

Evaluating Asante Africa Foundation's

LEADERSHIP & ENTREPRENEURSHIP INCUBATOR

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Asante Africa's Leadership and Entrepreneurship Incubator (LEI) Evaluation

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Chapter 1

Executive Summary

I. Problem Definition

While East African countries have experienced rapid economic growth in recent years, unemployment levels among youth remain extremely high. Experts have attributed much of this unemployment to a lack of skills development and training¹.

Asante Africa Foundation (AAF), a U.S.-based nonprofit that works in Kenya and Tanzania, launched the Leadership and Entrepreneurship Incubator program (LEI) in 2010 in order to address the problem of rural youth who are trapped in a generational cycle of poverty. LEI aims to develop leadership and entrepreneurship skills among these young adults (ages 15-21) in Kenya and Tanzania through an annual one-week intensive seminar where students participate in a myriad of activities, including workshops, field trips, and guest speaker lectures.

AAF is seeking an analysis of their current program, as well as an assessment of their impact evaluation strategy. The following report provides these in order to equip AAF with needed information in further efforts to rescale, tailor program processes, measure impacts, and advocate among potential sponsors.

II. Methodology

This report provides a program analysis that compares the best practices of other youth programs to the current LEI program design. In light of this comparison, we recommend opportunities for improvements to the LEI design. The report also provides a literature review and best practices overview for impact evaluation techniques, in order to provide relevant suggestions for enhancements that could be made to LEI's current impact evaluation methods. Finally, the report suggests several "big picture" recommendations for AAF to consider. We also provide a couple of examples of what a comprehensive recommendation package could look like in light of our analyses.

III. Key Findings & Recommendations

While some components of the LEI program appear to align well with the program's goals and are supported by evidence from best practices in the field, we have identified several opportunities for program improvements. These include altering the program's recruitment strategy to focus on more localized groups of youth, narrowing the hard skills component to prepare students for careers in a particularly relevant industry, and facilitating more frequent meetings and/or mentorship opportunities for participants.

¹ "Kenya Economic Report 2013." *Kenya Institute for Public Policy Research and Analysis*. Accessed April 8, 2015. <http://www.kippra.org/downloads/Kenya%20Economic%20Report%202013.pdf>

With respect to its impact evaluation strategies, LEI would benefit from collecting data on all program participants, including those who only attend the first year of the program, in a systematic manner. Furthermore, we believe that in order to attribute improved outcomes among program participants to the program itself, LEI must conduct a study that compares these outcomes to those of a non-participant but similar group (control group).

Furthermore, upon examination of LEI's current logic model, it appears that there are several missing linkages between the program's goals, objectives, and measured outcomes. We propose an example of a new logic model that fills these gaps.

Chapter 2

Introduction

IV. Background (Africa Context)

The African economy has experienced considerable growth in recent years²³, and this growth has been particularly high in LEI's operating countries. Tanzania is expected to experience 7% economic growth in 2015, mostly in the sectors of transport, communications, manufacturing, and agriculture⁴, and Kenya is expected to experience a 5% economic growth rate in 2015⁵.

However, youth unemployment has remained very high -- approximately 17% in Kenya and 6.5% in Tanzania⁶. In Tanzania, approximately 75% of employed youth work in the agriculture sector, and only 6.7% of youth have public sector wage jobs⁷. In Kenya, the majority of the employed labor force works in smallholder agriculture and the informal sector. Due to factors such as lack of workplace security and exclusion from social protection programs, workers in these informal sectors are particularly vulnerable. Thus employment rates do not necessarily reflect quality employment for Kenyan workers⁸.

There is a marked gender disparity in unemployment rates as well. Females systematically have higher unemployment rates than their male counterparts, and females and youth are more likely to be employed in the informal sector⁹.

Much of the unemployment among youth in these countries is attributed to low education levels¹⁰. Thus there appears to be a considerable gap between youth who are available to work and job opportunities

² "Kenya Overview." *The World Bank*. Accessed March 15, 2015.

<http://www.worldbank.org/en/country/kenya/overview>

³ "Tanzania Overview." *The World Bank*. Accessed March 15, 2015.

<http://www.worldbank.org/en/country/tanzania/overview>

⁴ "Tanzania Economic Outlook." *African Development Bank Group*. Accessed April 8, 2015.

<http://www.afdb.org/en/countries/east-africa/tanzania/tanzania-economic-outlook/>

⁵ "Kenya's Economy Continues to Grow in a Challenging Environment." *The World Bank*. Accessed April 8, 2015.

<https://www.worldbank.org/en/country/kenya/publication/kenya-economic-update-economy-facing-headwinds-2014-special-focus-delivering-primary-healthcare-services>

⁶ "Unemployment Youth Total." *The World Bank*. Accessed March 15, 2015.

<http://data.worldbank.org/indicator/SL.UEM.1524.ZS>

⁷ Morisset, Jacques. "Youth in Tanzania: A Growing Uneducated Labor Force." Text. *AfricaCan End Poverty*, April 4, 2013. <http://blogs.worldbank.org/africacan/youth-in-tanzania-a-growing-uneducated-labor-force>

⁸ "Kenya Economic Report 2013." *Kenya Institute for Public Policy Research and Analysis*. Accessed April 8, 2015. <http://www.kippra.org/downloads/Kenya%20Economic%20Report%202013.pdf>

⁹ "Kenya Economic Report 2013." *Kenya Institute for Public Policy Research and Analysis*. Accessed April 8, 2015. <http://www.kippra.org/downloads/Kenya%20Economic%20Report%202013.pdf>

that require certain skills. Analysts indicate that skills development and training are crucial components to reducing unemployment, citing that 92% of unemployed youth have no job training beyond their formal schooling¹¹.

V. Introduction to Asante Africa Foundation

Asante Africa Foundation, an Oakland, California-based nonprofit organization, was founded in 2006 with the purpose of developing a new generation of “change agents” who will lead their African communities to overcome challenges. AAF’s programs revolve around the education sphere, addressing issues of access to education, classroom learning, and learning and application outside of the classroom.¹²

VI. Motivation behind their LEI program

AAF launched the Leadership and Entrepreneurship Incubator program (LEI) in 2010 to empower African youth to harness and create opportunities in their economies. LEI’s model is designed to accomplish this by developing critical leadership and entrepreneurship skills among rural East African youth.

VII. Scope of Work

This report consists of three segments:

1. Program Analysis (Chapter 3): In the program analysis, we assess if the LEI program’s design is appropriately tailored to its goal, and we propose alternative program design components based on this assessment.

2. Impact Evaluation Assessment (Chapter 4): In the impact evaluation assessment, we examine if the program’s impact evaluation is adequately and accurately measuring impact, and we propose additions and improvements to LEI’s current means of evaluating impact.

3. Analysis of LEI Logic Model (Chapter 5): In the analysis of the LEI logic model, we examine the program’s current logic model and identify potential areas for improvement.

¹⁰ Morisset, Jacques. “Youth in Tanzania: A Growing Uneducated Labor Force.” Text. *Africa Can End Poverty*, April 4, 2013. <http://blogs.worldbank.org/africacan/youth-in-tanzania-a-growing-uneducated-labor-force>

¹¹ “Kenya Economic Report 2013.” *Kenya Institute for Public Policy Research and Analysis*. Accessed April 8, 2015. <http://www.kippra.org/downloads/Kenya%20Economic%20Report%202013.pdf>

¹² “About Us.” *Asante Africa Foundation*. Accessed April 9, 2015. <http://www.asanteafrica.org/about-us/>

Chapter 3

Program Analysis

VIII. Methodology

The primary purpose of the program analysis is to assess if the program's design is appropriately tailored to its goal, and to propose alternative program design components based on this assessment.

Steps to the Program Analysis include:

1. Situational Analysis: In the situational analysis, we describe the LEI program in its current structure. In particular, we highlight the program's goal, objectives and key programmatic components.

2. Literature Review/Best Practices Research: In this section, presented in *Appendix 2*, we conduct a literature review and best practices research (particularly regarding other youth training programs in Africa) in order to identify solutions that other organizations have developed to accomplish similar program goals. The literature review and best practices research focus on the following topics:

- Community Focus and Recruitment Strategy
- Job Skills Training
- Sexual Education
- Resiliency
- Leadership
- Entrepreneurship
- Time Structure

3. Discussion: In light of best practices identified in the field, and in light of LEI's goal, we analyze and critique LEI's current model. Particularly, the analysis addresses whether the following components of LEI are appropriately tailored to the program's goal:¹³

- Community Focus and Recruitment Strategy
- Job Skills Training
- Sexual Education
- Resiliency
- Leadership
- Entrepreneurship
- Time Structure

4. Recommendations: In light of best practices identified in the field, and in light of LEI's goal, we propose various alterations to the program design.

¹³ "Developing Process Evaluation Questions." *Department of Health and Human Services: Center for Disease Control and Prevention*. Accessed March 12, 2015.
<http://www.cdc.gov/healthyyouth/evaluation/pdf/brief4.pdf>

IX. Situational Analysis

Program Goals

Based on AAF's print materials and our interviews with AAF staff, the LEI program appears to have three goals: (1) The first is to "Create a new generation of change agents, making meaningful contributions in their communities and their African continent as a whole, by bringing knowledge, and opportunity in a proven structured format to youth from the most marginalized communities¹⁴." (2) LEI staff have also stressed the importance of the program as means to develop resiliency in East African youth, thereby enabling them to overcome whatever challenges they face in the future. (3) Furthermore, AAF staff have explained that the long term problem that LEI seeks to address is a poverty trap that persistently limits opportunities for generations of East Africans. The logic is that this poverty trap is caused by both a lack of access to entrepreneurial opportunities and lack of personal leadership skills. Thus, without access to opportunities and skills, youth follow community traditions (subsistence agriculture, for example) and are thus unable to break out of poverty.

The LEI program provides students with an opportunity to immerse in an intensive one-week seminar in which they learn leadership and entrepreneurship skills, gain exposure to different career opportunities, and meet people from other villages and from another country to broaden their perspectives and expose them to new opportunities. AAF staff also highlight that through the program, hundreds more benefit as students share their experiences and start small businesses and activities (e.g. workshops) in their home communities and schools that will directly or indirectly benefit many others.

Program Objectives

The stated objectives of the LEI program are to:

- Build essential cognitive skills such as reasoning, critical thinking, communication, and team building
- Build leadership, entrepreneurship and employment readiness skills while instilling an increased sense of self-confidence
- Support youth in developing personal and career goals and creating action plans supporting those goals
- Develop awareness of personal challenges that could "derail" plans such as health, personal safety, civic right, and peaceful resolutions while developing methods and strategies to "stay on track" and handle adversities
- Empower youth as they develop strategies for "paying-it-forward" within their schools and communities, helping generations who will come after them
- Embody income generation, project planning and financial skills while developing entrepreneurial plans for prospective funders¹⁵

¹⁴ *Leadership and Entrepreneurship Incubator (LEI): The Epicenter of Change in Africa, LEI E-Book.* (Asante Africa Foundation, 2014), 7.

¹⁵ Barry, Catherine. *Leadership and Entrepreneurship Incubator (LEI).* (Asante Africa Foundation, 2014), 5.

Recruitment Method and Time Structure

LEI recruits students from approximately 40 secondary schools and universities across southern Kenya and northern Tanzania (a map of approximately 20 of these schools is demonstrated in *Appendix 1*). Each school sends between one and eight students whom school staff have identified as possessing leadership potential. These students all come together in a single location for one week of the year. When funding is available, students may attend the program for up to four consecutive years. However, due to funding limitations, about half of the students who participate in the first year of the program do not return to participate in any consecutive years.

Program Content

Throughout the course of the one-week intensive LEI program, students attend a variety of workshops related to personal development, finance and entrepreneurship, health education, academic preparation, career development, and leadership.

Students also participate in a variety of field trips and career site visits, with the motivation to provide students with a broader vision of their career options. Examples in the past have included visits to the Kilimanjaro airport, a hospital, and a bottling facility. The program also invites career speakers to share about their career paths with the students. The professions of these career speakers are highly varied, and include small business entrepreneurs, factory engineers, lawyers, food scientists, doctors, accountants, and religious leaders.

A unique aspect of the LEI program is the “Pay-It-Forward” component, in which students design projects which they will implement when they return to their home communities or schools. These projects are intended to pass along some of the knowledge and training that students have gained at LEI, in order to multiply the benefits of their LEI experience to their larger communities.

Program Outputs and Outcomes

LEI’s current outputs include students’ self-reported evaluations of their personal development and leadership skills, their entrepreneurial preparation, their job readiness, their formulation of a “Pay-It-Forward” strategy to contribute back to their communities, and their understanding of personal health issues.

LEI’s current **short-term outcomes** include enhanced knowledge on topics relating to personal development and leadership skills, entrepreneurial preparation, and job readiness, as well as the creation of a “Pay-It-Forward” strategy to contribute back to their communities. LEI’s **long-term outcomes** include students’ reported uses of both hard and soft skills gained in the LEI program, as well as their execution of plans made and goals set during the one-week intensive program. These outcomes are designed to be measured in a mid-year follow-up survey.

Program Logic Model

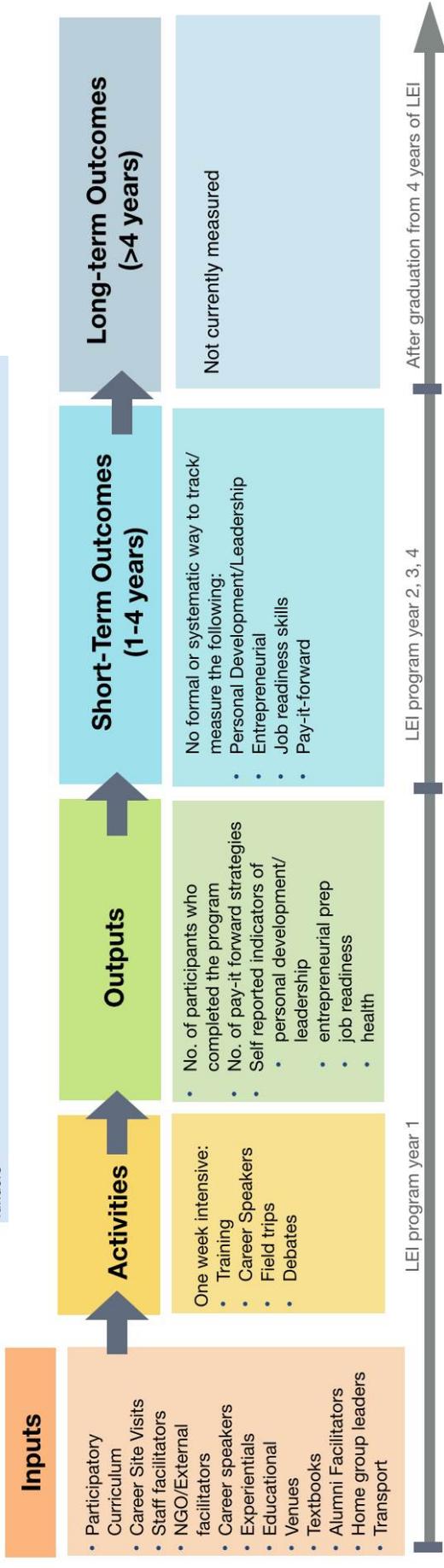
Through our review of LEI program literature and our conversations with AAF staff, we constructed the following logic model that explains LEI in its current state:

Program Logic Model



Objectives

- Build essential cognitive skills such as reasoning, critical thinking, communication, and team building
- Build leadership, entrepreneurship and employment readiness skills while instilling an increased sense of self-confidence
- Support youth in developing personal and career goals and creating action plans supporting those goals
- Develop awareness of personal challenges that could "derail" plans such as health, personal safety, civic right, and peaceful resolutions while developing methods and strategies to "stay on track" and handle adversities
- Empower youth as they develop strategies for "paying-it-forward" within their schools and communities, helping generations who will come after them
- Embody income generation, project planning and financial skills while developing entrepreneurial plans for prospective funders



X. Discussion

LEI was designed with a set of program components intended to empower African youth and help them to break out of the poverty cycle. In the following section, we highlight those components and their benefits and draw attention to other components that we believe, based on existing literature and best practices from the field, could be modified to strengthen the LEI program.

Community and Recruitment Strategy

LEI seeks to create a new generation of leaders and entrepreneurs who will generate sustainable changes in their communities. We see several potential advantages to LEI's current cross-national recruitment strategy and geographically-broad program components.

For one, providing these youth from different areas with the opportunity to travel outside of their community and meet youth from other places enables them to build broader networks and gain new perspectives on some of their own life circumstances. Through this experience youth also learn that these new peer networks could be leveraged into viable business opportunities.

The experience also enables youth to understand that there are a variety of possible career paths they can pursue, which are broader than those they currently see in their communities. LEI offers information about a wide variety of career opportunities available both within and outside of students' home communities.

However, we believe that LEI could improve its impact by adopting a recruitment strategy that takes students from a smaller number of communities. Similar programs that target youth unemployment have employed more localized recruitment methods for several reasons.

For one, the literature highlights the importance of making a program sustainable. By sustainable, we mean that the program or its outputs become self-generating from within the targeted people or communities, rather than being sustained by outside initiative. If students are recruited to participate in LEI from a small set of communities, they will be more likely to maintain strong networks with their fellow participants and launch initiatives in their own communities.

Furthermore, by targeting its intervention to youth in a small number of communities, LEI can better understand the needs, cultural backgrounds, economic contexts, and social dynamics of those specific communities. Thus the program can be more narrowly tailored to the needs and situations of participant youth.

Lessons from other programs show that the more integrated a program is within a community, the more permeation it has in the community's culture, networks, social dynamics, and changes. Thus, bringing to LEI a larger cohort from each community could facilitate the establishment of stronger networks within these communities. This would potentially have many benefits, such as: allowing LEI graduates to connect more easily with each other, increasing longer term mutual support, and raising the likelihood of them collaborating and starting business ventures/projects together.

Additionally, more regionalized recruiting could lead to higher overall community impact from participants' pay-it-forward projects. For example, if two students from a single community decide to launch a pay-it-forward project on sexual education in their local schools, they may be able to host some workshops and pass along knowledge to students in their home community. However, if twenty students from a single community decide to launch a similar project, they may create a critical mass that can actually lead to a culture shift in their community about attitudes toward sexual behavior. Furthermore, as pay-it-forward projects gain more visibility in their communities and are valued more by community members, participants might receive more support in the form of resources from their communities to further the effectiveness of their projects. For example, if local educators see and value participants' sexual education workshops, they may be open to volunteering classroom space toward such workshops.

Additionally, if multiple cohorts of participants come from the same communities, they will be able to identify the types of pay-it-forward projects that gain the most traction in the specific contexts of their communities, and can advise future generations of LEI participants on these highly contextual "best practices." Localized lessons learned from failed pay-it-forward initiatives could provide valuable information for students on what works and what does not¹⁶, and could also provide critical feedback to LEI staff on how to tailor their pay-it-forward workshops to be most relevant to participants.

In light of the above, we believe that when LEI goes into particular areas to recruit participants, they should first make an effort to build relationships with those communities. This would be advantageous in several ways. First, it is likely to create stronger networks of LEI graduates and the products of LEI (e.g. pay-it-forward projects, or business ventures) are likely to be more sustainable due to higher acceptance among the community. In addition, because AAF can better understand the community's needs, the products of LEI are more likely to be useful and valued.

If LEI still wishes to draw students from multiple communities, another viable strategy could be to recruit from communities that are linked by affordable transportation routes. This strategy could provide the dual benefit of exposing youth to the unique perspectives of peers from different areas, while also helping students to build bonds with others for whom it is feasible to remain in touch and continue collaborating beyond the one-week program. This also means that participants could build stronger and more lasting networks that encourage them to build larger inter-community pay-it-forward projects and start-ups.

The key points of the above discussion are summarized in the table below:

Community and Recruitment Strategy	
Potential Benefits of the Current Model	Areas for Possible Improvement
One-week seminar is an opportunity to meet new people and visit new places.	Regional focus: fewer communities, more participants from each community.
Establishes broad networks.	Build stronger local networks between participants.

¹⁶ Vota, Wayan. 2012. 'How To ... Use Failures To Succeed In Technology For Development'. *The Guardian*. <http://www.theguardian.com/global-development-professionals-network/2012/dec/07/fail-faire-how-to-talk-about-failure>

Pay-it-forward projects create positive spillover effects.	<p>Strengthen relations of the program with each community.</p> <p>Assess the pay-it-forward projects and start-ups to ensure a positive impact on communities.</p>
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Job and Skills Training

Accessing the job market requires success in a series of steps. LEI has identified that youth in rural Kenya and Tanzania face major obstacles to accessing work in part because of their inexperience at interfacing with the job market. In response, LEI includes in its curriculum a series of workshops on interview preparation and CV building. However, there is still an element in the process of accessing the job market that AAF needs to address: hard skills for the job.

Better trained individuals are not only more likely to get a job in the first place, but they are also more likely to retain that job. Most programs address unemployment by training participants in specific skills that they have identified to be relevant in the local job market. To determine which skills would be most relevant to teach, many successful programs perform detailed evaluations of the composition of the local job market.¹⁷ One advantage to this approach is that as individuals gain more training, they are better suited for the job market and experience the value of continued education. The UNDP states that in Kenya, individuals with higher levels of education usually hold formal and more stable jobs¹⁸. They also earn higher incomes, particularly when compared to workers in the informal economy. Thus, training in specific skills could provide an effective mechanism for individuals in places like rural Kenya to eliminate barriers to obtaining stable employment, which could help them to break out of the poverty trap.

In light of the above, evaluating the cultural and economic contexts of participants' regions is fundamental to the success of a program that seeks to generate youth employment.

For example, acknowledging that nearly half of the population in both Kenya¹⁹ and Tanzania²⁰ currently works in agriculture is important. The World Bank recently announced that the world's population is increasing at a rapid pace and that by 2050 it will be a challenge to provide enough food globally²¹. The Bank identified Africa as one of the potential motors for the agricultural business and in years to come it

¹⁷ Betcherman, Gordon; Godfrey, Martin; Puerto, Susana; Rother, Friederike, and Stavreska, Antoneta. 2007. *A Review of Interventions to Support Young Workers: Findings of the Youth Employment Inventory*. Washington, DC: Social Protection, The World Bank. Discussion Paper No. 0715.

¹⁸ Development Programme, United Nations. 2013. *Discussion Paper Kenya's Youth Unemployment Challenge*. Ebook. 1st ed. New York: United Nations Development Programme. [http://www.undp.org/cotnent/dam/undp/library/Poverty%20Reduction/Inclusive%20development/Kenya_Y_EC_web\(jan13\).pdf](http://www.undp.org/cotnent/dam/undp/library/Poverty%20Reduction/Inclusive%20development/Kenya_Y_EC_web(jan13).pdf).

¹⁹ "Kenya Economic Report 2013." *Kenya Institute for Public Policy Research and Analysis*. Accessed April 8, 2015. <http://www.kippra.org/downloads/Kenya%20Economic%20Report%202013.pdf>

²⁰ "Kenya Overview." *The World Bank*. Accessed March 15, 2015. <http://www.worldbank.org/en/country/kenya/overview>

²¹ *Enabling The Business Of Agriculture 2015 Progress Report*. 1st ed. Washington D.C.: World Bank Group, 2014. Web. 5 Mar. 2015.

will have to rapidly adapt to new changes in the world's demand for agricultural products. Equipping East African youth with the skills and education to both utilize innovative production techniques (including the adoption of new technologies) and to connect with the global food market could enable them to leverage this expected boom in global food demand²².

An example of a more narrowly-defined youth skills training program is LivelyHoods, which trains youth from urban Kenyan slums to operate small-scale retail shops. LivelyHoods not only trains its participants, it also sells them consignment-priced products to sell in their businesses. Because of its very specific training, the program is able to train youth in a context-relevant retail model, provide those youth with the resources (capital) to launch and continue their businesses, and provide follow-up training sessions so that youth can continue developing their skills as retailers. Thus the program is able to both develop capacity among participants and eliminate resource barriers that could otherwise prevent them from launching their entrepreneurial careers.

Currently, LEI provides the opportunity to attend a series of career talks and explore new career possibilities. However, questions remain as to whether the probability of getting a job increases from participation in the program. If the career opportunities are attractive to youth but are not attainable, then the current LEI program may not have a positive impact on students' career outcomes. It is important that youth can relate to the career opportunities they learn about and that they can find mechanisms to access such opportunities. Thus, it is helpful for a job training program to emphasize career paths that students can commence quickly, in order to experience more immediate gains that can motivate them to continue on those career paths.

The key points of the above discussion are summarized in the table below:

Job Skills and Training	
Potential Benefits of the Current Model	Areas for Possible Improvement
Skills such as preparing for an interview and building a CV are necessary to access the job market.	<p>Difficulty to access jobs is mainly caused by lack of skills and education. Without skills development and education, participants will not improve their chances to overcome unemployment.</p> <p>The job market should be assessed to identify the most viable local job opportunities (e.g., agriculture).</p>

²² Betcherman, Gordon; Godfrey, Martin; Puerto, Susana; Rother, Friederike, and Stavreska, Antoneta. 2007. *A Review of Interventions to Support Young Workers: Findings of the Youth Employment Inventory*. Washington, DC: Social Protection, The World Bank. Discussion Paper No. 0715.

Sexual education

Sexual education is a common strategy to reduce teenage pregnancies and sexually transmitted diseases (STDs). Results from the LEI pre-post survey highlight that participants gained knowledge about how to avoid pregnancy and about the risky practices that lead to HIV/AIDS transmission. After the program, participants report a higher level of comfort to talk about sexual health with their peers. Participants not only learn from the sexual education workshops (especially STDs), but they also report that it is one of their favorite modules of the LEI program.

Since AAF includes sexual education in its program, we believe that this component should be reflected in the logic model and include a clear justifying rationale. Conversations with AAF staff and one of their original objectives highlight the importance of being aware of health-related personal challenges that could “derail” career and life plans.

Programs that emphasize sexual education have highlighted important lessons: First, sexual education alone may not be particularly useful to change sexual behavior - youth need more than just knowledge about the consequences of risky sexual behavior. They also need incentives that drive them away from risky sexual behavior (the prospect of going to college, for example, or of obtaining an interesting job). Therefore, in order to have a successful sex education component that pushes youth towards making more healthy, successful life decisions, LEI might want to focus on providing strong career opportunities that drive students away from risky behaviors.

And second, participants need knowledge about where to access health services: who to reach out to for information and testing, and where to access needed products.

The key points of the above discussion are summarized in the table below:

Sexual education	
Potential Benefits of the Current Model	Areas for Possible Improvement
<p>Factors related to STDs, early pregnancy, and risky sexual behavior relate to the poverty cycle.</p> <p>LEI has addressed an issue that students perceive as valuable.</p> <p>The component improves youth knowledge regarding STDs and safe sexual behavior.</p>	<p>Sexual knowledge does not directly translate into modified sexual behavior, so incentives might have to be considered.</p> <p>The sexual education component should be included in the logic model with defined outcomes.</p> <p>Although knowledge is the basis, it is important to understand cultural and contextual factors. Unless services and resources are available to youth, sexual behavior changes will not happen.</p>

Resiliency

Resiliency can be defined as the ability to bounce back from adversity: individuals face a difficulty and then return to a state of wellbeing. In general, the literature points out that resiliency is developed from early childhood through adolescence, through an interaction of genetics and environment. It also divides resiliency into two components: protective factors and coping mechanisms²³. Since LEI is targeted at adolescents, we believe it would be more relevant to focus on the second component - coping mechanisms. This component requires the development of cognitive and emotional skills, among others.

LEI already does this in part by equipping participants with cognitive and emotional tools that enable them to cope with difficult circumstances and manage adversity. Cognitive skills allow youth to identify, assess, plan and transcend barriers. Emotional skills help students respond better to stressful situations and stay motivated when pursuing a goal.

We recognize that the concept of resiliency is complex and It would be more efficient to focus the curriculum on components that are specifically more relevant to participants, such as coping mechanisms.

The key points of the above discussion are summarized in the table below:

Resiliency	
Potential Benefits of the Current Model	Areas for Possible Improvement
Identifying that Kenyan and Tanzanian youth need to develop resiliency.	The impact of the program on resiliency should be measured if it is a quality that is valued.

Leadership

AAF has identified that leadership skills are needed to achieve changes in a community. Furthermore, LEI understands that these youth in rural Kenya and Tanzania will soon be the leaders that can bring change to their communities, and the leadership skills that they gain now will empower them to be more effective in their future work as change agents. The program empowers and enables these youth to explore their leadership potential and acquire tools to improve their leadership abilities.

A key difference, however, between LEI and other similar programs is that, in the latter, leadership is not the central skill that is taught. Rather, other programs teach leadership as a supplement to the programs' hard skills training.

Also, leaders often face substantial opposition as they work to challenge current systems and advocate for change in their communities. For this reason, LEI participants would likely benefit from having the nearby support of other participants and mentors throughout the school year as they struggle through the

²³ Jacelon, Cynthia S. 1997. 'The Trait And Process Of Resilience'. *Journal Of Advanced Nursing* 25 (1): 123-129. doi:10.1046/j.1365-2648.1997.1997025123.x.

process of acting as leaders (and receive timely support, for example, in leadership endeavors such as the pay-it-forward project). For this reason, a more localized recruitment structure could enhance the impact of LEI's leadership component.

The key points of the above discussion are summarized in the table below:

Leadership	
Potential Benefits of the Current Model	Areas for Possible Improvement
Understanding that Kenyan and Tanzanian youth can become leaders. Empowering communities and individuals to create change.	Other programs teach leadership as an addition to the central hard skills training component. Developing leadership skills is a complex process and requires guidance. Access to mentors could create more stable and solid foundations for young leaders.

Entrepreneurship

An entrepreneur is an individual who identifies an opportunity for business, gathers resources, and implements a successful start-up.

LEI has identified that youth face many difficulties to enter the job market in Kenya and Tanzania, especially due to the limited access to employment at a pre-existing organization. As an alternative to employment through a pre-existing firm, LEI provides students with the specific skills to create a start-up, and encourages them to generate their own self-employment opportunities.

Teaching LEI participants hard skills such as budgeting and financial literacy is an effective first step to empower students to be entrepreneurs. However, if LEI seeks to develop successful entrepreneurs²⁴, their training should entail a more iterative process in which participants can pilot their business ideas and receive feedback before making further investments and scaling up. The Lean Start-Up Methodology²⁵ outlines this iterative training process for entrepreneurs. Steps include pitching an idea, developing and testing it, reviewing results, identifying improvement mechanisms, developing such changes, and starting the process again. This methodology suggests that entrepreneurs benefit more from experimentation than from elaborate planning. LEI could implement the methodology and create feedback loops with mentors and other students. This could take the form of local Business Clubs, for example. Related literature highlights the importance of creating networks of entrepreneurs that enables them to support each other and constructively criticize one another's work.

Additionally, we believe that LEI could strengthen the quality of its entrepreneurship training by clarifying the goal of this program component. For example, is the goal of providing entrepreneurship training to

²⁴ Drucker, Peter F. 1985. *Innovation and Entrepreneurship*. New York: Harper & Row.

²⁵ Blank, Steve. 2015. 'Why The Lean Start-Up Changes Everything'. *Harvard Business Review*. <https://hbr.org/2013/05/why-the-lean-start-up-changes-everything>.

give youth an alternative career option beyond the formal labor market, or to build startups that generate employment opportunities for other members of their communities? This goal will dictate the necessary entrepreneurship training for LEI.

There are other components of entrepreneurship training that LEI could consider incorporating into its program to further prepare students to start their own businesses. Topics could include identifying opportunities in the market, networking, marketing, and so forth.

The key points of the above discussion are summarized in the table below:

Entrepreneurship	
Potential Benefits of the Current Model	Areas for Possible Improvement
<p>Identifying that entrepreneurship is an opportunity for youth in Kenya and Tanzania.</p> <p>Teaching entrepreneurship specific skills.</p>	<p>Review the time frame and current methodology: it is important that youth receive feedback after creating their start-ups.</p> <p>Participants need to learn about the more general yet basic skills: identifying opportunities in the market, etc.</p> <p>Creating mentorship opportunities.</p> <p>Building more ambitious start-ups or consolidating networks of students to support new start-ups.</p>

Time and Structure

LEI's one week per year time structure allows participants to experience a full immersion into the program and disconnect from their normal burdens and life circumstances, which we believe could enable students to be more fully engaged physically, mentally, and emotionally for the duration of the program.

The existing literature for such programs indicates no single time structure that has been identified as best. Rather, each program determines its time structure based on the specific skills it provides students, and the time necessary to train students in those skills.

Many programs opt to extend the time frame of the program for several reasons. Educate! and the Young Women Enterprises, for example, have established training groups that meet on a weekly basis. One benefit of this extended time frame is that it enables more consistent mentorship opportunities for participants. Access to consistent mentorship is particularly important for youth of this age group, who are still developing their self identities and would benefit from continued guidance in that development process.

Additionally, an extended time frame allows programs to capitalize on linkages between classroom learning and application learning. For example, a student is more likely to master entrepreneurship

knowledge if he or she has an opportunity to learn about it in the classroom, go out into the community and try to launch a project, and then return to the classroom and discuss the successes and challenges of the endeavor. In its current structure, the time between LEI programs (1 year) seems too long to allow students to engage in the iterative process of real-world application of their learning and in-class reflection on their experiences. A more frequent program time structure could have positive implications for the students' communities as well. By providing students with more consistent feedback on their pay-it-forward projects, for example, LEI staff can help students tailor their community projects to be more impactful and sustainable.

Furthermore, the attrition rate of students between one year's seminar and the next is severely limiting possibilities to create successful participant networks. We have identified this as a potential area for improvement, as increasing the frequency of the events and reducing the time in between could encourage participants to attend more sessions. This combined with other strategies could support the program's design in a way that reduces attrition and thus increases participation and effectiveness of the program. Reducing attrition also enables following up with the complete cohort of participants, and collecting data about their outcomes.

An extended time frame could benefit AAF as well. By engaging with students on a more regular basis, AAF could more easily track the accomplishments of its LEI participants. This information could be useful for both measuring program outcomes and gathering anecdotal evidence for use in promotional materials.

The key points of the above discussion are summarized in the table below:

Time and Structure	
Potential Benefits of the Current Model	Areas for Possible Improvement
One week-long seminar shows a series of benefits.	Meeting with more frequency. Increase number of participants from each community, and reduce number of communities. Provide mentors who follow up with students between sessions.

XI. Recommendations

In light of the above discussion, we propose the following recommendations to enhance the LEI program:

- **Recommendation 1: Agriculture Emphasis.** Train youth in both leadership and entrepreneurship and provide information on how to apply them to the agricultural sector - i.e. cooperatives or production optimization alternatives. This training could allow youth to improve their agricultural practices.
- **Recommendation 2: Community-Focused Recruiting.** LEI could consider creating a more tight-knit community of young leaders and entrepreneurs by inviting a larger number of participants from a smaller number of communities that are geographically-concentrated. Recruiting students from the same communities or from nearby communities results in more accessible networking between students.
- **Recommendation 3: Partnerships with agencies that provide specific skills training.** LEI could establish partnerships with other organizations belonging to other sectors (e.g. agriculture, medical institutions, engineering, tourism etc.) to provide specific skills training that youth need to access more opportunities in the labor market. LEI would continue providing soft-skills training but would ensure that participants have access to hard skills training through partnerships with these other organizations.
- **Recommendation 4: Alter Career Preparation Considering Labor Market Research.** Consider utilizing a local resource such as the Kenya Institute for Public Policy Research and Analysis to determine which sectors provide the most job opportunities in the relevant regions, and tailor LEI's hard skills training accordingly.
- **Recommendation 5: Partnership with an entrepreneurship initiative sponsor.** Access to financial aid for youth is restricted and is usually dependent on factors such as prior credit history and sponsors. Currently LEI only provides a small start-up fund to a very limited amount of participants. AAF could establish a partnership with a sponsor organization to enable more youth to get a credit to start their entrepreneurial initiatives²⁶. Given the consequent need for increased frequency of meetings to support these initiatives, this alternative would be well-paired with alternative 6 below: a scale-down of the program with an extended program time frame.
- **Recommendation 6: Scale down with an extension of the time frame of the intervention.** Similar to Educate's model, AAF could narrow their program to a selected few communities, and move from an annual one-week intensive model to more frequent meetings for an extended time period.

²⁶ AAF can consider establishing a monitoring/tracking system to ensure that participants are using funds appropriately to grow their initiatives

Chapter 4

Impact Evaluation Assessment

XII. Methodology

The primary purposes of this chapter are to assess whether LEI's current impact evaluation methods are adequately measuring the effects of the program and to propose modifications to these methods.

By studying the impact of an intervention, we hope to establish a causal relationship between the program and expected outcomes. Measuring the impact of a program should answer the question: ***Is the program effective?***

For a program such as LEI, which already has an impact evaluation system, the question is: ***Do current evaluation methods provide the necessary evidence to determine whether or not the program is effective?***

Steps to the Impact Evaluation Assessment include²⁷:

1. Situational Analysis: In the situational analysis, we:

- Identify the current intervention and discuss its characteristics (the type of intervention, range and scope)
- Articulate AAF's theory of change and attempt to link the expected effects of the program to the measured outcomes

2. Literature Review/Best Practices Research: In this section, presented in *Appendix 3*, we conduct a literature review and best practices research for impact evaluation strategies. The literature review and best practices research focus on the following topics:

- Randomized Control Trials
- SMART Indicators
- Focus Groups
- Narrative Analysis
- Diaries

3. Discussion: Based on the above analysis, we determine if the program's current evaluation method provides strong evidence to demonstrate the program's impact. We also address whether the intervention results, as measured by the current impact evaluation system, are the best way to measure the causal effects that AAF seeks to achieve through the LEI program. Particularly, the analysis addresses whether the following components of LEI's impact evaluation are appropriate in light of the best practices:

- Method of Evaluation

²⁷ Network of Networks for Impact Evaluation. *Impact Evaluations and Development: NONIE Guidance on Impact Evaluation*. Washington, United States: NONIE, 2009, pp. x-xvii.

- Outcomes and Indicators
- External and Internal Validity
- Participant Follow-up
- Cross-country Component
- Survey Development

4. Recommendations: In light of the situational analysis and identified best practices, we present recommendations for AAF to improve on its current LEI evaluation methods.

XIII. Situational Analysis

Identifying the Intervention

The Leadership and Entrepreneurship Incubator was developed to provide vulnerable youth from rural areas of East Africa with opportunities to work with their peers across borders to develop life and leadership skills that will enable them to become successful leaders, entrepreneurs and global citizens. LEI strengthens students' non-academic skills by fostering entrepreneurship awareness and business competencies while deepening the application of leadership and life skills²⁸.

- *What is the intervention?* A week-long seminar that includes entrepreneurship and leadership workshops; followed by independent pay-it-forward projects conducted throughout the following year
- *To whom is the intervention targeted?* Youth aged from 15 to 21 years from rural communities across two East African countries, Kenya and Tanzania

The Theory of Change

Rural youth in Kenya and Tanzania are particularly vulnerable to poverty due to lack of access to land and few non-agricultural economic opportunities in rural areas. Economic research shows that entrepreneurs provide valuable economic benefits to societies. Entrepreneurs spread innovation, create jobs, increase productivity growth and produce spillover effects that positively increase long-term regional employment growth. Therefore, fostering youth leadership and entrepreneurship skills is an essential investment to meet the needs of the expanding Tanzanian and Kenyan economies and to reduce youth unemployment and underemployment.²⁹

XIV. Discussion

In light of the above, this section aims to examine whether LEI's current evaluation methods provide strong evidence to show impact. In order to assess if AAF is effective in measuring the positive benefits that were expected to follow from the program and that these benefits are attributable to it, we compare different dimensions of the current model to best practices, and we identify areas for possible improvement. The findings are presented below.

²⁸ Wegbreit, Jennifer, Thanh Phan, and Ashley Orton. *Leadership and Entrepreneurship Incubator Survey Analysis*. Asante Africa Foundation, November 2014, p. 3.

²⁹ Catherine Barry. *Leadership and Entrepreneurship Incubator (LEI) White Paper*. United States: Asante Africa Foundation, 2015, p. 1.

Method of Evaluation

AAF currently conducts a pre-post survey that gathers insight on the level of satisfaction of participants in the program, and creates a feedback loop for program improvement. In particular, the benefit of this method is that during the week-long seminar participants are unlikely to be influenced by external factors apart from exposure to the intervention (i.e. the program). However, to estimate the true impact of the program on youth outcomes, AAF should conduct a study that controls for the changing external factors that affect the youth from year to year. While AAF gathers valuable information through the surveys, taking this a step further and implementing a method such as a randomized control trial (RCT) would allow for AAF to estimate LEI's causal effects on outcomes.

The key points of the above discussion are summarized in the table below:

Method of evaluation	
Potential Benefits of the Current Model	Areas for Possible Improvement
Pre-post survey gathers insight on level of satisfaction of participants.	To estimate true impact, AAF needs to control for changing external factors (e.g, through RCT, quasi-experimental methods, etc.)

Program Survey

There are several advantages to conducting a pre and post-program survey. It is relatively easy to administer and promises a high (almost 100%) response rate if it is conducted during the one-week seminar. In addition, carrying out a pen-and-paper survey is relatively cost effective and can be used to collect a broad range of data, including participants' attitudes, opinions, beliefs, values, facts and knowledge. This is particularly useful to:

- Gather feedback about LEI and identify potential areas for improvement
- Record participants' current attitudes and opinions about particular topics of interest
- Determine whether participants acquired basic knowledge in a certain subject (e.g. sexual health, finance etc.)
- Understand participants' preferences, values, and goals

However, it is challenging to measure more abstract qualities such as leadership, entrepreneurship and self-resiliency purely through a self-reported pre-post survey.

If AAF would like to measure these qualities (leadership, entrepreneurship, resiliency etc.) through a pre-post survey, it might be useful to include **more** Likert scales (1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, 5=strongly agree) to record responses throughout the survey as opposed to two-way closed-ended questions (yes/no). This would allow AAF to capture more variation in responses and the data would be more amenable to statistical analysis.

It might also be useful for AAF to refer to existing literature (e.g. Resiliency Scales for Children and Adolescents, Leadership scales etc.) that have a robust set of indicators/questions that can measure these qualities more rigorously. Some of these questions could be incorporated into the survey. However,

one should be mindful that including too many questions into the survey would make completing the questionnaire a lengthy and onerous task for participants, and “survey fatigue” may reduce the quality of responses.

Moreover, we believe that qualities like leadership, entrepreneurship and resiliency are more likely to develop over time. While participants are introduced to these skills during the one-week seminar, we believe that participants require a longer time to fully develop and demonstrate them. Thus, attempting to measure them immediately after the one-week intensive may prove less accurate than tracking the participants’ progress over time. In addition, demonstrating knowledge about what makes a ‘good’ leader does not necessarily translate into behavior, and the reliability of the survey depends mostly on self-reported data which can sometimes be biased (i.e. respondents may not feel comfortable providing answers that present themselves in an unfavorable light).

To measure these qualities, we instead propose that LEI establish a systematic and consistent method to track participants for the four year duration of the program, as well as the years that follow after they graduate. Through participants’ pay-it-forward projects, entrepreneurial ventures, and life developments, LEI would be in a better position to determine whether or not these skills have truly been developed in participants. More of this will be discussed in the recommendations section below.

A breakdown of current survey questions and their respective themes are summarized in *Appendix 4*.

The key points of the above discussion are summarized in the table below:

Program Survey	
Potential Benefits of the Current Model	Areas for Possible Improvement
<p>Cost effective.</p> <p>High response rate if administered during LEI week.</p> <p>Broad range of data can be collected.</p> <p>Useful for gathering feedback about the program.</p> <p>Useful for recording participants’ current attitudes and opinions.</p> <p>Useful to determine whether participants acquired basic knowledge in a certain subject.</p>	<p>Use Likert scales instead of closed-ended (yes/no) questions.</p> <p>Refer to existing literature that has established constructs/set of indicators for measuring qualities like resiliency and leadership.</p> <p>Demonstrating knowledge about what makes a ‘good’ leader does not necessarily translate into behavior.</p> <p>Reliability of the survey depends mostly on self-reported data which is sometimes biased.</p> <p>Qualities like leadership, entrepreneurship and resiliency more likely to develop over time. Measuring them immediately after the one-week intensive may be less accurate than tracking the participants’ progress over time.</p>

Outcomes and Indicators

In addition to measuring short-term outputs resulting immediately from the one-week seminar (i.e. through questions in the pre-post survey), AAF should also consider identifying outcomes that can measure LEI's impact in the long-run. This would allow AAF to determine whether LEI ultimately achieved its goal(s), and provide hard facts and figures that are of interest to potential donors and funders.

For instance, if LEI's goal is to enable participants to break out of the poverty cycle through the acquisition of leadership and entrepreneurial skills, AAF can track participants using short-term and long-term outcome indicators which would give evidence as to whether participants are "on the way" or "succeeding" in breaking out of the poverty cycle. In an ideal situation, there should also be a comparison group (i.e. a sample of youths that did not participate in LEI) in order to fully measure outcomes. However, if there is insufficient budget to track a comparison group, we still think it is crucial to gather statistics about these indicators among participants.

Some possible indicators are listed below:

- **Educational Outcomes**

- If there is a comparison group:**

- Whether a higher share of participants (relative to those that did not participate in LEI)
 - had higher test scores
 - went to university
 - graduated from university

- If there is no comparison group:**

- What were the participants' test scores
 - % of participants that were admitted to universities
 - % of participants that graduated from university

- **Labor Outcomes**

- If there is a comparison group:**

- Whether a higher share of participants (relative to those that did not participate in LEI)
 - acquired a job
 - started a business
 - earned higher income

- If there is no comparison group:**

- % of participants that acquired a job
 - % of participants that started a business
 - average income of participants

- **Health Outcomes**

- If there is a comparison group:**

- Whether a higher share of participants (relative to those that did not participate in LEI)
 - practice safe sex (e.g. using contraceptives, used condoms, reduced number of sexual partners)
 - avoid unwanted pregnancies
 - Whether participants had lower rates of STDs than those that did not participate in the program

- If there is no comparison group:**

- % of participants that practiced safe sex
 - % of participants that avoided unwanted pregnancies

- average STD rate among participants
- **Financial Outcomes**
 - If there is a comparison group:**
 - Whether a higher share of participants (relative to those that did not participate in LEI)
 - started a savings account/started saving money
 - practiced budgeting in their everyday lives
 - were free from financial indebtedness
 - If there is no comparison group:**
 - % of participants that started a savings account/saving money
 - % of participants that practiced budgeting
 - % of participants that were free from financial indebtedness

Outcomes and indicators will be further discussed in Chapter 5.

The key points of the above discussion are summarized in the table below:

Outcomes and indicators	
Potential Benefits of the Current Model	Areas for Possible Improvement
Survey addresses themes relevant to program’s objectives (self-resiliency, personal aspirations, leadership, etc.) and measures short-term outputs.	AAF should also identify outcome indicators that can measure LEI’s impact in the long-run.

Capturing Pay-It-Forward Stories

AAF has on occasion been able to gather information related to success stories (e.g. entrepreneurship initiatives, small businesses ventures, or workshops conducted in their schools) by contacting LEI participants through regional managers or by chancing upon projects via social media. We acknowledge there has been some success in gathering anecdotal evidence on successful pay-it-forward or entrepreneurial projects.

However, there is currently low frequency in collecting data (usually once a year during LEI) and no systematic way to ensure data is being collected from all participants. For instance, only some returning students are contacted after the one-week seminar (i.e. mostly scholarship holders), but non-returning students are not contacted at all. By only following up with a select subset of participants, AAF is likely missing out on many projects (both failed as well as successful ventures). This makes it difficult to determine whether participants actually carried out the pay-it-forward plans outlined during LEI, and even if they did, it is difficult to gauge the project’s level of success and reach (e.g. number of beneficiaries, customers, workshop attendees etc.) Using current methods, AAF is also likely to oversample success stories of the program. For instance, participants who stay more connected to LEI after the program may also be more likely to carry out successful projects. It would therefore be advantageous to follow up with all participants after they leave the program. In this way, success stories gathered can not only be used for promotional or marketing materials, but also provide evidence as to whether participants acquired and developed the desired skills introduced during the one-week seminar (leadership, entrepreneurship etc.).

The key points of the above discussion are summarized in the table below:

Capturing Stories	
Potential Benefits of the Current Model	Areas for Possible Improvement
There has been some success in gathering anecdotal evidence on successful pay-it-forward or entrepreneurial projects through regional managers and social media.	Program should attempt to follow up with the entire cohort of participants, not just a subset.

External and Internal Validity

One of the program's strengths is that participants in the sample share similar characteristics and leadership potential. However, to measure causal impact, AAF must have a comparison group that has the same characteristics as the program participants. To achieve this, AAF could increase the number of potential participants through an application, and then use a lottery to assign half of these applicants to a treatment group (participant) and half to a control group (non-participant). This would assure the internal validity of the results. Furthermore, AAF can justify this strategy because of its limited funds.

Specifically, internal validity for LEI would mean that both the treatment and control groups have almost identical demographic characteristics (average age, economic status, level of education) but also similar characteristics of the outcomes we want to measure (leadership potential, sex behavior, etc.). This way, different outcomes between the treatment and control groups are attributable to the program, because the only thing that will distinguish these groups is the influence that the program has had in their development and skills.

One note to keep in mind is that outcomes achieved by participants in LEI are not generalizable to the entire youth population in these countries. External validity is achieved when the sample drawn (participants and non-participants) is representative of the population. While this does not influence the ability to infer causality of program benefits, we recommend that LEI remain conscious of this distinction when interpreting the results of the program.

The key points of the above discussion are summarized in the table below:

External and internal validity	
Potential Benefits of the Current Model	Areas for Possible Improvement
AAF draws a sample of individuals that share similar characteristics and leadership potential.	A comparison group must exist. To achieve this, LEI should implement a lottery from a bigger pool of applicants.

Cross-Country Component

In the previous chapter, we discussed the value of LEI’s cross-country recruitment strategy. However, it is important to point out that currently there are no measurable indicators that allow LEI to determine if this feature adds value to the program. In particular, if we were to run a randomized control trial, acquiring causal evidence of the cross-country component would require the following groups: (1) a treatment group with participants from both Kenya and Tanzania; (2) a treatment group with participants that are only from Kenya; (3) a treatment group with participants that are only from Tanzania; and (4) a control group of non-participants. In this case, these groups would share similar characteristics at the baseline (before the program) and outcomes would be measured for the full set of groups. This way, after the program, we would know if the outcomes for the group with Kenyans and Tanzanians have better outcomes relative to those groups that are only from one country, and we would know that the impact would be from the program, and in particular, from its cross-country component. Conducting such an evaluation would be incredibly useful, but we recognize that it would pose a tremendous budgetary challenge to AAF.

The key points of the above discussion are summarized in the table below:

Cross-Country Component	
Potential Benefits of the Current Model	Areas for Possible Improvement
The program distinguishes itself from others by bringing together participants from two different countries and potentially sets the stage for cross-country networking and business opportunities.	To measure the effects of this component would require additional treatment arms to detect causal impact.

XV. Recommendations

- Recommendation 1: Randomized Controlled Trials.** Conduct a randomized controlled trial. Acknowledging that AAF has a limited budget, one way to accomplish this would be to partner with a development economist, for example, who might have a grant and research team to conduct a long-term RCT on LEI participants and evaluate the program’s impact. Partnering with universities (e.g. UC Berkeley) or research centers to conduct impact assessments would also be a suitable way to conduct RCTs at reduced cost to AAF.
- Recommendation 2: Long-term Tracking of Participants.** Establish a systematic and consistent method to track participants during the four years of the program, as well as the years that follow after they graduate. Evidence from participants’ pay-it-forward projects, entrepreneurial ventures, and life developments would enable LEI to determine whether or not participants developed and utilized desired skills (e.g. leadership, entrepreneurship). This type of tracking mechanism would also enable AAF to systematically capture success stories from pay-it-forward projects and measure outcomes (both short-term and long term). Because mobile penetration rates in Kenya and Tanzania are

relatively high (80%³⁰ and 70%³¹ respectively), we assume that most participants own mobile phones. A proposed mechanism would thus entail collecting contact numbers of all participants and recruiting volunteers or regional managers to conduct regular (e.g. quarterly) check-in interviews/phone surveys with them.

Each check-in interview or phone survey may gather the following information on participants:

- Pay-It-Forward Project
 - What is the idea?
 - Has it been implemented?
 - How many people has it reached?
 - How leadership, entrepreneurship and resiliency was demonstrated in the process
 - Educational Outcomes
 - How is your performance in school? (e.g. school performance/test scores)
 - Did you get accepted into university?
 - Did you graduate from university?
 - Health Outcomes
 - Did you practice safe sex?
 - Did you contract any STDs?
 - Financial Outcomes
 - Did you start a savings account?
 - Did you practice budgeting?
 - Labor Outcomes
 - Did you find employment?
 - Did you start a business? (can be related to pay-if-forward project)
 - What is your income?
 - Has your income increased over the years?
 - Are you financially indebted?
- **Recommendation 3: Make improvements to pre-post survey and reconsider purpose.** AAF can consider using Likert scales instead of closed-ended (yes/no) questions in their pre-post survey. AAF can also refer to existing literature that has established constructs/set of indicators for measuring qualities like resiliency and leadership. We think that LEI's current pre-post survey is most useful for the following purposes:
- Gathering feedback about LEI and identifying potential areas for improvement
 - Recording participants' current attitudes and opinions about particular topics of interest
 - Determining whether basic knowledge in a certain subject was acquired by the participant (e.g. health, finance etc.)
 - Understanding participants' preferences, values, and goals

³⁰ Communications Authority of Kenya, First Quarter of the Financial Year 2014/15 Report, *Quarterly Sector Statistics Report*, Jul-Sep 2014, January 2015, p. 8.

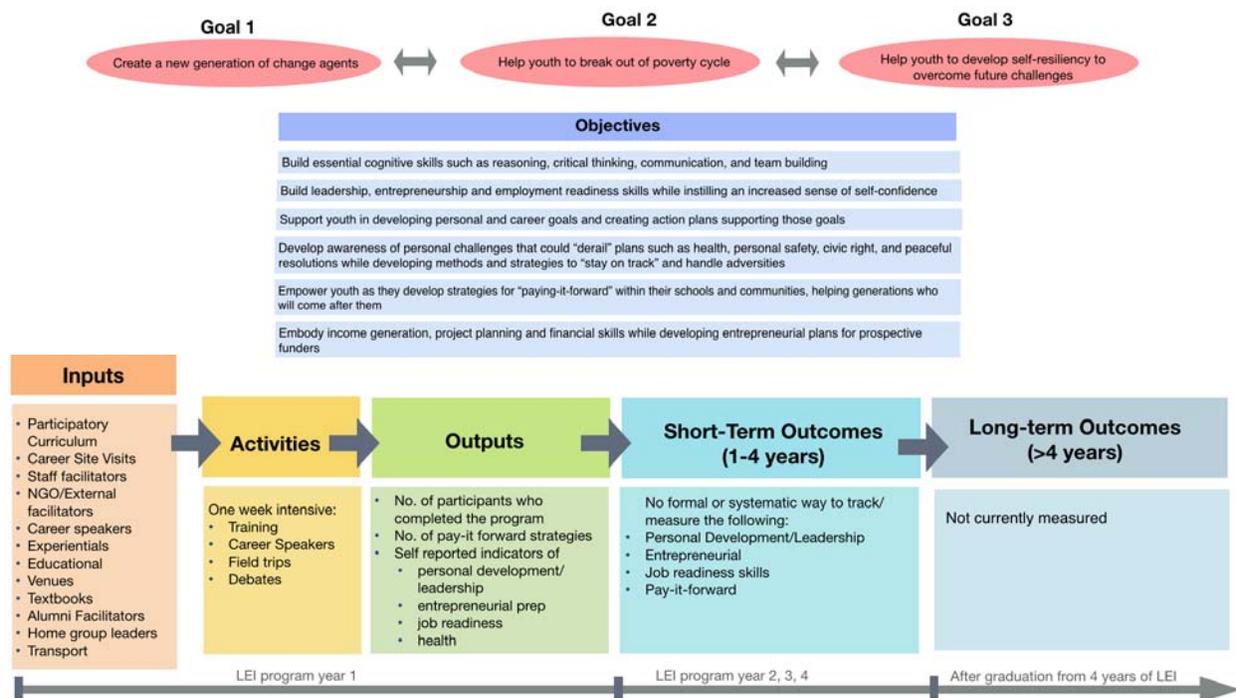
³¹ Lancaster, Henry and Peter Lange, Tanzania - Telecoms, Mobile and Broadband - Market Insights and Statistics, 31 March 2015, <http://www.budde.com.au/Research/Tanzania-Telecoms-Mobile-and-Broadband-Market-Insights-and-Statistics.html>.

On the other hand, qualities like leadership, entrepreneurship and resiliency are more likely to develop over time and could be better measured using long-term mechanisms like that described in Recommendation 2.

Chapter 5

Analysis of LEI Logic Model

Current Logic Model



Our discussion of the logic model uses some specific terms to distinguish among the types of possible results of the program. Looking most broadly and across the longest time frames, the program has a **goal**, or goals. **Objectives** are the components needed to reach the goal.

There should be a tight linkage between goals and objectives, and it should be possible to decide whether each objective is essential or necessary to reach the goal or simply a very useful part of reaching the goal. In other words, the logical relationships between goal and objectives should be clear; including which mix of objectives is likely necessary to reach the goal.

Whether and to what extent goals are reached is made evident in **short-term outcomes** and **long-term outcomes** for participants. Outcomes are changes that have intrinsic value (such as gains in skills, increases in earnings, etc) and are, at least in principle, measurable; goals and even objectives may not be measurable. It is useful if outcomes are defined and measured in such a way as to mirror objectives.

Outputs and Inputs are the measured activities of programs and work. Outputs might be, for example, the number of students attending a program, the number of days they attended, and so on. Outputs have little or no intrinsic value.

Goal

Based on AAF's print materials and our interviews with AAF staff, the LEI program currently appears to have multiple goals:

1. Creating a new generation of change agents
2. Helping youth to break out of the poverty trap
3. Helping youth to develop self-resiliency to be able to overcome future challenges

While these 3 goals are not mutually exclusive, each has a different focus and can lead to differing outcomes. For instance, if LEI's goal is to help youth to break out of the poverty trap, the end outcomes might be measuring whether participants actually succeeded in breaking out of the poverty trap (e.g. finding a job, graduating from university, running a business etc.).

On the other hand, if LEI's goal is to help create a generation of change agents, the end outcome instead, might be to define what constitutes a change agent (e.g. someone who makes meaningful contributions in his or her community) and to measure how many change agents were developed through the program, or how many people benefit from the contributions of these change agents.

Objectives

AAF has identified the following objectives for LEI:

1. Build essential cognitive skills such as reasoning, critical thinking, communication, and team building
2. Build leadership, entrepreneurship and employment readiness skills while instilling an increased sense of self-confidence
3. Support youth in developing personal and career goals and creating action plans supporting those goals
4. Develop awareness of personal challenges that could "derail" plans such as health, personal safety, civic right, and peaceful resolutions while developing methods and strategies to "stay on track" and handle adversities
5. Empower youth as they develop strategies for "paying-it-forward" within their schools and communities, helping generations who will come after them
6. Embody income generation, project planning and financial skills while developing entrepreneurial plans for prospective funders³²

At face value, there appear to be incomplete linkages between these stated objectives of the program and the program goals. For example, if LEI's goal is to help youth develop resiliency to overcome future challenges, then it may not be necessary to include objective 5 and objective 6 as they do not directly

³² Barry, Catherine. *Leadership and Entrepreneurship Incubator (LEI)*. (Asante Africa Foundation, 2014), 5.

relate to the goal of 'developing resiliency'. Alternatively, if the goal is to create a generation of change agents, objective 5 may be more relevant.

In addition, while some objectives appear to relate to immediate outputs of the program, such as objective 3 and objective 4, others, such as objectives 2 and 6, appear to take place over a longer duration, and respond more to outcomes. It might be analytically useful to distinguish among objectives in terms of outputs, short-term outcomes and long-term outcomes.

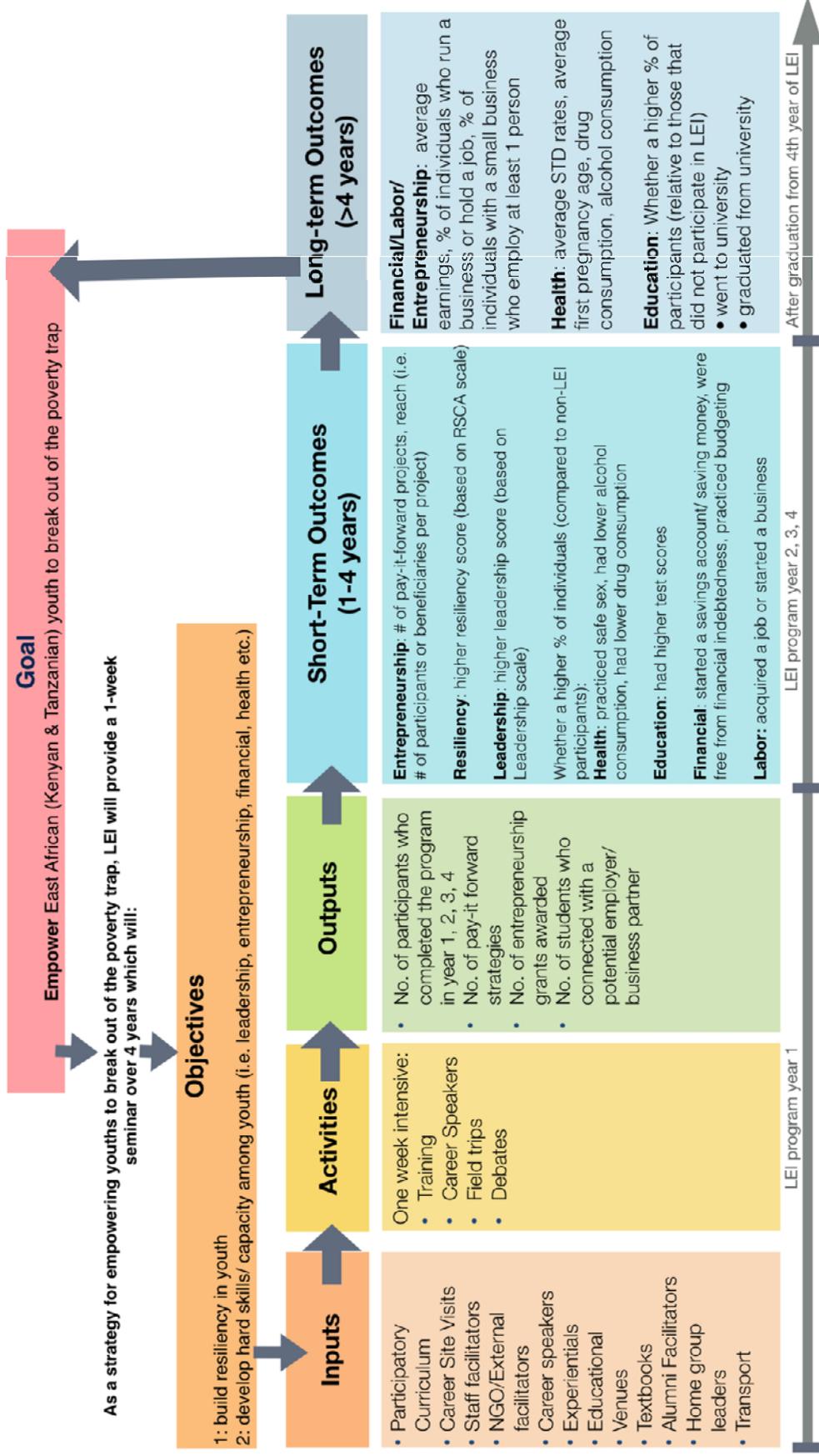
Moreover, specific indicators needed to measure desired short-term outcomes (e.g. acquisition of leadership skills, entrepreneurship skills etc.) have not been clearly stated. Longer term outcomes have also not been defined. Hence it would be difficult to ascertain whether LEI's program outputs lead to the desired outcomes and whether LEI is indeed successful in achieving its goal(s).

We recommend:

- Defining one specific goal
- Streamlining and reducing the number of intended objectives in order to respond more clearly to the goal
- Ranking objectives in order of importance or priority
- Identifying specific indicators for measuring the desired short-term outcomes
- Identifying long term outcomes as well as their respective indicators, based on the chosen goal
- If budget is limited and only some outcomes and indicators can be measured, AAF can consider ranking them (e.g. in terms of reliability)

One potential way of revising the current logic model is shown in the diagram on the next page. Do note that in order to determine some of these outcomes, a comparison group (comprising youth who did not take part in LEI) is needed (e.g. a higher share of students who practiced safe sex).

Proposed Logic Model



Next, we attempt to illustrate how LEI and its logic model could be shaped in light of some of the recommendations proposed in Chapter 3 and 4. More specifically, we:

1. Demonstrate how a chosen subset of recommendations could improve the LEI program
2. Describe how these recommendations could apply in the logic model
3. Discuss the tradeoffs of these recommendations based on a criteria of effectiveness, efficiency and feasibility

The definitions of each criterion are as follows:

1. Effectiveness

Effectiveness refers to whether the recommendation achieves LEI's desired impact.

2. Efficiency

Efficiency is the achievement of the desired benefit at least cost to the organization.

3. Administrative Feasibility

Administrative feasibility is the ease/difficulty with which the alternative can be implemented. Some factors to consider include availability of resources (e.g. manpower, technology, funds) and the presence of regulatory and cultural barriers.

The following section explores two plausible scenarios.

[Scenario 1](#)

The Recommendation

Program Analysis - Recommendation 1 (Page 19): Focusing more on Agriculture

A shift in the program to focus its curriculum on agriculture is a valuable alternative because the agricultural sector remains one of the main drivers of the Kenyan and Tanzanian economies. We acknowledge that while the government could provide solutions to agricultural development problems, confronting the production challenges and the pressures facing this industry requires the formation of leaders that are equipped with the knowledge and skills to contribute to agricultural and rural development. Adapting to the future of food production (e.g., climate change) requires that new farmers transition from traditional practices to ones that are climate-smart, sustainable, and leverage new technologies. It is in this sense that a "new generation of change agents" - youth that are more receptive to new practices - can transfer the new knowledge to their communities and create networks that allow Kenyan and Tanzanian leaders to create significant positive changes in the agricultural industry.

With this revamped program, LEI would encourage participants to work in allied businesses, or to form cooperatives to leverage their selling power in the markets, improve the current techniques or practices, and identify new high value crops that thrive in the changing climate and soil conditions. A powerful network specialized in one topic increases the opportunities for this network to make significant impacts in local economies.

Measuring Impact - Recommendation 1 (Page 27): Randomized Control Trial

A randomized control trial in which youth are taken from diverse communities is required to measure the program's causal impact. To achieve this, AAF would have to utilize excess demand of qualified applicants, such that from this pool, some of the individuals are randomized into treatment (non-participant) and control (participant) groups for a thorough follow-up. To ensure its validity, AAF would have to make sure that the treatment and control groups come from communities that are not too close from each other to avoid spillover effects from those who are treated (participants) to those who are not (non-participants).

How would this apply in the logic model?

The application of this recommendation would require redefining some aspects of the current logic model, for example:

Component in Logic Model	Description
Goal	Help youth break out of the poverty trap through improved agricultural productivity and practices.
Objectives	(1) Develop hard skills in agricultural techniques among youth (e.g., agricultural techniques, marketing strategies, financial literacy). (2) Develop soft skills (resiliency, leadership, communication, entrepreneurship).
Short term outcomes	Uptake of new agricultural technologies. New agricultural coops formed. Increased agricultural productivity (yield).
Long term outcomes	Increased earnings. Increased agricultural productivity (yield).

Confronting Tradeoffs

In light of the criteria previously presented (effectiveness, efficiency and administrative feasibility), we weigh the tradeoffs of this recommendation:

- **Effectiveness:** If AAF wants to target an intervention with the hope of empowering students to break out of the poverty cycle, the intervention must be relevant and deeply connected to realistic career trajectories. Because of the economies of these rural communities, agriculture is the most realistic career trajectory for the vast majority of rural youth and makes this alternative the most effective in terms of a specific job skills focus. Also, a randomized control trial allows AAF to measure the causal effect of the program by controlling for all confounding factors that could affect youth through time. Its main purpose is to collect causal evidence.

- **Efficiency:** If AAF wants to increase the program’s efficiency, focusing on a specific type of skills might be the best option available. Tailoring the curriculum to a particular topic allows intensive training and a more efficient use of the resources. By narrowing down to a subset of abilities, the potential benefit per unit of cost is higher relative to investing in a diverse and potentially non-thorough set of skills. The randomized control trial method is efficient because the organization can fully attribute the outcomes to the program, even when the costs of implementing it are high.
- **Administrative Feasibility:** If AAF wants to find a solution that is administratively feasible, this recommendation is more difficult to implement. This option would require substantial changes in the curriculum of the program and the development of an impact evaluation design using a randomized control trial. For AAF, however, this option sets the stage to find aid in universities (e.g., development economists who do research and get funding for randomized experiments) and local organizations working in the agricultural sector.

Scenario 2

The Recommendation

Program Analysis - Recommendation 2 (Page 19): Community-Focused Recruiting

AAF could consider recruiting *more* participants from a *smaller* number of communities (i.e. geographical clusters) instead of recruiting *fewer* students from *widely-dispersed* regions across Kenya and Tanzania. Recruiting more students from the same or nearby communities could result in greater accessibility and stronger networks among students. Creating geographical clusters would allow LEI graduates to connect more easily with each other, thereby facilitating communication, increasing mutual support, and raising the likelihood of them collaborating and starting business ventures/projects together.

Measuring Impact - Recommendation 2 (Page 27): Long-term Tracking of Participants

AAF can consider establishing a systematic and consistent method to track participants during the four years of the program, as well as the years that follow after they graduate. Regional managers or volunteers could conduct regular (e.g. quarterly) check-in interviews/phone surveys with students in order to better assess whether participants have truly developed desired skills (e.g. leadership, entrepreneurship). It would also enable AAF to systematically capture success stories from pay-it-forward projects and measure outcomes (both short-term and long term).

How would this apply in a logic model?

Component in Logic Model	Description
Goal	Help youth break out of the poverty trap through entrepreneurship.
Objectives	(1) Develop entrepreneur-related hard skills among youth (e.g.

	marketing strategies, financial literacy, business concepts). (2) Develop soft skills (self-resiliency, leadership, communication, networking, management etc.)
Short term outcomes	More business or entrepreneurial ventures (e.g. through pay-it-forward projects). Lower level of indebtedness. Lower level of unemployment.
Long term outcomes	Increased earnings. More employees hired per business.

Confronting Tradeoffs

In light of the criteria previously presented (effectiveness, efficiency and administrative feasibility), we weigh the tradeoffs of this recommendation:

- **Effectiveness.** Recruiting more students from the same or nearby communities could result in greater accessibility and stronger networks among students. This could facilitate the development of more pay-it-forward projects or entrepreneurial ventures. This might increase the likelihood of youth earning more income and breaking out of the poverty cycle. In addition, by establishing a system to conduct regular check-ins, AAF would be able to gather consistent, up-to-date information about students' pay-it-forward projects, entrepreneurial ventures and life developments. AAF would be able to better track qualities that may have developed over time (e.g. leadership, entrepreneurship). AAF would also be able to systematically measure short-term and long term outcomes (e.g. employment, health, education etc.). These collectively may enable AAF to better measure impact (e.g. "X% of participants started a business", "X% of participants attained a university degree", etc.).
- **Efficiency.** The net gains of recruiting more students from the same or nearby communities are likely to be greater than they would be otherwise, because students are more likely to collaborate, establish support systems and possibly attain economies of scale if they start business ventures together. In addition, having a systematic approach to tracking and collecting data could potentially result in high net gains in the long-run. This is because measuring outcomes and gathering evidence of impact could ultimately attract more donors and funding for LEI. However, it would be important to note that in order to establish causal impact and fully attribute positive outcomes to LEI, AAF would also need to keep track of outcomes from a comparison group (i.e. a group of youth that did not participate in LEI.)
- **Administrative feasibility.** Focusing on a smaller number of communities might simplify the recruitment process, streamline the applicant pool, and make implementation more feasible as less communities/schools are now involved. It would also allow regional managers to track participants more easily due to proximity. However, as there is currently no system in place to systematically and regularly track students in the long-term, the initial phase would require a significant investment of time, effort and funds to implement this system (e.g. hiring regional managers or recruiting volunteers to conduct phone surveys, collecting contact numbers of all participants, developing questions for the phone survey/check-in interview). Manpower and time would also be needed to collate and analyze the data regularly after it has been gathered from the participants.

Chapter 6

Conclusions

In light of the previous chapters, we believe that there are several big questions that LEI should address.

First, what is truly LEI's goal? Is it to create a generation of change agents, help participants build self-resiliency, or empower youth to break out of the poverty cycle? All of these goals, while not mutually exclusive, lead to relatively different outcomes, and defining a clear, specific goal would help AAF identify the right indicators to measure in both the short-run and the long-run. If AAF decides that LEI is to have all three goals (i.e. all of the above), we recommend that a separate logic model be created for each goal, equipped with its own set of objectives, outputs and outcomes to be measured.

Second, we believe that the attrition of students (only about half of them return after the first year) poses several challenges to the program. One of the unique features of LEI is its four-year approach, where participants progress from being introduced to essential skills in the first year, to being a mentor and facilitator in the second and third years, to becoming a fledgling entrepreneur or leader in the final year. We believe that this multi-stage approach is an effective way of developing skills in participants, but only if students actually follow the trajectory and proceed beyond the first year. Attrition currently presents difficulties in measuring outcomes because non-returning students are not tracked after they leave LEI. This results in a significantly diminished sample of participants at the end of the four years, and makes it difficult for AAF to find out whether all the pay-it-forward projects were truly carried out, whether skills were developed, and so on.

In light of this, AAF should consider approaches to constantly engage and sustain relationships with all LEI graduates, including those that drop out after the first or second year. For instance, if the main reason for attrition is due to the lack of funds, perhaps scholarships can be given to a smaller number of students with sufficient funding to carry them through the four years, instead of awarding scholarships to many more students who drop out after the first year.

Finally, we believe that LEI can benefit from focusing its program *before* scaling up operations. Given a limited budget and time (only a one-week seminar), we believe that participants could get more returns if the seminar was more focused on certain themes than others. To decide on themes, AAF can analyze data collected from the pre-post surveys and determine the workshops that are deemed more helpful to participants. In addition, we think there are certain benefits to having a cross-border experience in LEI. However, with just one short week of exposure during the seminar, we believe that these benefits can only be fully realized if students are given the opportunity to collaborate and interface with their cross-border peers after the program.

Ultimately, the recommendations and analysis provided in this paper should only be used as guide. Nevertheless, we believe that incorporating our suggestions could greatly improve LEI's program and the means of evaluating its impact. We hope you enjoyed reading this report as much as we enjoyed writing it.

Appendix 1

Context Map



Markers represents secondary schools from which students are recruited to participate in LEI.

Appendix 2

Best Practices and Literature Review of Similar Programs

There are many programs worldwide that target youth unemployment. The reason for this is the increasing number of young people unemployed due to either a lack of employment opportunities or a lack of training and education that enable youth to acquire existing positions. Recent studies highlight that recently in Africa an increased number of youth have migrated to the urban areas in pursuit of better job opportunities, but many of those youth have failed to acquire such a job.

In the following section, we present a review of the main elements of these programs and lessons learned.

Community and Recruitment

- Most programs center attention in specific regions and work with specific communities.
- Coming together for training or studying is an opportunity to network and build connections.
- It is important to make sure that communities are effectively inserting new skills and practices and that they are sustainable. If communities recognize the importance of these new skills they will work together to continue with their implementation³³.
 - Example: In 1990 the Hellen Keller International-HKI implemented a program in Bangladesh for food and nutritional security. The program lasted 5 years and through its development a series of steps were taken to empower the communities. HKI started managing the program and building capacities among local NGOs. By the middle of the process, NGOs would continue guiding the process with HKI's supervision and train community-based organizations so that they can take over the project's management by the end. The International Food Policy Research Institute (IFPRI) highlighted the program due to its successful results and its sustainability model.
- It is important to build community and also to make sure that leaders and participants are encouraging the rest of the community to set ambitious goals and design adequate strategies to attain those goals.
 - Example: Girleffect³⁴ (financed by the Nike Foundation), through which 12 year-old girls are provided financial and educational support to stay in school and thrive without having to marry, sell their bodies or drop out of school. The project encourages their education and affirms that by doing so, they are addressing a larger problem directly, as these girls will have the opportunity to make more decisions for themselves, access more work and financial opportunities, and become mothers when they are ready to do so. More importantly, with lower risks of exposure to HIV. This program improves health among individuals in the participating communities, improves life conditions for women and

³³ Spielman, David J. 2009. *Millionsfed*. Washington, DC: Internat. Food Policy Research Inst.

³⁴ About.nike.com., 2015. 'About Nike - Community Impact'. <http://about.nike.com/pages/community-impact>.

children, reduces mortality indicators in women during childbirth, and increases security indicators.

- Community work: How they incorporate new practices to increase economic well being.
 - Example: The re-greening project in the Sahel allowed communities in Burkina Faso and Niger to implement alternative techniques for agriculture. The communities needed to protect their crops from frequent droughts and food security. They had to increase the efficiency of their water use and ameliorate the impacts of climate change. They implemented an effective forestry, water and soil management system that aggregated information from farmers and incorporated additional technologies sponsored by private donors and NGOs. The agricultural landscape and practice was successfully adapted to the challenging conditions of the Sahel, in particular, to help communities prepare for climate change, achieve food security, and experience improved life-conditions³⁵.
 - COCOMASUR is a community-based organization in rural Acandi in Colombia that is currently responsible for the conservation of the Choco-Darien Corredor Project, the Natural Protected Area of Playona, and the conservation of the Cana tortoise, among others. The community was strongly attacked by the colombian guerrillas yet they have committed to a series of projects that allowed them to protect their territory, provide sustainable work to members, draw national and international attention to their work, and prosper as a community. The team is mostly made up of young leaders who encourage the communities and commit to both their territory their community's future³⁶.
- Several programs include a pay-it-forward principle to engage participants in a sustainable process and encourage them to share their learning experiences with others. This allows students to realize how much they have gained from the process, and allows organizations to indirectly reach out to more individuals by promoting their students' initiatives.
 - Example: Educate! The program teaches leadership and entrepreneurship skills to youth in Uganda working with secondary schools. The program enrolls 40 students two years before they graduate from secondary school and continues supporting them after graduation. During the program, students create Business Clubs in which they receive support from their teammates in the process of building a business³⁷.
- Understanding the community context is important. In some places it is not the government's laws that impede people's access to resources but rather the community's beliefs and cultural practices. Understanding how social relations and schemes affect economic and social development is crucial for programs that intend to aid communities to break out of the poverty trap³⁸.
- An important feature in youth development is to have significant relationships with adults. From such relationships youth receive important guidance, support, and even financial assistance. Building such bridges between generations offers an interesting opportunity for mutual recognition, in which young individuals recognize the value in adults' experience, and adults recognize the potential of young people. Social relations provide individuals with access to knowledge, cultural understanding, and economic resources³⁹. This claim also highlights the importance of trust within a community and respect among the members, which encourages better structures to facilitate problem-solving.

³⁵ Spielman, David J. 2009. *Millionsfed*. Washington, DC: Internat. Food Policy Research Inst.

³⁶ Cocomasur.org., 2015. 'COCOMASUR - Consejo Comunitario De Comunidades Negras De La Cuenca Del Rio Tolo Y Zona Costera Sur'. <http://www.cocomasur.org/quienes.php>.

³⁷ Educate!., 2015. 'Annual Reports'. <http://www.experienceeducate.org/annual-reports/>.

³⁸ Beck, Tony, and Cathy Nesmith. 2001. 'Building On Poor People's Capacities: The Case Of Common Property Resources In India And West Africa'. *World Development* 29 (1): 119-133. doi:10.1016/s0305-750x(00)00089-9.

³⁹ Jarrett, Robin L., Patrick J. Sullivan, and Natasha D. Watkins. 2004. 'Developing Social Capital Through Participation In Organized Youth Programs: Qualitative Insights From Three Programs'. *Journal Of Community Psychology* 33 (1): 41-55. doi:10.1002/jcop.20038.

- Rationale behind cross-country focus: help students to expand their networks; create connections for cross-border collaboration.
 - Example: The Aga Khan Development Network offers a Cross-Border Vocational Education Program in Badakhshan⁴⁰. The program delivers short vocational training to young men and women.

Job Skills

- Lack of job opportunities may be the main limitation for young adults to find jobs in developing countries but it is not the only one. Other challenges include: Insufficiency of quality education, lack of training in skills that enable people to access the labor market, and absence of aids (for example, mentors, job placement agencies, etc.) to understand how to search for a job. An understanding of local job market and opportunities is very important⁴¹.
- Many programs center their attention on skills training to prepare participants for certain jobs⁴². Lessons learned from those programs suggest that:
 - It is better to implement these programs with young people because you are working actively to attenuate differences instead of trying to mend the already existing gap.
 - Programs have a positive and significant impact if they have already assessed the requirements of the labor market and have identified which skills would be more useful.
 - Length of the training program will depend on the skill that needs to be taught and how much time students need to master it.
 - It is suggested to work with people of similar ages as they are most likely learning skills at a similar pace.
- Examples of programs that have been implemented include:
 - Kenyan government programs in the 90's: coupons for training (government sponsored 90% of the tuition; individual covered 10%). It was successful because people bought the coupons and completed training. The costs of these programs were high⁴³.
 - Colombian government program for vulnerable groups providing scholarships and training for young people and establishing partnerships with private companies for internships for students⁴⁴. Most students will work at larger companies - usually where they did their internships - or start their own businesses.
 - Young Women Enterprises is an initiative financed by the Nike Foundation where young women go through a three-phase program that intends to form community, teach financial literacy and entrepreneurship, and involve other community members in their new businesses, thus bringing economic development to their communities. The most important component of the program is that the skills they learn enable them to use critical thinking to evaluate the options they actually have and to generate new ideas that also make their enterprises sustainable.

⁴⁰ Partnerships in action.org., 2015. 'Cross-Border Vocational Education Program In Badakhshan'.

<http://www.partnershipsinaction.org/content/cross-border-vocational-education-program-badakhshan>.

⁴¹ Betcherman, Gordon; Godfrey, Martin; Puerto, Susana; Rother, Friederike, and Stavreska, Antoneta. 2007. *A Review of Interventions to Support Young Workers: Findings of the Youth Employment Inventory*. Washington, DC: Social Protection, The World Bank. Discussion Paper No. 0715.

⁴² Ibid

⁴³ Adams, Arvil V. 2015. 'Assessment Of The Jua Kali Pilot Voucher Program'.

http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079934475/547667-1135281552767/Jua_Kali_Pilot_Voucher_Program.pdf.

⁴⁴ Gobierno de Colombia, Ministerio de Trabajo. 2015. 'Grupo De Equidad Laboral -'. *Prezi.Com*.

https://prezi.com/huyr_rrm_lp-/grupo-de-equidad-laboral/.

Sexual Education

- Sexual education is commonly used as a mechanism in youth development programs to reduce teenage pregnancies and the rate of HIV infection, improving girls' overall life expectancies.
- Some interventions are directly implemented by schools and the information is taught year-round, while other programs do shorter interventions.
- Success has been identified for programs that provide sexual education and allow youth to participate in activities. This strategy is useful because it occupies young kids in alternative activities that reduce their motivation to engage in sexual activity⁴⁵.

Resiliency⁴⁶

Resiliency, or the ability to "bounce back" in the face of adversity, has been a topic of investigation by developmental psychology for the past 50 years. Though researchers still debate the extent to which resiliency is a fixed trait versus one that can be developed, they agree that protective factors and coping mechanisms are central for the development of resiliency⁴⁷. Theories often emphasize that the critical period for resiliency development starts early in life and ends around age 15. Earlier researchers had observed that some youth managed to survive exposure to adversity and even thrive in later life while others were less successful even to the point of developing physical or psychological disorders. In order to best measure and understand resiliency development, one should identify factors that were present in the lives of those who both survived and thrived in the face of adversity, compared to those who did not.

To promote resiliency, an intervention should address protective factors and coping mechanisms⁴⁸. One strategy to help youth develop resiliency is to promote cognitive and emotional skills, which enables individuals to maintain control during adversity as they understand their own tendencies in response to difficult situations. This enables them to identify their needs and develop tools that are useful for managing conflict and adversity. As for the assessments used to evaluate resiliency, studies have utilized diverse tests and measurements to assess resiliency development at an individual level. The lack of a common metric has made it difficult to compare the effectiveness of different strategies across populations.

The first step in the assessment of resiliency is to define what aspect to assess. Experts have identified many factors in a range of contexts (school, family, community) that contribute to resilience. The challenge is to decide which factors to assess. Best practices such as the following, were developed thinking in the following:

- (1) to identify constructs of resilience that have practical usefulness and,
- (2) to examine the tools for the assessment of resilience for practical application.

⁴⁵ Kirby, Douglas, and Karin Coyle. 1997. 'Youth Development Programs'. *Children And Youth Services Review* 19 (5-6): 437-454. doi:10.1016/s0190-7409(97)00026-1.

⁴⁶ Sandra, Prince-Embury, and H. Saklofske Donald. *Resilience in Children, Adolescents, and Adults, Translating Research into Practice*. New York, USA: Springer, 2013.

⁴⁷ Jacelon, Cynthia S. 1997. 'The Trait And Process Of Resilience'. *Journal Of Advanced Nursing* 25 (1): 123-129. doi:10.1046/j.1365-2648.1997.1997025123.x.

⁴⁸ Resnick, Michael D. 2000. 'Protective Factors, Resiliency, And Healthy Youth Development'. *Adolescent Medicine* 11 (1).

The **Resiliency Scales for Children and Adolescents (RSCA)** assesses personal experience with respect to three core developmental systems to create a Personal Resilience Profile that demonstrates an individual's relative strengths and vulnerabilities.

Dimension	Description	Assessment
Sense of mastery	A sense of competence, mastery or efficiency, is driven by an innate curiosity, which is intrinsically rewarding and is the source of problem solving skills.	20-item self report questionnaire written at a third-grade reading level that addresses traits such as optimism, self-efficacy, adaptability.
Sense of relatedness	The importance of relationships and relational ability as mediators of resilience has been supported in research by developmental psychopathologists such as Werner and Smith (1982).	24-item questionnaire related to comfort with others, trust in others, support by others, and tolerance of differences.
Sense of emotional reactivity	Development of pathology in the presence of adversity is related to emotional reactivity and the ability to regulate this reactivity. It is the threshold of tolerance that exists prior to the occurrence of adverse events or circumstances.	20-item questionnaire related to sensitivity, recovery and impairment.

“Sense of mastery” and “sense of relatedness” are protective factors (or resources), while “sense of emotional reactivity” is a risk factor. The first two are weighted equally to construct a Resource Index (standardized average of the Sense of Mastery and Relatedness). The question is if these resources are sufficient to offset the amount of personal risk experienced by the individual. Thus, the Vulnerability Index is designed to measure the discrepancy between the personal risk and the perceived available resources. This index is the standardized difference between the Emotional Reactivity T-Score and the Resource Index T-Score.

Example: Resilience in Kenyan Youth Living in the Slums and Suburbs of Nairobi

Tignor and Prince-Embury studied the personal resiliency of 83 youth between ages of 9 and 18 living in the slums and middle class of Nairobi, Kenya. They utilized the RSCA, which had been proven to be robust when compared to other methods in the United States and elsewhere. This was the first time the scale was administered in Kenya. The results obtained from these three global scales were then compared with the ones for US youth.

Among the results of this study, the authors found: First, that differences in gender were not statistically different. Second, that results suggested uniformity across locations. Third, that by tribe/ethnicity, the six groups in the sample were close to national levels with the exception of the Sudanese, who scored higher Vulnerability and Emotional Reactivity. The authors also noted that Kikuyus, a dominant group in terms of

numbers and political power also had the highest Sense of Mastery Scores, while the Luos, the opposing group with more limited access to power had lower than average Sense of Relatedness scores. Clusters were then built to identify the most and least resilient profiles.

Analysis for this study was conducted by total sample, location, ethnic affiliation, and experience of genocide. Mean scores for the Nairobi youth were all in the below average range as compared with the US rankings. These findings were supported by the hypothesis that the majority of Nairobi youth in this sample experienced less protective strength or resources compared to the US sample. It was anticipated that poverty conditions and possible exposure to complex trauma would result in less protective strength or resources and increased vulnerability and stress compared to the US sample.

Leadership

- Leadership is appealing but it is not always easy to teach.
- Change that truly transforms requires sacrifices, which can cause chaos and resistance in communities⁴⁹.
- There are four hazards for every leader: a) To be attacked directly; b) To be marginalized; c) To be less likely to gain approval and affection; And d) to be surrounded by others who try to divert them from their ideas. All of these dangers result from people's aversions to the "chaos" stage that precedes change.
- There are two ways to overcome resistance to one's leadership: a) Practice what you preach; And b) acknowledge your own responsibility in the problems.
- Leadership requires improvisation in order to overcome the daily challenges of being a leader.
- Example: Let Girls Lead⁵⁰. This initiative works with women in Honduras, Guatemala, Liberia, Ethiopia, and Malawi to access education, healthcare, and economic opportunities, which will allow them to lead social changes in their communities. Such changes will have positive outcomes in the long-term for others in their communities, as they directly impact women and children's health, education, and economic opportunities⁵¹.

Entrepreneurship

- Entrepreneurs are usually thought of as courageous, adventurous and risk-loving. However, such description provide a narrow perspective on entrepreneurship⁵².
- Entrepreneurship utilizes a range of skills and requires individuals to be systematic, proactive, emotionally strong, resilient and perseverant⁵³.
- Entrepreneurs today utilize new strategies to launch their endeavors and adapt to challenges. Lean start-ups require individuals to identify opportunities, build proposals, test them, respond adequately to feedback, and repeat the process⁵⁴.

⁴⁹ Heifetz, Ronald, and Marty Linsky. 2002. 'A Survival Guide For Leaders'. *Harvard Business Review*. <https://hbr.org/2002/06/a-survival-guide-for-leaders/ar/1>.

⁵⁰ Restauri, Denise. 'What Happens When We Let Girls Lead?'. *Forbes* 2013: <http://www.forbes.com/sites/deniserestauri/2013/09/18/what-happens-when-we-let-girls-lead/>. Print.

⁵¹ Letgirlslead.org., 'Let Girls Lead'. N.p., 2015. Web. 14 Apr. 2015.

⁵²Drucker, Peter F. 1985. *Innovation And Entrepreneurship*. New York: Harper & Row.

⁵³ Heifetz, Ronald, and Marty Linsky. 2002. 'A Survival Guide For Leaders'. *Harvard Business Review*. <https://hbr.org/2002/06/a-survival-guide-for-leaders/ar/1>.

⁵⁴ Blank, Steve. 2015. 'Why The Lean Start-Up Changes Everything'. *Harvard Business Review*. <https://hbr.org/2013/05/why-the-lean-start-up-changes-everything>.

- Access to credit for young entrepreneurs is an important challenge worldwide. Banks are increasingly demanding that the individuals who request loans have strong credit histories and additional support to reduce the risk of default. Organizations such as Kiva⁵⁵, the Uwezo Oversight Board,⁵⁶ the Youth Enterprise Development Fund⁵⁷, and Access to Microfinance in West Africa⁵⁸ enable low-resource individuals to access funds. Thus, many programs that incentivize entrepreneurship among individuals, especially young people, also implement loan initiatives to enable participants to access financial aid.
 - Example: Access to microfinance in West Africa is a program supported by USAID and the Aga Khan Foundation that provides loans to individuals in Côte d'Ivoire. The access to financial resources offers an opportunity for participants to improve their businesses through access to financial support⁵⁹.

Time and Structure

- Time duration of programs varies depending on the goal of the program. At the end of the day, the question is: How much time is needed?
- The frequency with which groups meet depends on the goal of the program and the dynamics required.
- To make results sustainable, several programs determine timing on the basis of ensuring that some changes already occur before the intervention is over⁶⁰.
- Success is achieved by either implementing the intervention at the right time and adequately combining economical, political, social and technological elements⁶¹.
 - Example: Educate!: The program provides training for 40 students for two hours every week for over one and a half years. The program begins two years before students graduate from high-school. All mentors are recent university graduates who receive an intensive 3-month training before the beginning of the program, thus ensuring the quality of the outcomes and the sustainability of their impact on students throughout the 1.5 years that the program lasts for each cohort⁶².
 - The Enterprise business for women program runs for 6 months. Throughout this time participants (30-40 in total) attend weekly sessions (if participants are still attending school they attend a one-hour session and if they are not enrolled in school they attend a four-hour session). The process is divided into three phases: The first phase consists of the recruitment process and the consolidation of the groups. The second phase consists of teaching specific skills (ranging from financial literacy to decision making) which prepares them to make business plans. The third phase consists of developing a business idea or finding a job. The process also provides them with additional time during the program to receive support as needed⁶³.

⁵⁵ www.kiva.org

⁵⁶ www.uwezo.go.ke

⁵⁷ www.youthfund.go.ke

⁵⁸ www.partnershipinaction.org/content/access-microfinance-west-africa

⁵⁹ Ibid

⁶⁰ Spielman, David J. 2009. *Millionsfed*. Washington, DC: Internat. Food Policy Research Inst.

⁶¹ Ibid

⁶² Educate!., 'Educate!'. N.p., 2015. Web. 1 Mar. 2015.

⁶³ Technoserve, . *Enterprising Girls Making A Difference*. 2013. Web. 1 Mar. 2015.

Appendix 3

Best Practices for Assessing Impact

This section will explore the best practices of evaluation methods and some examples adopted by other programs.

1. Randomized Control Trials

The rise of “real” experiments in economics is one of the most important scientific and methodological innovations in the social sciences over the past few decades. It is in this context that a debate has risen over the question: “Why randomize?” With randomization, you can address an array of well-known biases. For example, it can resolve the selection problem that often plagues treatment effect estimates of a program or intervention. As a result, it allows researchers to identify behavioral parameters that are of theoretical interest, and that are difficult or impossible to estimate using other methods (e.g. estimating social effects). Ultimately, the results of randomized evaluations are typically more transparent and credible to policy makers and potential donors.

Randomized control trials have the following limitations:

- (1) They are small scale – they estimate very local effects and thus they often lack external validity (i.e., same results from a program cannot be expected among a different sample group). However, this is true for all micro-empirical work.
- (2) They are “too easy”, anyone can use them (budget aside). But this is arguably a strength rather than a weakness.
- (3) They are inherently atheoretical. But this is not true: development economics have long used these methods to tackle fundamental theory issues.
- (4) They cannot estimate general equilibrium effects. However, the large-scale experiments that are properly designed (e.g., cluster randomization, etc.) can estimate spillovers, price effects, etc.

Causal Inference and Impact Evaluation

The basic impact evaluation question essentially constitutes a causal inference problem. Determining the true impact of a program from a series of outcomes is equivalent to assessing the causal effect of the program on those outcomes. For example, we look at cause-and-effect relationships such as: “Do vocational training programs increase trainees' incomes?”

These types of questions are very common, but establishing the relationship is not straightforward. In fact, simply observing that a trainee's income increases after he or she completed a program is not enough to establish causality. This increase could have happened even if he did not take the training course, with his own efforts, or because of the changing labor market conditions. In this context, impact evaluations help us to overcome the challenge of establishing causality by empirically establishing to what extent a program - and that program alone - contributed to the change in an outcome⁶⁴.

Comparison Groups

Impact evaluation theory states that in order to measure the impact of a program, we must be able to compare two "identical" groups. In this sense, constructing valid comparison groups allows us to estimate the true counterfactual: what would have happened if the program wasn't implemented. From these two groups, one receives the program and one does not (the counterfactual). If the two groups are identical prior to intervention, then we can be sure that any differences in outcomes must be due to the program.

Counterfeit Counterfactual: Comparing Before and After

However, the creation of comparison groups without an appropriate design can lead to biased results. In this context, the literature recognizes two counterfeit counterfactuals: (1) the before-and-after, or pre-post, and (2) with-and-without comparisons between units that choose to enroll and units that choose not to enroll in a program. For purposes of this document, the first one is explained below.

"Before-and-after" or "pre-post" measurements are a counterfeit estimate of the counterfactual. In particular, comparisons of the outcomes of a program's participants prior to and subsequent to the introduction of a program, assumes that if the program had never existed, the outcome for program participants would have been exactly the same as their pre-program situation. Unfortunately, in the vast majority of cases that assumption simply does not hold⁶⁵.

Although before-and-after comparisons may be invalid in impact evaluation, that does not mean they are not valuable for other purposes. In fact, administrative data systems for many programs typically record data about participants over time. This information is important and valuable for managers who are planning and reporting about the program. However, establishing that the program caused the change in certain outcomes is much more challenging because different factors affect the program's participants over time. Thus, even when monitoring changes in outcomes over time is extremely valuable, it does not usually allow to determine conclusively whether - or by how much - a particular program contributed to that improvement as long as other time-varying factors exist that are affecting the same outcome⁶⁶.

Treatment Arms

For the evaluation of one intervention, only two groups are needed: one treatment group and one comparison group. Beyond answering basic evaluation questions, evaluations can also be used to test

⁶⁴ Gertler, Paul, Sebastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel M. J. Vermeersch. *Impact Evaluation in Practice*. Washington DC, United States: The International Bank for Reconstruction and Development, The World Bank, 2011, pp 33-34.

⁶⁵ *Ibid*, pp. 40.

⁶⁶ *Ibid*, pp. 42.

the effectiveness of program implementation alternatives, that is, to answer the question: "When a program can be implemented in several ways, which one is the most effective?" In this type of evaluation, two or more approaches within a program can be compared with one another to generate evidence as to which is the best alternative for reaching a particular goal. These program alternatives are often referred to as "treatment arms". For example, when we want to test several intensities of a treatment, innovations within a program, etc.

Evaluating more than one or two interventions creates practical challenges both for the evaluation and for the program operation, as the complexity of the design will increase exponentially with the number of treatment arms. Differences in outcomes among the different groups requires that each group contains a sufficient number of observations to ensure statistical power⁶⁷.

Example. African Leadership Academy (ALA): Impacts on Young Leaders and Their Communities⁶⁸

Researchers Edward Miguel, Jamie McCasland and Manuel Barron from UC Berkeley will measure the impact of young leaders and their communities for the African Leadership Academy. The project is ongoing, but details of this evaluation are presented below.

Development Challenge. Corruption plagues several African countries and many believe that only strong, ethical leadership can sustain positive economic and social change in Africa. But how is that leadership developed? Can it be taught and instilled in youth? Even if we believe that it is possible to train a cadre of committed and ethical African leaders, how can we know that it was the training itself that spurred positive change, and not characteristics already possessed innately by the students?

Context. Believing that ethical leadership in business, social entrepreneurship, civil society and government is key to individual, community-level, national and continent-wide outcomes in Africa, African Leadership Academy intends to train and connect 5,000 young African men and women, ages 16-19, over the next 50 years. The boarding school admits students from across the continent based on academic merit to its two-year pre-university program. The curriculum focuses on leadership development, entrepreneurial training and cultivating a deep understanding of the African experience. It also seeks to foster a commitment to Pan-African growth, development and cooperation. A distinctive feature of African Leadership Academy is the opportunity for each class of 100 to live and study with peers from across Africa, allowing students to develop a continent-wide peer network.

Evaluation Strategy. To understand the impact of African Leadership Academy, researchers will undertake a long-term evaluation comparing outcomes of the 100 students chosen annually for admission with outcomes from the annual pool of 400 finalists (of a total annual applicant pool of over 3000). Researchers will measure the effect of ALA on student educational attainment and cognitive performance, earnings and other labor market outcomes, as well as changes in attitudes towards identity, democracy, business and the future of Africa.

⁶⁷ *Ibid*, pp. 134.

⁶⁸ University of California Center for Effective Global Action, "African Leadership Academy: Impacts on Young Leaders and Their Communities". California, USA. <http://cega.berkeley.edu/evidence/african-leadership-academy-impacts-on-young-leaders-and-their-communities/>

The study will also attempt to understand the broader social impact of attending ALA by measuring educational and other outcomes for siblings, cousins and others linked to ALA students. As ALA is focused on entrepreneurial training, additional measures of social impact might include student career choice, as well as job creation and community-level welfare improvement as a result of businesses launched by ALA students. Researchers will also examine whether students choose pan-African careers or more local/provincial endeavors.

2. SMART Indicators

For indicators to accomplish their purpose, outcomes should be measurable. If results are unclear and indicators are not well-tailored, evaluating the progress/impact of our program will be a challenge, and it will be difficult to determine what the following corrective actions should be⁶⁹.

In this context, best practices have indicated that good indicators are specific, measurable, attributable, realistic and targeted (SMART). The acronym SMART is widely used and a useful rule of thumb for indicators to:

- Measure the information required as closely as possible (Specific)
- Ensure that the information can be readily obtained (Measurable)
- Ensure that each measure is linked to the project's efforts (Attributable)
- Ensure that the data can be obtained in a timely fashion and reasonable cost (Realistic)
- Targeted to the objective population (Targeted)⁷⁰

Example: Women's Learning Partnership Program (WLP)

The *fundamental question* that the WLP program addressed was: How has participation in the leadership program contributed to changes in participants' family, professional, community and political lives?

They defined *outcomes* as follows:

- First, short-term outcomes that come directly after program participation. Among these: develop new skills in communication, listening, etc; increase in confidence, increase in self-esteem, establish new groups and networks, embrace diversity and demonstrate respect and tolerance for others.
- Second, intermediate outcomes that come six months to three years after the program. Among these: participatory leadership, skill application (in workplace, families, etc.), mobilization of others.
- Third, long-term outcomes that come more than three years after. As participants apply participatory leadership skills in multiple environments, they begin experiencing improvements in quality of life, and attitudes, behavior and gender norms shift in favor of gender equality.

Then, they outlined the connections between the outcomes identified: a pathway with the interim steps between implementation and the short, intermediate and long-term outcomes.

⁶⁹ United Nations Development Programme. *Handbook on Planning, Monitoring and Evaluating for Development Results*. New York, USA: UNDP, 2009, p. 54.

⁷⁰ Gertler, Paul, Sebastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel M. J. Vermeersch. *Impact Evaluation in Practice*. Washington DC, United States: The International Bank for Reconstruction and Development, The World Bank, 2011, pp. 27-28.

The most important and complex *short term outcome* was the internalization of the new leadership concept. The WLP team described this as process of multiple steps reflected in a feedback loop. The process involves a change in perception of leadership, increase in self-esteem, increase in confidence to exercise leadership skills, and identification as an agent of change. After this process, participants make plans to apply the skills obtained at the workshop and form relationship, groups, or networks to implement collective plans⁷¹.

Their *theory of change* made the assumption that participants would need time after a workshop to integrate the concept of leadership into their lives (six months to three years to map intermediate outcomes).

To obtain evidence as to whether the leadership program was achieving its *objectives*, they set a participatory target, and made a database to store information about the key outputs of WLP. WLP began by developing a goal that captured their long-term aspirations: “to increase the practice of participatory leadership in countries where the workshops were held”.

However, they decided to develop short-term objectives to monitor and evaluate progress because:

- (1) the program was only a contributing factor to a larger-scale change such as increased support for gender equality at the national level, thus, it would be difficult to separate the effect of the program from other contributing factors
- (2) they had limited resources for evaluation and decided to focus on immediate outcomes which could make a better case in demonstrating the program’s success

They focused on making these objectives SMART. One of the most important short-term outcomes was: to transform 1,000 participants' perceptions of leadership to reflect a commitment to participatory principles and gender equality. Furthermore, in the chain of intermediate outcomes they developed two objectives: (1) To establish a cohort of 1,000 women and men who practice participatory leadership skills in their families, workplaces, communities and societies (between July 2008 and June 2009); And (2) to initiate and support participant-led mobilization to create change in their families, workplaces, communities and societies, particularly for gender equality. The team was careful that these objectives were measurable given the resources and timeframe available.

After these objectives, the team developed a set of *indicators* (direct or indirect measures to determine if the objectives were met). They recognized they only had capacity to collect data on two to four indicators for each objective. For the first objective they were the following:

- (1) Number and percentage of participants completing the full series of workshops.
- (2) Percentage of facilitators who model participatory leadership skills. (Process indicator to ensure workshops were being implemented in a manner that would facilitate transformation of participant perspectives.)
- (3) Increase in average participant attitude scores measuring support for (a) participatory leadership principles; (b) gender equality.

⁷¹ Goyal, Rakhee, Alexandra Pittman, and Anna Workman. *Measuring Change, Monitoring and Evaluating Leadership Programs, A Guide for Organizations*. United States: Women’s Learning Partnership (WLP), 2010, pp. 7-9.

(4) The latter would be complemented by a qualitative outcome indicator that would provide greater insight into how participants' perceptions of leadership change: Participants describe a process of deep internalization of the participatory leadership concept⁷².

Monitoring and collecting data on these indicators varied:

(1) Straightforward. Each facilitator submitted attendance records. They also collected demographic data about the participants to disaggregate the data by different characteristics.

(2) Presented greater challenges. Since they did not have sufficient time or resources to assess the performance of every facilitator, they chose a representative sample, and evaluated their performance once a year. To do this they recruited independent observers that would be more objective in their assessments, and used a set of criteria from the program's curriculum, setting a target score.

(3) Through a questionnaire before and after the workshop for attitude scores. The questions produced a score for each participant and compared pre-and-post scores to see if an increase had occurred. Disaggregating by demographic characteristics explained if this affected the degree to which participants changed their attitudes during the workshop. The target was a 10 percentage point increase.

(4) Through individual interviews with a small number of participants at least six months after the end of their participation. They would be semi-structured: some guiding questions, but then the interviewer would be free to explore lines of questioning. An external evaluator would analyze the interviews and set the target as a positive finding⁷³.

3. Focus Groups

A focus group is a group interview of approximately six to twelve people who share similar characteristics or common interests. A facilitator guides the group based on a predetermined set of topics. The facilitator creates an environment that encourages participants to share their perceptions and points of view. Conducting focus groups is a qualitative data collection method.⁷⁴

Focus groups are valuable when we want to get more in-depth information on perceptions, insights, attitudes, experiences or beliefs, or when we want to gather additional information as an adjunct to quantitative data collection methods.

Successful focus groups start with thorough planning, best practices point towards two key components:

- Develop the focus group guide. The series of questions and prompts for the facilitator to use.
- Select the number and type of participants for each focus group. Each focus group should be made up of similar individuals, so the number of focus groups will depend on

⁷² *Ibid.*, pp. 25-26.

⁷³ *Ibid.*, pp. 27-28

⁷⁴ Department of Health and Human Services, Centers for Disease Control and Prevention. *Data Collection Methods for Program Evaluation: Focus Group, Evaluation Briefs*. Vol. No. 13. United States, 2008, p. 1.

how many different types of groups from which you want to gather information are needed⁷⁵.

Example: Association Democratique des Femmes du Maroc (ADFM) Visualizing Leadership Project

Association Democratique des Femmes du Maroc integrated an interactive *focus group* in their program evaluation. The group exercise was built upon former participants' knowledge, context, and meanings of leadership using visual materials. To achieve this, they invited former participants and non-participants to the group and listened to how they conceptualized leadership in their lives. In particular, they invited randomly selected participants and non-participants and had two separate focus groups sessions. They asked each of these group members to bring a photo, drawing or picture of what signified leadership to them. Then, during the focus group, they had two hours to artistically and verbally explore concepts of leadership: first, they created a collage, and then, they explained the significance of the object. Finally, a moderated discussion of the main leadership themes that arose from the group took place⁷⁶.

4. Narrative Analysis

Narrative analysis is commonly used to develop detailed profiles and stories of change. It is a tool to use qualitative data to demonstrate program impacts. However, it requires time commitment. The nature of this data requires reflecting in greater depth on participant responses.

Qualitative analysis in this sense provides deeper insight into participants' understanding of the program and into what is meaningful to them. It allows program leaders to identify individual experiences of applying skills developed through the program, and uses quotes and narratives to bring individuals' experiences to life and to explore unexpected ideas or themes raised by participants.

However it has certain limitations:

- It is difficult to compare the responses of a number of participants on the same concept. For example, whether or not participants' view of leadership changed, or whether or not they developed new skills.
- It is **difficult to assess the effects of the program** across participants over a period of time⁷⁷.

Narrative analysis plays an important role in creating profiles of individuals and organizations. It involves selecting portions of text from interviews or focus groups transcripts (called narrative descriptions) or personal stories. Narratives can be identified within a transcript according to the following characteristics:

- The participant uses the personal pronoun.
- The text has a time-bound sequence, a complicating action and a resolution.

⁷⁵ *Ibid.*, p 2.

⁷⁶ Goyal, Rakhee, Alexandra Pittman, and Anna Workman. *Measuring Change, Monitoring and Evaluating Leadership Programs, A Guide for Organizations*. United States: Women's Learning Partnership (WLP), 2010, p. 63.

⁷⁷ *Ibid.*, pp. 137.

Another alternative that can represent an additional tool when doing narrative analysis is thematic coding. The thematic coding method is one of the most common forms of qualitative data analysis. The process entails:

1. Organizing selected coding themes from qualitative analysis of questionnaires, interviews or focus groups on a continuum of leadership styles: traditional characteristics, shared characteristics, and participatory characteristics.
2. Then, noting the number of times certain themes appears in each row.
3. For comparative analysis, including data from before and after the program to view change in understanding⁷⁸.

Example. Association Democratique des Femmes du Maroc Introduces Narrative Analysis Techniques⁷⁹

In the case of Association Democratique des Femmes du Maroc, interviews were conducted and one of the questions was: "Do you identify as a leader in your family? Why?" One of the participants answered: "Yes, I'll give you an example. (...)"

In this case, the analyst explained that a narrative could be extracted from the profile of this participant:

"If I were creating a profile of the participant (...) I would include a demographic description of her personal characteristics along with the year that she participated in the LTC program. I would then give an in-depth description of how this woman conceptualized leadership before and after participation in the program. I would showcase the elements of the leadership program and its application that resonated with her the most by using a thematic analysis. Then, I would include different narratives to illustrate how she applied leadership in her life, such as her story about saving money (...)."

5. Diaries

Some programs request participants to keep personal diaries to receive more feedback on the program's evolution. Personal diaries are an interesting source of data reflecting the writer's point of view. In a personal diary, the writer is writing for her own benefit, and it is usually private and not intended to be read by another person. However, solicited diaries have a different focus from that of unsolicited, personal diaries. They are written with the researcher in mind. In this case, the writer completes the diary reflecting on issues that are of interest to the researcher and with the knowledge that the diary will be read and interpreted by another person. For example, academics have also used diaries to reflect on teaching and learning by faculty and students. Diaries can provide clues as to the importance of events for the participants and their attitudes about those events.

Keeping a solicited diary encourages the participant to focus on daily activities and reflections that he or she values. Although diaries might lack the nuances present in verbal communication, through diaries the researcher can gather information about the day-to-day activities of participants and explore those activities during a subsequent interview. Solicited diaries require participants to have certain abilities like literacy. However, diverse programs provide additional options and technological innovations such as

⁷⁸ *Ibid*, pp. 87-89.

⁷⁹ *Ibid*, pp. 89-92.

audiotaped diaries, or telephone conversation with the researcher. This allows participants with functional limitations to participate⁸⁰.

Example. A Qualitative Study of A Transformative Education Programme for Young Zulu Men and Boys in Rural Kwazulu-Natal

The Khanyisa Programme in rural KwaZulu-Natal is one of the innovative gender transformative programs targeting men and boys that have been developed across South Africa. This program performed qualitative data research by following a group of eight young men over a 12-month period. Through transformative learning theory, they tried to explain how socio-cultural processes construct patterns of masculine domination and related individual masculine identities, and examined the use of gender transformation programmed towards the construction of new, more equitable gender identities.

One of the data collection methods used was a "diary project". Data from this source and the other methods was interpreted using thematic analysis. In particular, one of the challenges posed by the study was that of the concept of individual transformation, and how to measure that transformation over time. The "diary project" was included with this in mind. Personal qualitative diaries were utilized throughout the initial one year pilot programme, and data was used to explore change and also to identify themes for further exploration through interviews and focus groups at the fieldwork stage. This data added the ability to identify themes, and also allowed for the identification of changes experienced within the group in a sequential way.

However, the limitation of this study was that it only included a small amount of participants from a specific community in rural KwaZulu Natal. This means that findings for studies of this nature have produced only insights about particular situations, some of which might not be transferable beyond their local context.⁸¹

⁸⁰ Jacelon, Cynthia S. and Imperio K., *Participant Diaries as a Source of Data in Research With Older Adults*. SAGE Publications Qual Health Res 2005; 15; March 2009, p. 991.

⁸¹ York, Matt. "Transforming Masculinities: A Qualitative Study of A Transformative Education Programme for Young Zulu Men and Boys in Rural Kwazulu-Natal." *The Journal of Pan African Studies* 7, no. 7 (December 2014), pp.55-62.

Appendix 4

Survey Assessment

The table below provides a summary of themes as well as their corresponding questions in the year 1 pre-post survey.

Themes	Questions
Demographic Information	1-5
Self-resiliency	6,7,19,25
Personal Aspirations	8,10,26
Leadership	9,11,20
Financial Literacy	12,13,17,18
Entrepreneurship	14,15,16,21,22,23
Pay-it-forward	24
Health	27-29
Perceived Effectiveness of LEI	30-40

*Questions 30-40 only appear in the post survey