**Statement of the problem drafts**

Students mostly undergraduates engage in drugs and substance abuse, sexual immorality, aimlessly scrolling through social media and other activities of no value for them due to availability of too much time in their hands. On average a student has only two lessons per day leaving him with at least three free hours of having nothing valuable to do. It is because they do not have or they do not know of any co-curricular activity they can engage in to create value of themselves.

It is not that the activities do not exist. Traditionally, universities have offered various co-curricular activities such as clubs, societies, sports teams, and volunteer programs to enrich the student experience.

In many cases, students may not be aware of the full spectrum of opportunities available to them, or they may face barriers in accessing information about these activities. Conversely, organizers may struggle to effectively communicate with potential participants or streamline administrative processes related to group management and event coordination. Many a times burners and posters are laid out in notice boards, class corridors but less than 10% of students read through them.

**Justification**

**Kenyan Government**

The government will have a wide pool of valuable students ready to join the workforce. Through the skills gained, students of high value will join different work systems in the country after the graduation and they will provide additional value to those organizations. This contributes to economic growth, innovation, and competitiveness in the global market. The system nurtures talents, cultivate leadership skills, and foster creativity and innovation among the youth, contributing to the country's human capital development.

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