the institution operations were recognized by the most important stakeholders who includes the targeted beneficiaries in the community and the various partners and Government of Kenya that really supported us well.



Much regards to the organization Staffs who worked tirelessly dedicating their time and efforts with minimum supervision to ensure that the planned activities of the year are successfully implemented.

To the Partners and donors who believed in us and funded our various projects we appreciate so much and we assure to always maintain the good relationship together by doing and delivering on our roles as per the commitment in the signed Memorandum of understanding.

May 2025 be a great and fruitful year to our institution and all our stakeholders. We are determined do much better in this year for the benefit of all us.

God Bless U-Tena, God bless you all.

JONATHAN NZUKI
CHAIRMAN and CO-FOUNDER
U-TENA YOUTH ORGANIZATION

WORD FROM THE DIRECTOR

As I reflect on the milestones we have achieved this year, I am overwhelmed with gratitude. First and foremost, I thank God for His unwavering guidance and provision throughout 2024. His blessings have steered U-Tena Youth Organization through a year filled with challenges, opportunities, and remarkable successes.

I extend my heartfelt appreciation to the Government of Kenya, particularly the Ministries of Education, Health, Agriculture, and Administration, for their invaluable support and collaboration. Your commitment to creating a conducive environment for community transformation has been instrumental in amplifying our impact.



To our incredible partners–AHF-K, GRIC, APHRC, WEF, KCDF and the many others who have walked this journey with us, we are deeply indebted to you for believing in our vision and investing in the dreams of the communities we serve. Your contributions have not only empowered us but have inspired hope among the young people and families we reach daily.

A special thank-you goes to our most critical stakeholders in the community. Your resilience, trust, and participation are the foundation upon which U-Tena thrives.

NICHOLAS WAMBUA
EXECUTIVE DIRECTOR
U-TENA YOUTH ORGANIZATION

Together, we have made great strides toward a healthier, more educated, and economically empowered Mukuru and beyond.

I also want to recognize the tireless efforts of the U-Tena staff. Your dedication, creativity, and passion for change have transformed lives, and your unwavering commitment is what keeps our vision alive. It is an honor to lead such an extraordinary team.

As we close 2024 and look toward 2025, we remain hopeful and determined. The successes of this year have set the stage for an even brighter future. Together, let us envision a year where our impact grows, partnerships deepen, and the lives of those we serve continue to flourish. Let this report be a testament to what we can achieve when we work together, and may it inspire you to join us as we move forward, united in purpose and driven by hope.

Thank you for being part of our journey

KARIBU TO U-TENA YOUTH ORGANIZATION

VISION

Empowering and developing youths to realize their potential

MISSION

To provide development opportunities by promoting healthy living, education, livelihoods, and social responsibility

VALUES



We foster a workplace culture that embraces innovation, teamwork, leadership, and the sharing of knowledge.



We are a rights-based, action-oriented and advocate group for those we serve.



We believe change is possible. We are change catalysts for individuals, communities and systems. We lead from one place to a better future.



We steward the resources entrusted to us with competency, efficiency, transparency and care. We measure progress and report results to demonstrate the value we add.



We use evidence-informed practices to provide quality services, demonstrating our commitment to ethical and professional standards

TRaNSFORMiNG LiveS aRTiSTiCaLLY

STRATEGIC FOCUS

Overall Goal

Optimize people, resources, and processes to improve the quality of life youth

Youth Mentorship and Development

To deliver high quality, needs-led empowerment programs for youth through partnerships with other local providers

Organizational Development and Strengthening

U - Tena is a well-managed, sustainable and effectively delivers quality youth programs

Marketing and Publicity

Communicate and demonstrate our impact, making U-Tena a key partner in youth development

Resource Mobilization for Sustainability

Diversify funding stream, increase fundraising capacity and advocate for resources to improve youth programming

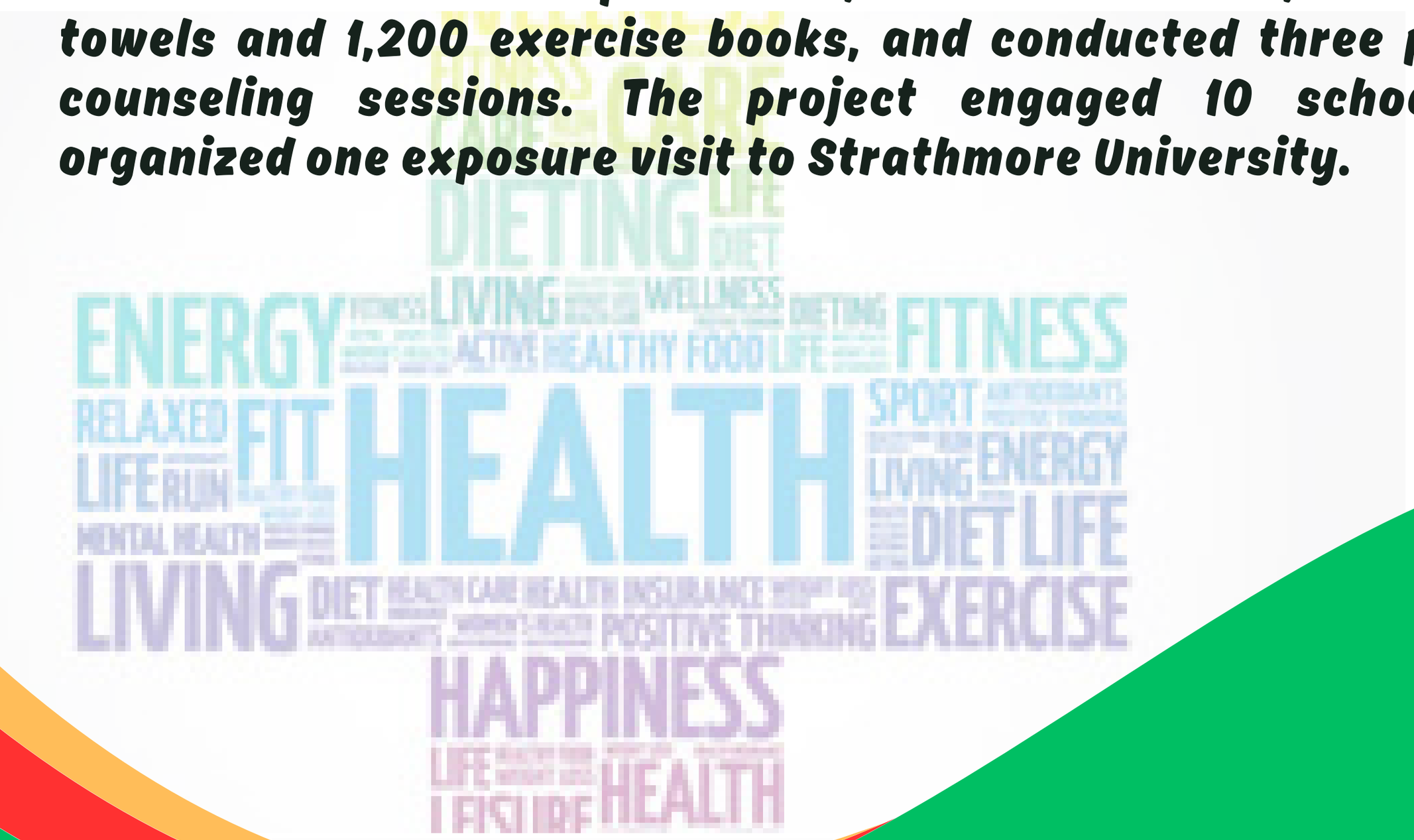
SUMMARY OF 2024

HEALTH

The Youth Friendly Center (YFS) provides a safe space for youths to access free services like family planning and HIV testing, along with life skills sessions, mental health support, and sexual reproductive health talks. In 2024, YFS reached 1,271 youths with health education and entrepreneurship knowledge, provided FP/HIV services to 637 youths, and distributed 1,004 condoms. A total of 522 youths were referred for HIV Testing Services (HTS), and 145 received family planning services.

The Imarisha Maisha project, supported by the Aids Healthcare Foundation and the Ministry of Health, focuses on HIV testing, linkage to care, and treatment. In 2024, the project conducted 11,186 tests, identified 278 positive cases, and achieved a 96.4% linkage to care rate. Prevention strategies included PrEP education, condom distribution, STI screening, and awareness campaigns.

The RISE mental health project, funded by Brown University students, supports 240 mentees in Viwandani Primary Schools. The project aims to improve adolescents' psychological well-being through mentorship, health talks, exposure visits, and mindful games. Key interventions include peer-to-peer mentorship sessions, parental engagement and counseling, school-based sessions, and mentor capacity building. In 2024, RISE held 32 mentorship sessions, distributed over 1,000 sanitary towels and 1,200 exercise books, and conducted three parental counseling sessions. The project engaged 10 schools and organized one exposure visit to Strathmore University.



EDUCATION

In 2024, U-Tena, in partnership with the Kenya Community Development Foundation (KCDF), donated KSH 224,500 to support the education of seven high school students. Since 2017, World Education Fund and U-Tena Youth Organization has reached 142 students, recruiting 40 students annually. In 2024, WEF provided a total of KSH 2,275,000 to support 120 high school students and 27 university and middle-level college students.

The 2024 KCSE results of U-Tena's beneficiaries were impressive, with one student achieving an A (2.6%), two students earning an A- (5.1%), and several others scoring B+ (15.4%), B (12.8%), and B- (17.9%). The majority of students scored C+ (25.6%).

The Tujifunze Plus project, implemented in Mukuru Kwa Njenga, made significant strides. The project includes parental counseling sessions, life skills training, remedial sessions, and girl empowerment initiatives. In 2024, the project conducted parental counseling sessions for 600 parents, life skills sessions for 968 learners, remedial sessions for 600 learners, and girl empowerment sessions for 150 girls. Additionally, the Teaching at the Right Level (TaRL) program held sessions for 60 learners.

Key metrics from the Tujifunze Plus project include improved academic performance among 660 adolescents in grades 3-5, enhanced literacy and numeracy skills for 600 struggling learners in grades 4-6, and life skills training for 1,000 adolescents. The project also engaged 600 parents in their children's education and provided mentorship programs for 150 girls.

LIVELIHOOD

The Urban Farming Project, run by U-Tena in Viwandani ward, Makadara sub-county, aims to improve nutrition and promote sustainable agriculture. Supported by the African Population and Health Research Centre, the project utilizes space at Lunga Lunga Health Centre for mixed cropping, including vegetables like sukuma wiki, spinach, amaranthus, and pumpkins, as well as fruit trees.

Key achievements include training seven staff members, engaging community members, and producing fresh food for households in the informal settlements of Mukuru in Nairobi Kenya.

Future goals include enhancing organizational capacity through mentorship sessions, increasing community engagement, and boosting food production. The project aims to mobilize communities around climate change, food systems, and health, ultimately contributing to the global goal of ending hunger and improving nutrition.

EDUCATION

1. U-TENA AND KCDF

Kenya Community Development Foundation (KCDF) partnered with U-Tena to sponsor vulnerable students' education. We have managed to dona.te a sum of KSH. 224,500 to support 7 high school students in 2024





2. WORLD EDUCATION FUND

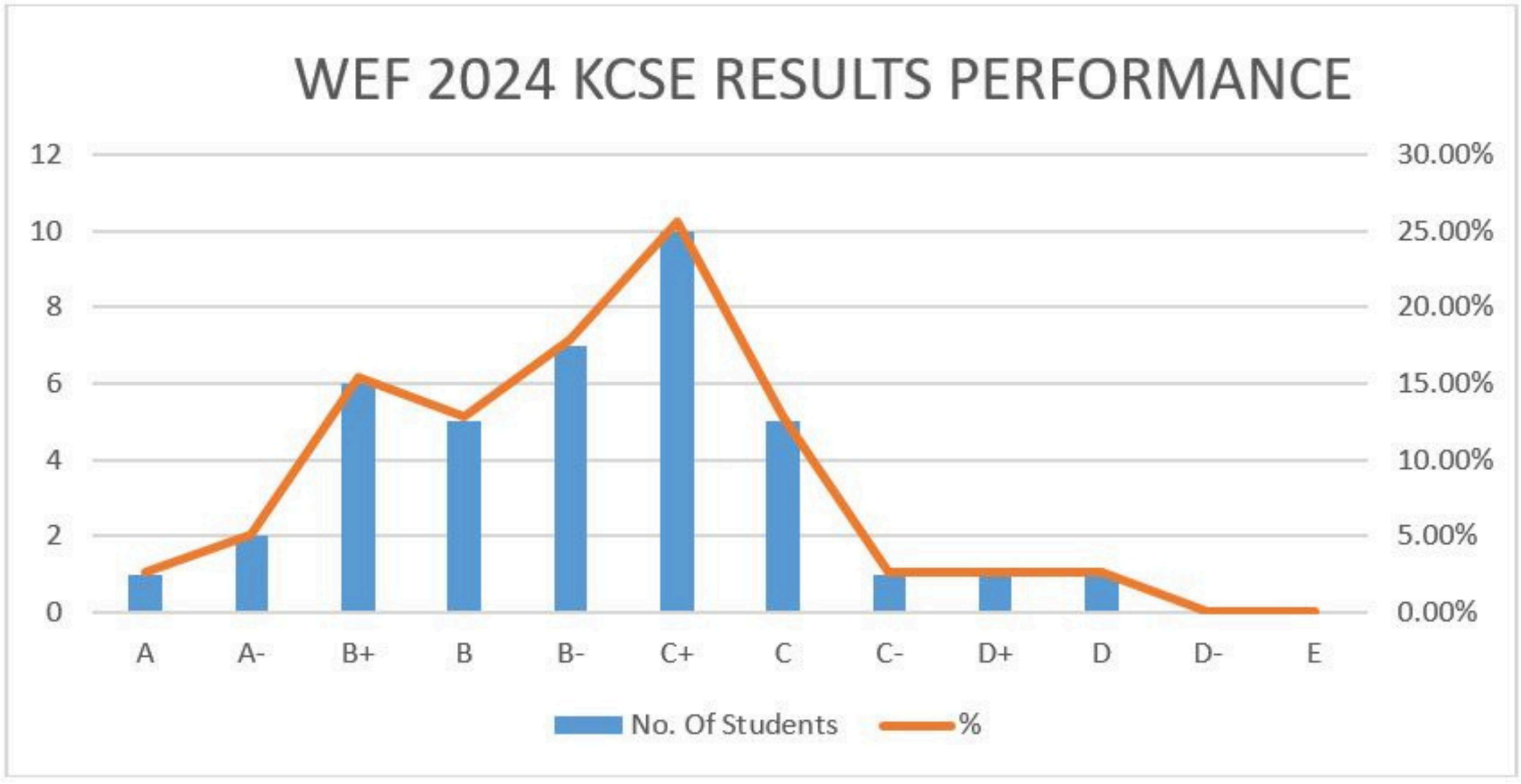
A program designed to elevate learning outcomes, by offering financial support to high school students within the informal settlements of Nairobi, Busia county and beyond. Currently, U-Tena in partnership with WEF has managed to reach 142 students, recruiting 40 students yearly since 2017.

With this we have extended our support to 125 students, 200 being in high schools, 25 of our first cohort being in the universities. We are now looking forward to supporting first-year students of the second cohort.

PARTNERED SCHOOLS	NUMBER OF STUDENTS SUPPORTED
18 Universities	20
4 Middle Level Colleges	5
28 National Schools	40
63 Extra County Schools	75
2 Sub County Schools	2
2 County Schools	3

In the year 2024, we managed to offer KSH. 1.8 Million to our 120 high school beneficiaries and a total of KSH. 475,000 to the university and middle-level college students, hence a grand total of KSH. 2,275,000. All thanks to our U.S.-based funder who has single-handedly made this project a success to date.

CONTINUATION.....



MENTORSHIP

U-Tena has also ensured continuous mentorship of the beneficiaries to ensure improved performance and general well-being through life skills sessions offered during school holidays.

TEACHING AT THE RIGHT LEVEL (TARL)

Teaching has always been an exciting yet challenging experience for us at U-Tena Youth Organization. During the TaRL (Teaching at the Right Level) practical teaching in 2024, we had the opportunity to experiment, learn, and grow as educators. The main aim of the TaRL program was to improve the literacy and numeracy skills of young learners who were struggling in primary schools by building a strong foundation in these essential areas.

As TaRL trainers during the project's implementation, we observed several key points. Firstly, the program created a conducive classroom environment for the learners, making them feel that learning was fun. This positive atmosphere was a significant advantage of the program. Secondly, within a short period, the learners began to gain confidence and were more willing to participate. The friendly and engaging TaRL training techniques played a crucial role in this transformation, making the learners eager to attend sessions. Thirdly, the program provided ample time and attention to reading skills through various learning materials that were easy to understand and absorb. This approach helped learners recall and practice skills they might have forgotten or missed during regular class sessions.

TaRL teaching at the right level

TARL CONTINUATION .....

During our teaching period, we employed different techniques with the help of TaRL to make learning enjoyable and effective. We used a range of strategies, including lectures, group work, and presentations. One particularly effective strategy was using real-life examples and cases to stimulate class discussions and critical thinking. Additionally, TaRL activities such as informal talks, storytelling, picture reading, and games helped vary the teaching pace, allowing for more student participation and making lessons more interactive and engaging.

The teaching period was a huge success, as we achieved our key objectives. Firstly, we established a good rapport with the learners, which facilitated effective communication. Secondly, we created an atmosphere that allowed for easy information assimilation, demonstrated by the learners' active participation in class discussions and their readiness to assimilate new concepts. By the end of each lesson, the learners showed significant improvement, particularly in recognizing letters and sounds. Lastly, we motivated our students to learn, which was evident in their performance

Overall, the TaRL teaching period was an enlightening and inspiring experience for us. We built on our teaching skills and learned from experts in the field. The feedback we received was invaluable, and we intended to use it to continue improving our teaching abilities. Moving forward, we aim to improve in the identified areas and keep implementing innovative TaRL teaching strategies to better inspire our learners.





teaching at
the right level

TRANSFORMING LIVES ARTISTICALLY

3. TUJIFUNZE PLUS

Tujifunze Plus is an education project implemented in the informal settlements of Mukuru Kwa Njenga. Since its inception in 2021, the project has been running successfully in partnership with GRIC.

The goals of the Tujifunze Plus project are multifaceted. Firstly, the project aims to enhance learning in schools by improving both numeracy and literacy skills. Secondly, it seeks to empower learners with life skills that will help them succeed both academically and personally. Thirdly, the project aims to enhance parenting skills to create a supportive home environment for the learners. Fourthly, it focuses on empowering girls with mentorship skills to help them overcome the unique challenges they face. Lastly, the project aims to enhance the relationship between parents and teachers through regular meetings and engagements.

The objectives of the project are closely aligned with its goals. The project aims to foster improvement in mathematics and English in schools, enhance behavior change to improve academic performance, and build strong relationships between parents and their children to ensure a supportive home environment.

The project comprises several key components: delivery of remedial sessions, life skills sessions, parental engagements, and girls' empowerment.

The primary aim of the remedial sessions is to assist students who are struggling in school, referred to as "time takers," to improve their skills in both numeracy and literacy. These sessions are designed to provide targeted support to help these learners catch up with their peers and build a strong foundation in these essential subjects.





CONTINUATION.....

Life skills sessions are another crucial component of the Tujifunze Plus project. These sessions are conducted by trained mentors who focus on imparting positive values and attitudes towards education. The impact of these sessions has been significant, leading to improved discipline and better academic performance among the learners. The mentors use various interactive and engaging methods to ensure that the learners not only understand but also apply the life skills in their daily lives.

Parental engagements are conducted by certified counselors who work with parents to teach them better parenting skills and how to create a supportive home environment for their children. These sessions aim to strengthen the relationship between parents and their children, ensuring that the support provided at school is reinforced at home. The counselors provide practical advice and strategies to help parents manage their children's education and overall well-being effectively.

Girls' empowerment is a relatively new component of the Tujifunze Plus project, but it has already made a significant impact. This component focuses on mentoring and supporting girls in the community through various sessions on goal setting, gender-based violence, teen pregnancy, menstrual hygiene, and HIV/AIDS & STIs. These sessions aim to empower girls with the knowledge and skills they need to navigate the challenges they face and to build a brighter future for themselves.

The achievements of the Tujifunze Plus project over the past year have been impressive. A total of 600 parents have been supported with eight counseling sessions, helping them to become better parents and create a more supportive home environment for their children. Additionally, 1,278 learners have been mentored through 37 life skills sessions, leading to improved discipline and academic performance. The project has also supported 600 learners with 87 remedial sessions, helping them to improve their numeracy and literacy skills. Furthermore, 150 girls have been empowered through mentorship sessions, providing them with the knowledge and skills they need to navigate the challenges they face.

Overall, the Tujifunze Plus project has made a significant impact on the lives of learners, parents, and the community as a whole. The combination of remedial sessions, life skills sessions, parental engagements, and girls' empowerment has created a holistic approach to education that addresses the needs of the learners both inside and outside the classroom. The project has not only improved academic performance but also fostered positive behavior change and strengthened the relationship between parents and their children.

CONTINUATION.....

Moving forward, the Tujifunze Plus project aims to continue building on these successes and expand its reach to more schools and communities. By continuing to provide targeted support to learners, empowering parents, and mentoring girls, the project aims to create a brighter future for the children of Mukuru Kwa Njenga and beyond. The new TaRL component has helped learners progress from letter to word level. The partnership with GRIC has been instrumental in the success of the project, and we look forward to continuing this collaboration to achieve even greater impact in the years to come.

PARENTAL SUPPORT FOR BETTER LEARNING OUTCOMES AND DESIRED VALUES FOR THEIR CHILDREN /LEARNERS

The Tujifunze Plus project has been instrumental in supporting parents of adolescents in Embakasi East Sub-county. Through a series of counseling sessions, parents have gained valuable skills in effective communication, understanding adolescent behavior, and managing peer pressure and technological influences. These sessions have fostered better parent-child relationships and provided a safe space for parents to share their challenges. The project has seen significant growth and transformation among parents. Moving forward, continued engagement and exploring alternative outreach methods will further enhance family dynamics and adolescent development.

KEY NUMBERS OF TUJIFUNZE PLUS

ACTIVITY	Sessions	Participants
Parental Counselling sessions	8	600
Life skills sessions	37	968
Remedial sessions (Numeracy and Literacy)	87	600
Girl Empowerment	2	150
Teaching at the right level (TaRL)	18	60



LIVELIHOODS

IMARIKA URBAN FARMING PROJECT

Urban informal populations face challenges resulting from insufficient and quality food supply, resulting into health challenges. Climate change has further worsened the dire situation and therefore an urgent need for urgent action to address this challenges. The united nations sustainable development goal no 2 seeks to end hunger, improve nutrition and promote sustainable agriculture. Efforts are required from all stakeholders to address these challenges, not leaving behind communities who possess immense potential.

In an effort to contribute towards this goal, U-tena a community based organization based in Viwandani ward, Makadara sub-county is running an urban farming project at Lunga lunga health Centre with the support of African population and health research Centre. This projects aims at improving nutrition for members of our community, encourage members of the community to engage in agriculture in the small spaces they have in their compounds, through learning from our demonstration farm, hence ultimately contributing to the overall goal of ending hunger and improving nutrition.

In an effort to contribute towards this goal, U-tena a community based organization based in Viwandani ward, Makadara sub-county is running an urban farming project at Lunga lunga health Centre with the support of African population and health research Centre. This projects aims at improving nutrition for members of our community, encourage members of the community to engage in agriculture in the small spaces they have in their compounds, through learning from our demonstration farm, hence ultimately contributing to the overall goal of ending hunger and improving nutrition.

Metric	Value
Staff Trained/Facilitators	7
Community Engagement	80+ members
Food Production (Kg)	100 kg/season
Households Supplied with Vegetables	30 households/week



CONTINUATION.....

To effectively achieve this goal, project staff have been trained on urban farming techniques, nutrition and ways to engage communities to discuss issues around nutrition and health. U-Tena has utilized the space at Lunga lunga health Centrefor mixed cropping, planting a variety of vegetables, Sukuma wiki, spinach, amaranthus, pumpkins among others, to supply our community with quality, safe, affordable and nutritious food. Fruit trees have also been plated and some have begun fruit bearing, adding to the variety of produce that our community is able to benefit from our farm.

Our project has achieved significant milestones, including continuous partner support, providing safe and nutritious vegetables, and contributing to global goals of ending hunger and promoting sustainable agriculture. A notable visit by local officials marked our progress. Challenges include vegetable diseases, unreliable water supply, and waterlogged soil during rains. High demand for fresh produce highlights the need for increase Production and mentorship in urban farming, empowering community members to utilize small spaces effectively.











HEALTH

YOUTH FRIENDLY CENTER

The youth friendly center is an open safe place for youths to seek free services like family planning and HIV. Youths are supported with life skill sessions, mental sessions, support groups and sexual reproductive health talks. The YFS is a quiet and peaceful place where youths come to learn and also engage in outdoor activities.

Mental health being the disaster affecting the youths, it has been ranked as a top priority to be taught to the young people who access the youth friendly space. Young mothers being part of the youths, are also supported with mental health talks. They are empowered on healthy living [nutrition] and hygiene. Young adolescents who are between 10-12 years have also been supported through the YFS with life skills sessions and sexual reproductive health talks. They have been mentored on menstrual hygiene, Gender based violence, self-awareness.

OUTCOME

1271 youths reached with health education and entrepreneurship knowledge,
637 youths have been given the FP/HIV services.
1004 condoms distributed to the youths.

YOUTH FRIENDLY SERVICES (YFS)

Key Metrics

- Youths Referred for HTS (HIV Testing Services)
- Youths Received HTS
- Family Planning (FP) Services
- Health Education/Support Groups
- Condoms Distributed
- HIV Test Kits Distributed
- Total Youths Reached





CONTINUATION.....

YOUTH FRIENDLY SERVICES FRAMEWORK

Components	Indicator	Total
Impact	1. Increased uptake of youth-friendly health services. 2. Improved health outcomes among adolescents.	
Outcome	1. High number of youths referred for HTS 2. High number of youths who received HTS. 3. Low number of youths receiving family planning services	**522** youths referred for HTS/ received HTS **145** received FP services
Objective	1. To provide HIV Testing Services (HTS) to youth. 2. To increase youth access to family planning and other health services.	
Activities	1. Refer youths for HIV testing. 2. Provide family planning services. 3. Provide other youth-friendly services (e.g., health education, condoms).	**522** youths referred for HTS **145** FP services **1,004** condoms distributed **1,498** reached through health education
Outputs	1. Number of youths reached with health education. 2. Number of condoms and HIV test kits distributed.	**1,498** reached with health education **1,004** condoms distributed **8** HIV test kits distributed

RESULTS OF YOUTH-FRIENDLY SERVICES

YFS PROGRESS CHART 2024													
INDICATOR	MONTHS												
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	TOTAL
Total No. of youths referred for HTS		30	28	20	54	76	60	87	45	25	67	30	**522**
Family Planning		0	28	0	0	20	30	10	17	20	20	0	**145**
Total No. of youths received HTS		30	28	20	54	76	60	87	45	25	67	30	**522**
Other service		35								1		0	**36**
Health education/support group		85	117	230	99	63	140	211	99	125	102	227	**1498**
No. Of HIV Test kit distributed		0	4	4	0	0	0	0	0	0	0	0	**8**
No. of Condoms distributed.		216	144	50	18	144	0	0	144	144	144	0	**1004**
Total No. of Youths Reached.		366	321	304	171	303	230	308	305	315	333	0	**2956**

IMARISHA MAISHA ANNUAL REPORT

Imarisha maisha is one of the project in U-Tena domain, the project is supported by the Aids Healthcare Foundation in collaboration with the ministry of health U-Tena being the implementing partner. Imarisha maisha project main focus is on identification, testing, linkage to care and treatment on clients both in Rapid testing and Partner notification services program. It aims to attain UNAIDS target of 95.95.95.

U-Tena youth organization has been able to support 6 facilities in three sub counties within Nairobi County

MAKADARA

- Lunga lunga Health Center

EMBAKASI EAST

- Tassia Health Center
- Mihang'o Community Dispensary
- Kayole Soweto Dispensary

LANG'ATA

- Kibera AMREF Health Center
- Kianda 42 Health Center

TESTING STATISTICS

The HIV Testing was offered through Rapid Testing Program and the Assisted Partner Notification Service (aPNS) program

- ***Total Number of Tests Conducted : 11186***
- ***Total number tested positive : 278***
- ***Number tested positive from APNS : 158***
- ***Positivity Rate : 2.5%***
- ***No. linked : 269***

PREVENTION STRATEGIES.

- *PrEP education offered.*
- *Condom distribution.*
- *Screening and testing STI patients.*
- *Follow up of positive and offer APNS.*
- *Creating awareness for HIV testing.*

TRaNSFORMiNG LiveS aRTiSTiCaLLy

CONTINUATION.....

LESSONS LEARNT

Through the implementation of the Imarisha Maisha project, we have gained valuable insights into effective strategies for HIV testing and prevention. One key lesson is the importance of targeting high-risk populations, such as men who have sex with men, sex workers, people who inject drugs, and transgender individuals. These groups often face higher rates of HIV transmission and additional barriers to accessing testing services, such as stigma and discrimination. Tailored testing programs and outreach initiatives can help reach these populations and encourage regular testing.

Another important lesson is the need to promote HIV prevention strategies alongside testing. Implementing combined HIV testing and prevention services, such as PrEP (Pre-Exposure Prophylaxis) education and condom distribution, can significantly reduce the risk of HIV transmission. This integrated approach enhances both prevention and care, ensuring that individuals who need preventive services or treatment are identified and supported.

Focusing on adolescents and young people is also crucial. Strengthening HIV education, testing, and prevention programs targeting this age group, and providing youth-friendly services that are confidential, non-judgmental, and accessible, can help reduce the risk of undiagnosed HIV and prevent new infections. Young people are often less likely to get tested and may lack the knowledge or resources to protect themselves from HIV, making targeted interventions essential.

We have also learned the importance of strengthening the capacity of HTS (HIV Testing Services) providers. Ongoing training and capacity-building for healthcare workers ensure they are knowledgeable about HIV testing, treatment options, and patient-centered care practices. Encouraging healthcare workers to routinely offer HIV tests as part of general health check-ups can reduce hesitancy around HIV testing and improve care and counseling.

Finally, sustaining funding and resources for HIV testing programs is vital. Ensuring continued funding and allocating resources to expand testing infrastructure and support public health campaigns are essential for maintaining and scaling up HIV testing initiatives. Consistent investment allows for the expansion of services and ensures that testing programs are not disrupted, contributing to the overall success of HIV prevention and care efforts.

Key Metrics:

- **Number of Persons Tested**
- **Number of Persons Identified as Positive**
- **Index Testing Contribution (%)**
- **Linkage to Care Rate (%)**

CONTINUATION.....

FRAMEWORK OF IMARISHA MAISHA PROJECT

Components	Indicator	Total
Impact	1. Increased uptake of HIV testing services and linkage to care. 2. Improved health outcomes among adolescents and young people.	
Outcome	1.High number of persons tested for HIV 2.High number of persons identified as HIV positive 3.High linkage to care rate	11,186 persons tested 278 identified as positive 96.4% linkage rate (268/278 linked to care)
Objective	1. Number of persons tested for HIV. 2. Number of persons identified as positive. 3. Index testing contribution. 4. Linkage to care rate.	11,186 persons tested 278 identified as positive 1,469 index tests (13.13% of total tests) 268 linked to care (96.4%)
Activities	1. Provide targeted HIV testing. 2. Implement index testing. 3. Link individuals identified as positive to care.	

RESULTS OF IMARISHA MAISHA PROJECT

MONTHS	Number of persons Tested			Number of persons identified as positive			Linkage	
	RTP + Index	Index testing	% Contribution of Index out of all tests	RTP+ Index	Index testing	% Contribution of Index out of all Positive testers	Number linked to care	Linkage rate
JANUARY	1113	150	13.48%	34	19	55.88%	32	94.1%
FEBRUARY	1280	236	18.44%	39	25	64.10%	38	97.4%
MARCH	1092	189	17.31%	26	16	61.54%	26	100%
APRIL	907	92	10.14%	19	9	47.37%	19	100%
MAY	991	86	8.68%	23	7	30.43%	23	100%
JUNE	1085	85	7.83%	12	7	58.33%	12	100%
JULY	968	137	14.15%	25	15	60%	24	96%
AUGUST	1045	132	12.63%	31	14	45.16%	29	93.5%
SEPTEMBER	937	144	15.37%	29	22	75.86%	29	100%
OCTOBER	740	113	15.27%	21	15	71.43%	20	95.2%
NOVEMBER	615	68	12.43%	12	6	50%	6	50%
DECEMBER	413	37	8.96%	7	3	42.86%	4	57.1%
TOTAL	**11,186**	**1,469**	**13.13%**	**278**	**158**	**56.83%**	**268**	**96.4%**

RISE

RISE is a Mental Health Project funded by Brown University students from U.S.A. Currently we are supporting 240 mentees. One lot of 120 are in their various form one schools and the other 120 in grade 6 across Viwandani Primary schools. Today marks this project's 12 year of active implementation and growth.

GOAL

To improve adolescents' psychological well-being through mentorship.

OBJECTIVES

- ***To help adolescents ease their stress through mentorship, health talks, exposure visits and mindful games.***
- ***To help reduce teenage pregnancies and marriages***
- ***To improve school performances/outcomes.***

KEY INTERVENTIONS

PEER TO PEER MENTORSHIP SESSION

WE MERGE 120 GRADE 6 MENTEES TO OTHER 120 NOW FORM ONE MENTEES FOR PEER SESSIONS AND CONTINUOUS MENTORSHIP. THIS APPROACH IS EFFECTIVE WHEN SCHOOLS ARE CLOSED AND FORM ONE'S ARE AVAILABLE. THE SESSIONS ARE THEN DONE EVERY FRIDAYS DURING THE HOLIDAYS

PARENTAL ENGAGEMENT AND COUNSELING

THIS IS DONE BY ENGAGING TRAINED COUNSELLORS TO STRIKE IMPACTFUL CONVERSATIONS WITH THE PARENTS AND HELP EASE PARENTAL BURDEN/STRESSES

SCHOOL BASED SESSIONS

THIS IS ALWAYS DONE TWICE EVERY MONTH, WITH THE HELP OF OUR 6 TRAINED MENTORS.

EXPOSURE VISITS FOR EXPERIENTIAL LEARNING

TO FACILITATE DEEP AND MEANINGFUL LEARNING BY ACTIVELY ENGAGING OUR MENTEES IN REAL-WORLD EXPERIENCES

MENTOR'S CAPACITY BUILDING

TO EMPOWER OUR MENTORS AND ENHANCE SELF-RELIANCE FOR EFFECTIVE AND EFFICIENT RUNNING OF THE PROGRAM

TRANSFORMING LIVES ARTISTICALLY

KEY METRICS

- Total Mentees
- Sessions Held
- Sanitary Towels Distributed
- Exercise Books Distributed
- Mentor Capacity Building Sessions
- Team Building Sessions
- Parental Counseling Sessions
- Schools Engaged
- Exposure Visits
- Mentees Impacted by Sessions
- Mentors Involved
- Years of Active Implementation
- Minimal Resources



RESULTS OF RISE PROJECT

Category	Figures
Total Mentees	240 (120 Grade 6 + 120 Form 1)
Sessions Held	32 (16 during holidays + 16 during school periods)
Sanitary Towels Distributed	1,000+
Exercise Books Distributed	1,200 (5 each to 240 mentees)
Mentor Capacity Building Sessions	3
Team Building Sessions	1
Parental Counseling Sessions	3
Schools Engaged	10
Exposure Visits	1 (Strathmore University)
Mentees Impacted by Sessions	240
Mentors Involved	120
Years of Active Implementation	12
Minimal Resources	Yes

GALLERY



























TRANSFORMING LIVES ARTISTICALLY

TESTIMONIES



COLLINS ETYANG'
DATA / M&E OFFICER

I joined the U-Tena Youth Organization in August 2024 as the Monitoring and evaluation lead, I have managed to engage and do monitoring, evaluation and accountability in the following projects; Tujifunze plus Project which focuses on Improving Academic Performance among 660 adolescent boys and girls in grades 3, 4, and 5, Enhance Life Skills and Values among 1000 adolescent boys and girls, Better Parenting Skills and Engagement and Empowerment of Girls and Holistic Development, Rise Project which its primary goal is to Improve psychological well-being among adolescents, Public Engagement Infrastructure Strengthening (PEIS) Project/Imarika, Imarisha Maisha project, which focuses on HIV/AIDS prevention in line with UNAIDS' 95-95-95 targets

My primary responsibilities included managing health data, ensuring accurate entry into the AHF global portal, and conducting quality checks. I also provided site support supervision, visited the field to assess implementation, and developed work plans to ensure project goals were met.

Beyond HIV/AIDS, I contributed to initiatives addressing Gender-Based Violence (GBV), Mental Health, and Sexual Reproductive Health and Rights (SRHR) through data forums and awareness at our Youth Friendly Services Hall. I also got a chance to be trained as a TaRL mentor with GRIC Africa for the Tujifunze Plus project, learning and applying the Teaching at the Right Level (TaRL) approach to enhance literacy and numeracy to grade 4, 5 and 6.

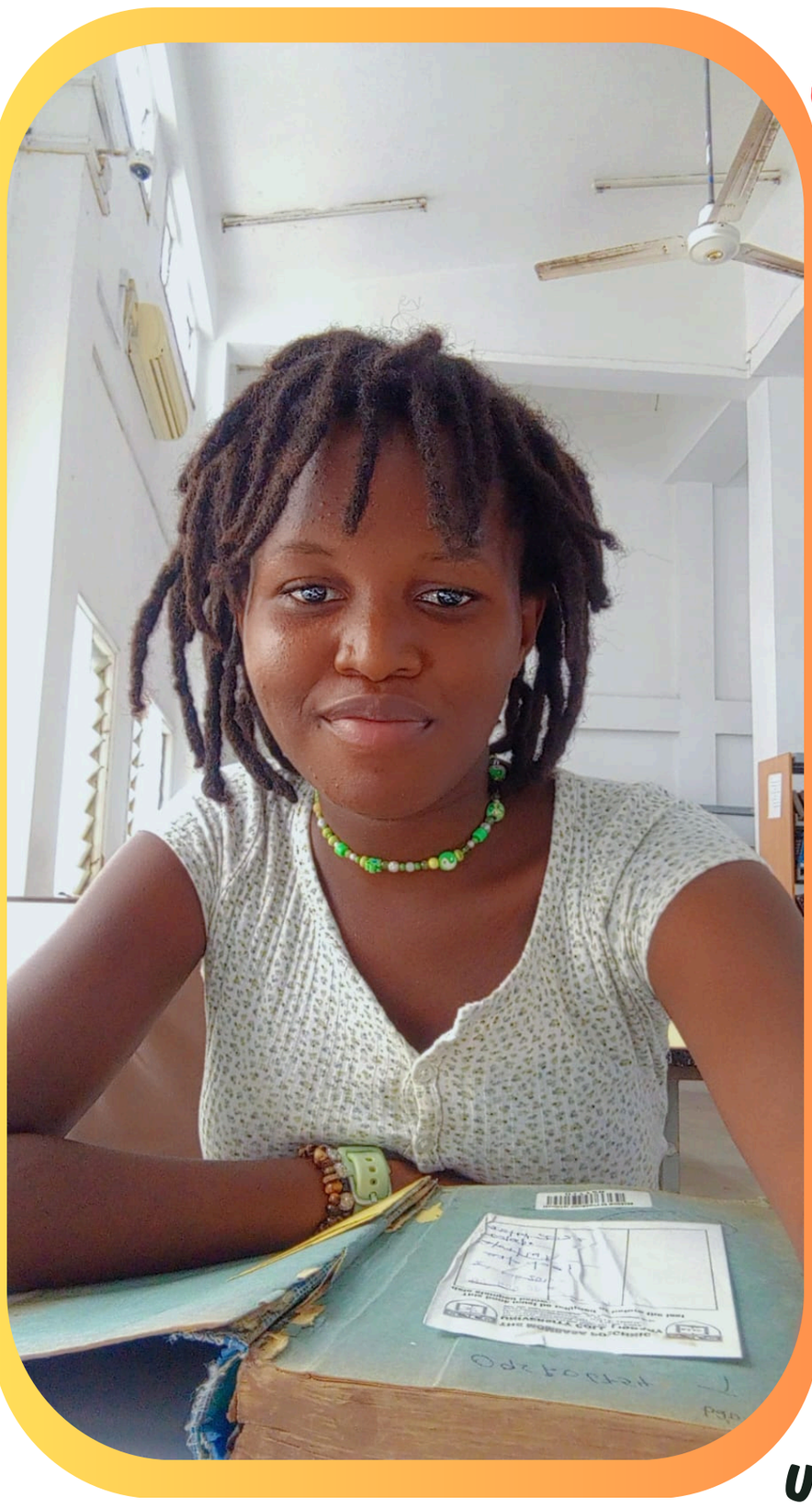
Additionally, I participated in the Public Engagement Infrastructure Strengthening (PEIS) project, focusing on the intersection of food systems, climate change, and health. As a Monitoring and Evaluation Officer, I tracked project progress and contributed to public health discussions.

Overall, my time at U-Tena has been rewarding, allowing me to impact health programs and further develop my skills in data management, community engagement, and public health. I look forward to continuing my journey and contributing to the success of the Imarisha Maisha project and other health initiatives.



CONTINUATION.....

THE STORY OF DORCAS NDINDA



I am Dorcas Ndinda 20 years old, currently a second year student at the Technical University Of Mombasa pursuing a degree in Bachelor of Science in Electrical and Electronics Engineering. I joined U-Tena Youth Organization in 2016 when I was 11 years old at class 6.

I was enrolled in A-lot Change Program where we had many activities such as homework support where we used to have tuition classes on Saturdays and Sundays from 2pm - 4pm. During that time we used to interact with other students from different schools and learn from each other. We also had mentors who coached us in different subjects enabling us to have a clear mastery of the content we never understood in class. U-Tena Youth Organization also provided us with textbooks where we were able to study ahead of the teachers and do a lot of revision questions.

U-Tena Youth Organization also paid part of our school fees which made it easier for our parents to pay the remaining money

This really helped me a lot since I was not sent back home for school fees hence enabling me to attend all the classes. Apart from that we also had mentors who taught us life skills and soft skills such as self-awareness, empathy, critical thinking, communication skills, teamwork, leadership skills, adaptability and time management. This really helped me to communicate effectively and be more confident in myself. Our mentors also taught us the effects of drug abuse and how to cope up with stress and emotions. This really helped reduce drug abuse in our community since we were aware of the effects of drug abuse. U-Tena also provided us with exposure visits where we were able to visit various universities such as Strathmore University and Kenyatta University

This really challenged us to work hard in our studies so that we end up I the universities and pursue our dream careers. I did my Kenya Certificate of Primary Education examination in 2018 where I scored 362 marks. I was able to join Muthetheni Girls' High School.

U -Tena Youth Organization provided us with some money to buy the requirements that were needed for admission. This really lessen the burden of admission in school

THE STORY OF DORCAS NDINDA CONTINUATION .....

When I joined high school, I did not have difficulties in adapting into the school system since I was able to express myself well and sought clarity in incidences of misunderstanding. After my first year in high school, I got good grades which qualified me for a scholarship at U-Tena Youth Organization in partnership with World Education Fund. This scholarship really played a big role in my studies since it catered for part of my school fees hence making the remaining amount of money affordable for my parent. When I was in form two, I was elected to be a prefect by my teachers and fellow students since I had the required leadership skills.

During the holidays, we had homework support programs which were on the first four days of the week and on Fridays we had life skills sessions. In the homework support program we had two sessions, peer-peer sessions where we were grouped by our mentors into various groups, we learned from each other since we were from different high schools and exchanged notes. The other session was mentor-peer session where the mentors taught us different subjects and gave us continuous assessment tests to test our understanding. This really helped me improve in my academics and score good grades. Our mentors also gave us career talks which enabled us to know the best courses available in the university. During the Covid-19 period, U-Tena Youth Organization had a charity program where we identified the needy people in our community and distributed food to them.

I did my Kenya Certificate of Secondary Education examination in 2022 and scored a B+. This enabled me to join Technical University of Mombasa to pursue a degree in Bachelor of Science in Electrical and Electronics Engineering. U-Tena Youth Organization is still supporting me in my education by paying part of my school fee. The life skills I acquired during the mentorship sessions enabled me to interact with my coursemates well making it effective to learn from each other. I'm truly grateful to U-Tena Youth Organization and World Education Fund for your belief in me and your willingness to invest in my future. Your support has given me the opportunity to focus on my studies and achieve my academic goals.

Thank you once again for your incredible generosity. I am honored to have you a sponsor and I will always be grateful for your support.



CONTINUATION.....



ANTHONY MUTUKU
PATRON

The year 2024 started with a few adjustments within the organization with one team member leaving for greener pastures and two team members joining the organization. The coming in of the two team members was a real blessing to the organization.

The team spirit got a new boost, their knowledge and expertise was a real resource to the organization and will go a long way in improving the work of the organization.

We continue to serve our communities in the various projects supported by our partners and we so grateful for the continued support that has enabled us make meaningful impact in the communities we serve.

Taking up a lead role in a project that seeks to promote food , agriculture and especially food production and enhance nutrition, am delighted that we have been able to contribute to food security and improve our community's nutrition through the provision of various vegetables in the best ways that we can and we continue to strive to improve safe food production in the coming year and offer mentorship for community members to enable them produce their own in their small spaces at their compounds.

We really appreciate our partners in the various projects who have enabled us serve the youth on education, health and the community at large, for this support we say thank you. I would like express my sincere appreciation to our community, partners, staff and volunteers for their commitment and dedication that made it possible to achieve what we have been able to achieve this year.



CONTINUATION.....



ELIZABETH WAMBUI
COUNSELLOR

Elizabeth Wambui is a counsellor at the Tujifunze Plus Project, focusing on parental engagement and counselling sessions at Merry Cliff Academy in Embakasi South sub-county, Imara Daima. She has been working in this role for three years under the U-Tena Youth Organisation

Working as a counsellor in the Tujifunze Plus project has been a fulfilling experience for Elizabeth. It has not only enhanced her skills as a counsellor but also as a parent. She has gained valuable skills such as attentive listening and effective parenting techniques.

The parental engagement and counselling sessions have proven to be highly effective for parents, teachers, and pupils. Parents have been able to relate well with teachers on matters of effective parenting and building healthy relationships among pupils.

Through these sessions, parents have improved their communication skills and built confidence to share issues affecting them directly or indirectly in front of other parents. Several aspects of the Tujifunze Plus counselling sessions have worked well and are greatly appreciated by Elizabeth

These include the mobilization of parents by U-Tena Youth Organisation and Merry Cliff administration to attend sessions on time, the consistent turnout of male parents which has helped address issues requiring a male perspective, and the willingness of parents to share their issues confidently without fear. Additionally, there has been good cooperation between teachers, parents, and U-Tena Youth Organization.

Despite the stressful issues discussed, parents appreciate the milk provided by U-Tena after the sessions. Parents have also been willing to invite other parents and friends from the community who have parenting issues to attend the sessions, which has positively impacted the community by improving behavior among both parents and children. Effective communication from U-Tena Youth Organisation has ensured that counsellors attend sessions on time.

Elizabeth's recommendations include the need for life skills sessions for parents to enhance self-awareness and critical and creative thinking. She also suggests that more parental engagement and counselling sessions be held monthly and that refresher training for counsellors be provided.



CONTINUATION.....



JOSEPH MACHARIA
COUNSELLOR

Joseph Macharia is a counselor for the Tujifunze Plus project, which targets parents of adolescents and youths who are part of a mentorship program in Embakasi East Sub-county. In December 2024, Joseph conducted a series of sessions aimed at equipping parents with the necessary tools to support their adolescent children. These sessions were designed to address the unique challenges parents face in raising teenagers and to enhance their communication and relationship-building skills

To date, Joseph has facilitated counseling sessions with parents from several schools within Embakasi East Sub-county. The sessions focused on key themes such as effective communication with adolescents, understanding the adolescent mindset, managing peer pressure and technological influence, and fostering supportive parent-child relationships.

One of the recurring themes in the sessions was the difficulty many parents experienced in communicating with their teenage children. Many parents expressed frustration over their children's withdrawal, emotional volatility, and reluctance to engage in meaningful conversations.

Through practical communication strategies, such as active listening and empathetic responses, parents were able to foster better dialogue with their children. It was encouraging to see parents begin to adopt these techniques, leading to improvements in their relationships.

Parents also voiced concerns about the pressures their children face from peers and external societal factors, including technology and social media. Many parents were unsure how to guide their children through these influences. During the sessions, Joseph provided insights into the psychological and emotional development of adolescents, which helped parents understand that their children's behavior was often a part of their natural development process. This understanding encouraged parents to be more supportive, rather than judgmental, thus promoting healthier relationships.

Several parents shared deeply personal stories during the sessions, expressing their fears and frustrations about their children's behavior. These emotional exchanges were important as they highlighted the need for a safe space for parents to express their challenges and seek guidance. For instance, one parent shared their struggles with a child who had become withdrawn, and strategies were developed together to rebuild trust and open communication.

JOSEPH MACHARIA CONTINUATION.....

One of the most rewarding aspects of the counseling sessions was observing the growth of parents in their approach to raising their children. Many parents, after receiving training and guidance, showed an increased willingness to trust their instincts and adopt a more balanced approach to parenting. The parents demonstrated a deeper understanding of the challenges their children face and became more adept at offering support without being overly authoritative.

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While the sessions were successful overall, the timing of the meetings presented a challenge. As the majority of parents were available only on Sunday mornings, it was difficult to arrange follow-up sessions or make significant changes in behavior outside of the group setting. Additionally, some parents expressed concerns about how to maintain the strategies learned in the sessions in the face of daily challenges.

The Tujifunze Plus project has provided a valuable platform for supporting parents in Embakasi East Sub-county as they navigate the complexities of raising adolescents. The counseling sessions have not only equipped parents with the tools to improve communication and understanding with their children but have also fostered a sense of community and shared purpose among the parents. Moving forward, Joseph is optimistic that continued engagement with the parents will lead to even greater improvements in family dynamics, contributing to the overall well-being and development of the adolescents involved in the program.

Joseph recommends continuing to facilitate regular sessions to reinforce the skills learned and provide ongoing support to parents. He also suggests exploring alternative ways to reach parents outside of the Sunday meetings, perhaps through additional community events or digital platforms. Strengthening follow-up strategies is also recommended to ensure that parents can maintain the positive changes in their relationships with their children.



CONTINUATION.....



EMMA OCHIENG
PROJECT OFFICER

A year of self-reflection and exploring new opportunities. Looking at 2024, growth has been diverse and focus has been on bettering oneself every day.

Pushing from project's angle to my career has been tough but persistence has made it a success. 2024 has been a turn-around year for the project I lead, that is RISE (Mental Health).

This is the year I managed to push my 6 RISE mentees to secure a space in the education sponsorship project, this has really motivated me in realizing that through mentorship a life can be impacted and trigger hard work, (I'M A PROUD MENTOR).

I have sailed the project through with 240 mentees verse 6 mentors whose dedication and expertise has made the project's outcome better. I also managed to delve in the world of proposal writing and glad that my 2 proposals were accepted both locally and internationally, my focus being on adolescents Sexual Reproductive Health Rights and Mental Health respectively.

I'm glad to have successfully managed to carry my administrative duties swiftly throughout the year, being U-Tena's administration officer. My role as commodities' officer under Imarisha Maisha project hasn't been easy either, thanks to the U-Tena team and most specifically the Imarisha team for the support and swift coordination to ensure stock taking, requisitions from AHF team, distribution to U-Tena facilities and report work to be top notch.

I'm also glad that the holistic approach toward education projects has been of great outcome, mentoring World Education Fund (WEF) students during holidays to ensure improved performance and life skills sessions guide, has not only posted a change in performance but also elevate their learning spirit (I support my mentoring). WEF and Kenya Community Development Fund (KCDF Sponsorship) data management and making them accessible to all the stake holders has been a duty of learning documentation and filling skills, lots of learning.

I got opportunities to be trained under gender mainstreaming by GRIC (Grass Root nest for Innovation and Change). Also trained on Food systems and Climate change by APHRC (Africa Population Health and Research Centre), among several capacity buildings. Looking forward to a more promising 2025 and furthering my expertise on community service.



CONTINUATION.....



PETER ONCHURU MOKAYA
Head of Strategy
and
Resource Mobilization

" MOVING TO THE NEXT DECADE WITH CONFIDENCE "

Since 2006, the U-Tena Youth Organization has been dedicated to empowering and developing youth to realize their potential by promoting healthy living, education, livelihood, and social responsibility. The year 2024 was no different.

In quest to optimize resources to improve youth quality of life, delivering high-quality empowerment programs, ensuring organizational sustainability, and enhancing our impact through effective communication and resource mobilization we extended the wings of our programming to support humanity in different frontiers. Guided by our core values of excellence, social justice, impactful force, professionalism, integrity, innovation, and transparency we diligently touched the hearts of different individuals in the areas of health, education, livelihoods, and other sectors.

Yes, we contributed to the UNAIDS agenda of 95 95 95 in HIV treatment and care and the global sustainable development goal of universal health coverage.

In 2024 alone we tested 11, 186 for HIV identifying 278 as positive, with a linkage to care rate of 96.4%. The Youth Friendly Services initiative referred 522 youths for HIV testing, provided family planning services to 145, and distributed 1,004 condoms. In Pursuit of addressing sexual and reproductive health and rights, we injected the ingredient of mental health to 240 adolescents by conducting more than thirty-two life skill sessions as well as providing more than 1000 sanitary towels to girls in Mukuru informal settlements, Nairobi Kenya.

The mission of supporting the education of vulnerable community members has lived in U-Tena since 2013. Once again, we expressed the reality of this mission by providing 1200 exercise books to different learners in Mukuru, conducting more than 87 remedial sessions for 600 learners and 37 soft skills sessions for 968 learners. This intervention was complimented by counseling sessions for the parents of our targeted learners. In 2024 we continued to support the education of high school and university students through the provision of scholarships to 225 learners in Nairobi and Busia counties in Kenya. In our livelihoods corner, we continued to contribute to the agenda of food security by shining in the area of urban farming.

In this area we engaged community members, and supplying households weekly with nutritional and fresh foodstuffs from our urban garden.

PETER ONCHURU MOKAYA CONTINUATION.....

This year was very significant to our push for local resource mobilization and community partnership. We successfully did the second edition of the Masomo Marathon charity event. Through the contribution of community members, we managed to raise monetary resources that will support more additional high school learners from form two through University level.

Indeed, we disseminated the results of some of the works in the International Education and Comparative Education Conference in Miami USA, Association of PhD students medical conference at the University of Pecs in Hungary, Erasmus Plus digital engagement sessions in Tallinn, Estonia among others. These efforts collectively aim to improve health, education, and community engagement, aligning with our mission and strategic objectives to create a positive impact on youth and their communities.

CONTINUATION.....



MR. GEORGE ODHIAMBO
TaRL FACILITATOR

I am privileged to have worked in partnership with U-Tena Youth Organization for many years. This has been my best experience, having witnessed and taken part in the programs on behalf of our institution.

I am quite touched by the lives transformed in Mukuru slums through the programs spearheaded by the U-Tena Youth Organization. Our youths have been greatly empowered, especially the girl-child. The initially hopeless learners and families have been given hope courtesy of the education fund initiative. Our parents were not left out either, thanks to the parental engagement program.

My final take is on the Tujifunze Plus program. This has left a remarkable impact on our school performance as well as other schools in the program.

This continued partnership is a real life-changing partnership. So help us, Lord.



CONTINUATION.....



EMMILLY ATIENO

ACCOUNTANT

The year 2024 has been an eventful and transformative one, marked by significant personal and professional growth. One of the most notable achievements was obtaining the GRIC AFRICA Youth Leadership Training Certificate

This training not only enhanced my leadership skills but also deepened my understanding of youth development and empowerment. It has equipped me with valuable tools to influence and inspire young people in a positive and impactful way.

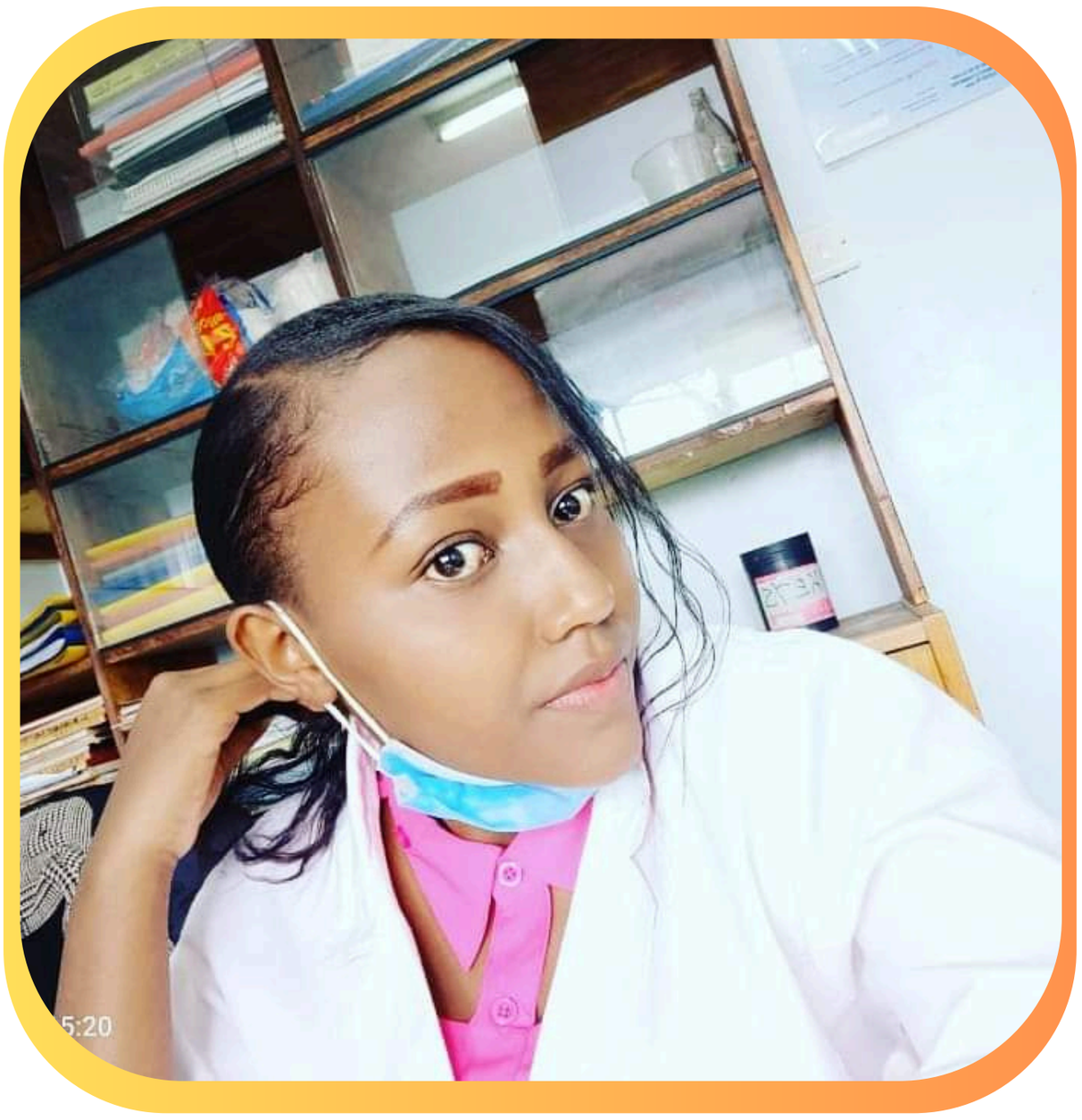
On the academic front, I successfully completed the CPA Intermediate level, a milestone in my journey toward becoming a certified public accountant. The rigorous coursework sharpened my technical expertise in finance and accounting, and I'm now better prepared to navigate the complexities of financial management.

At U-Tena Youth Organization, I had the privilege of applying these newly acquired skills in a real-world context. Over the course of the year, I was able to streamline financial processes, ensure transparent budgeting, and contribute to the sustainability of the organization. I also worked closely with my colleagues and the management team to develop financial strategies that would enable U-Tena to achieve its goals while maintaining fiscal responsibility.

Looking back at 2024, I am proud of the progress I've made. The combination of leadership training, professional certification, and hands-on experience has set a strong foundation for my future endeavors in both finance and youth development. It has been a year of growth, challenge, and accomplishment, and I'm excited for the opportunities that 2025 will bring.



CONTINUATION.....



CATHERINE NDINDA
HTS LEAD

In 2024 July, I joined U-Tena Youth Organization as the HTS Lead, where I took on several key responsibilities. My role involved providing support supervision to the counselors, ensuring they had the necessary guidance and resources to perform their duties effectively. I also contributed to data collection and analysis, which played a crucial role in the organization's efforts to monitor and improve service delivery.

Additionally, I provided support to HTS providers to ensure smooth operations. Alongside my primary responsibilities, I managed a separate project which involved climate change, food system and health.

Was also focused on livelihood initiatives, further expanding my experience in project management and community development. The year was so smooth and every challenge that I encountered along the way as I was managing the two projects I took it as a learning process, which sharpened my skills more and more every day.

Managing a HIV PROJECT, it has made me interact with different stakeholders in HIV programs. which has enabled me to learn more from different partners. Through capacity buildings it has sharpened my skills more. To the counsellors am so grateful to them for giving me a humble time during that year, we have learned from each other and grew together.

Managing this project has been my greatest joy because from the time I came in, have seen a good improvement in all HTS indicators in the 6 facility's. Which has placed the organization at a better position, the contribution of every counsellor to ensure that all targets have been met has been crucial, am also grateful to U-Tena for believing in my skills.

Am so thankful to GOD for the year 2024, which has come to end, it has been an amazing year. Am looking forward to 2025 which am so optimistic that it shall be a great year for us as an organization.



CONTINUATION.....



PERIS KIMANI
TaRL FACILITATOR

" Teaching at the Right Level (TaRL) Report "

During my teaching period, I employed various teaching techniques with the help of TaRL to make learning enjoyable and effective. I included a range of strategies such as lectures, group work, and presentations. One particularly effective strategy was using real-life examples and storytelling to stimulate class discussions and critical thinking. Additionally, TaRL activities such as informal talks, storytelling, picture reading, and basket games allowed me to vary my teaching pace, encouraging more student participation and making my lessons more interactive and engaging.

The teaching period was a significant success, as I was able to achieve my key objectives.

Firstly, I established a good rapport with my students, which facilitated effective communication.

Secondly, I created an atmosphere conducive to easy information assimilation, demonstrated by the students' active participation in class discussions and their readiness to assimilate new concepts. By the end of each lesson, the learners showed great improvement, particularly in recognizing and recalling letters and sounds.

Lastly, I successfully motivated my students to learn, which was evident in their performance.

Despite the successes, there were some challenges encountered during the teaching period. One major challenge was striking a balance between providing exhaustive detail and avoiding overloading students with new information before ensuring their understanding of previous lessons. Additionally, some learners had difficulties grasping certain concepts. To address this, I employed group work and initiated TaRL activities, which proved to be helpful.

Reflecting on my overall experience, there are areas that require improvement. Firstly, I could have been more thorough with lesson planning and preparation, setting clear objectives, and using formative assessments to check learning. As a teacher, I also need to work on delivering clear, concise, and organized sessions to ensure effective assimilation of lessons. Additionally, I need to better understand my learners' individual needs and find ways to cater to these needs, enhancing their learning experience.

Overall, the TaRL teaching period was an enlightening and inspiring experience for me. I was able to build on my teaching skills and learn from experts in the field. The feedback I received was invaluable, and I intend to use it to continue improving my teaching abilities. Moving forward, I will work towards improving in the identified areas and continue implementing innovative TaRL teaching strategies to better inspire my learners.



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