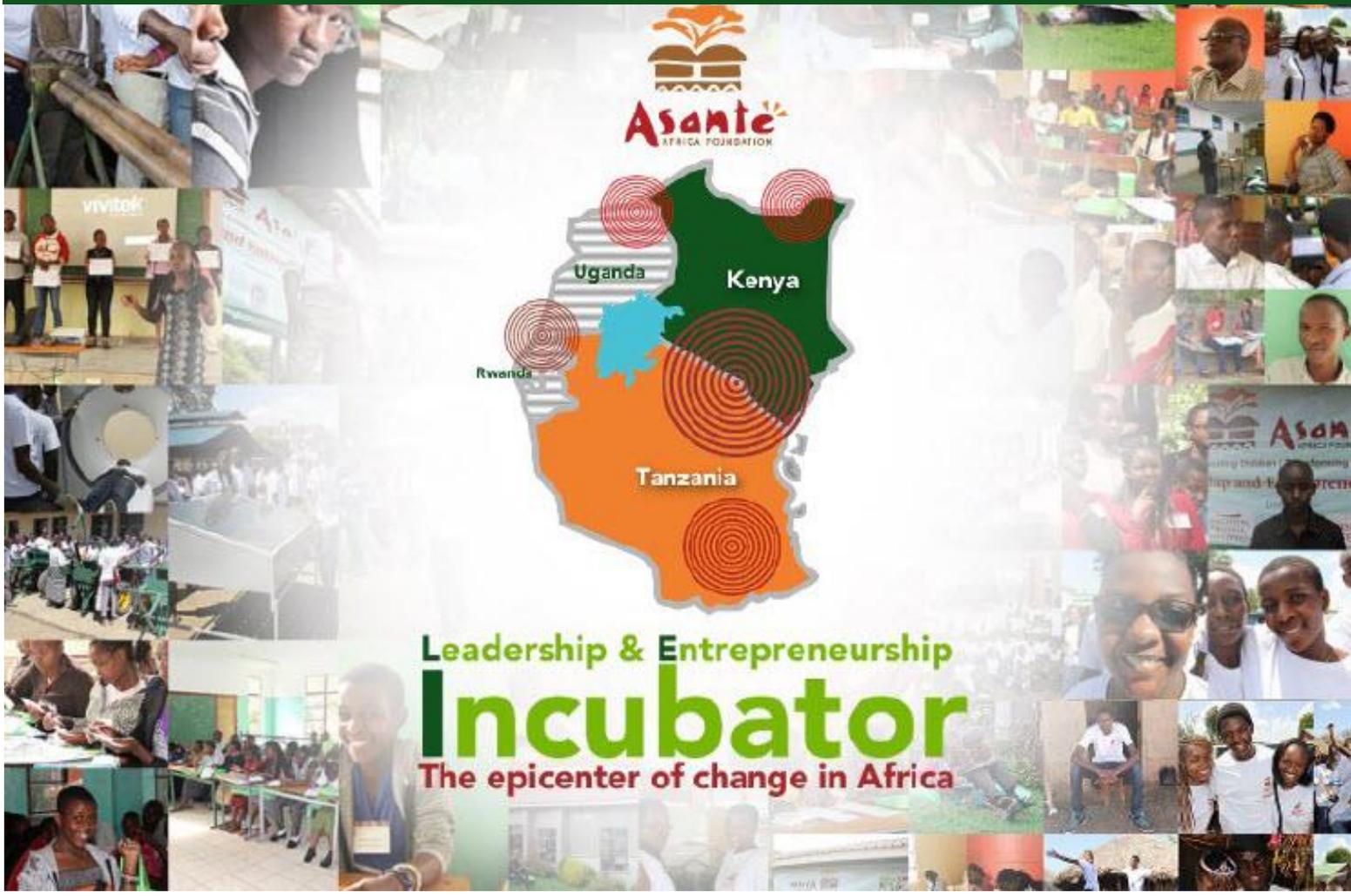


April 2015

LEADERSHIP AND ENTREPRENEURSHIP INCUBATOR 2014

ASANTE AFRICA FOUNDATION



Leadership & Entrepreneurship
Incubator
The epicenter of change in Africa

"...leaders are made and not born. So leadership is the ability of mobilizing and encouraging other persons to want to struggle and reach for shared inspiration."
2014 LEI Participant

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PHUTI MAHANYELE,
CEO, Shanduka Group

“15-25-year-olds in Africa make up 60% of the population of the continent today. And so a key issue is making sure that we have those people being educated to be able to contribute towards the continued growth of our economies on the continent.”

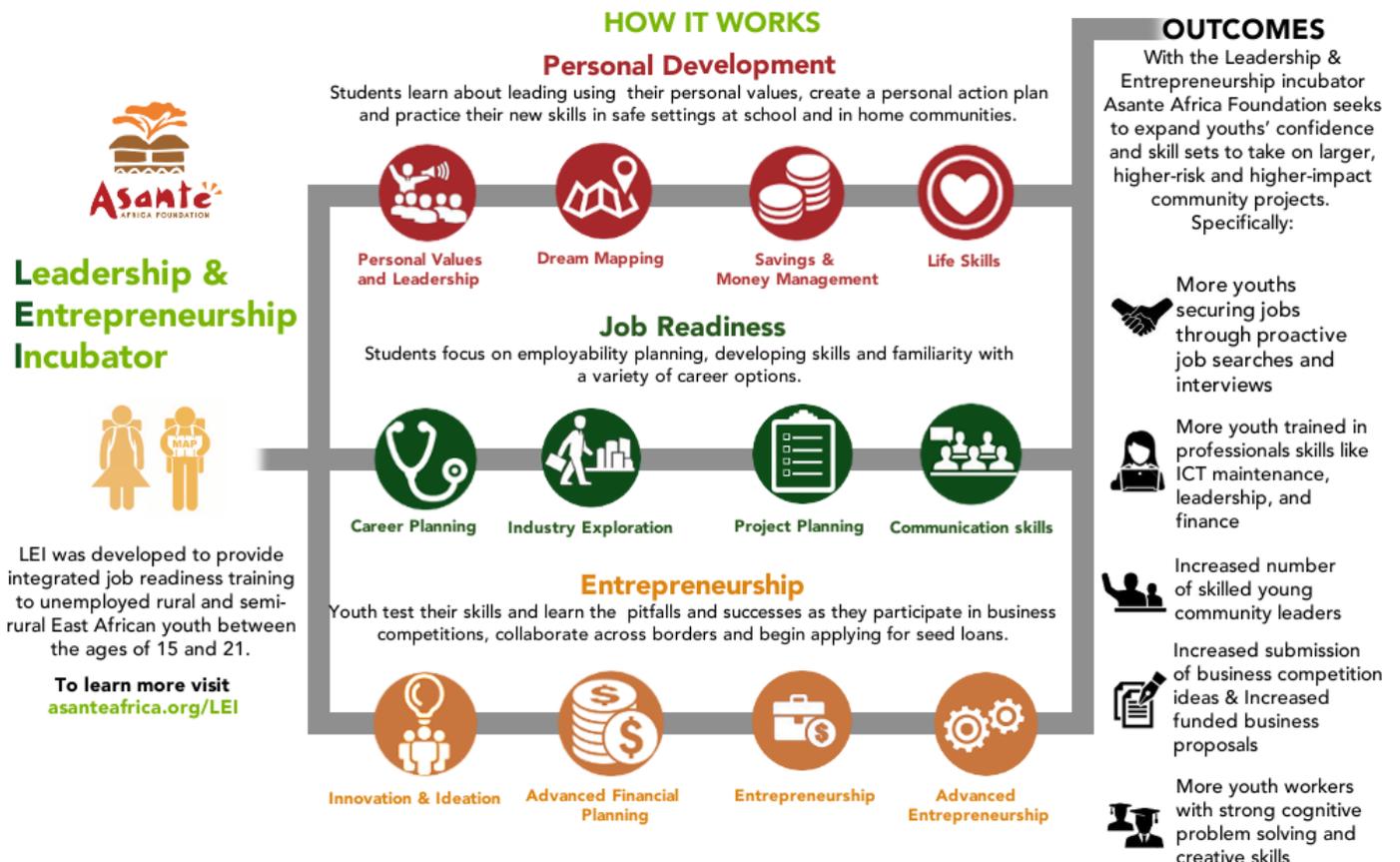


OVERVIEW

Asante Africa Foundation's programs target the root issues inhibiting success for youth in remote communities. One of our key programs is the *Leadership and Entrepreneurship Incubator (LEI)* which is rooted in a trademarked curriculum that develops personal leadership, job readiness, and entrepreneurship in rural East Africa youth. Since its inception, the program has delivered comprehensive training to over 400 rural youth and teachers from Kenya and Tanzania.

Using our unique cross border collaboration and Pay it Forward model, the ripple effect of this program has exceeded our initial expectations and is proving the exponential effect of community empowerment, with over 132,000 individuals impacted in the past four years. Some exciting outcomes of this program include: youth registering community NGOs and collaborations to address social challenges, youth-led start-ups that engage peers and parents, and cross-border initiatives sparked by students in Kenya and Tanzania that focus on developing solutions to issues affecting both countries. The cross-border (Kenya and Tanzania) nature of the LEI Program facilitates regional and national collaboration, and challenges rural youth to broaden their horizons in addition to promoting peace and understanding of other cultures.

LEI provides Kenyan and Tanzanian youth 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. Within the next three years, we expect to directly reach **annually** 1,000 youth across 4 countries with another 300,000 impacted as participants fulfill their Pay it Forward goals. By 2020 we will reach over 500,000 youth through this program.



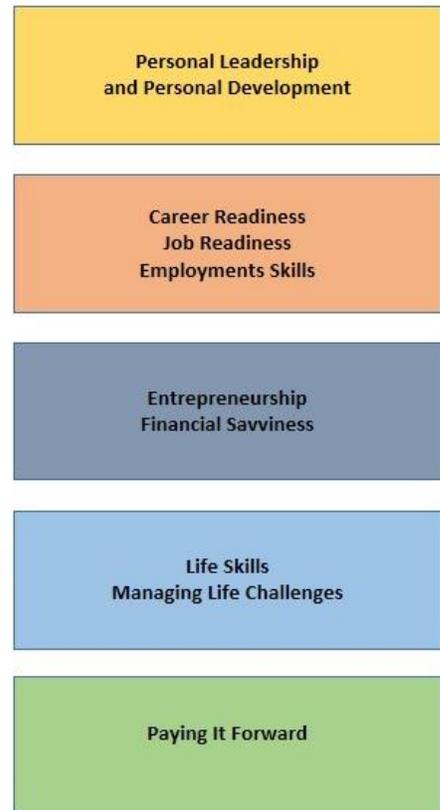
LEI is a multi-year program developed by Asante Africa Foundation to inspire youth to shift from self-perceptions of powerlessness to visualizing themselves as change agents in their communities. The aim of LEI is to build essential cognitive skills such as critical thinking, communication, and team building; develop 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; and empower youth as they develop strategies for Paying It Forward within their families, schools and communities.

The program is divided into five sections covering the areas we believe are crucial to developing a successful leader, entrepreneur and global citizen: Personal Development, Entrepreneurship Training, Job Readiness and Employment, Life Skills and Managing Challenges, and Pay it Forward.

The curriculum is divided into Five Areas of Learning

All content is designed to teach you things

- **You might not learn in the academic classroom**
- **You will need when you leave school**
- **Will give you a competitive edge**
- **Will make you a STRONG East African, not only Tanzanian or Kenyan**
- **Will help you become an Alumni of Asante Africa Foundation**



In 2014, LEI’s program consisted of bringing together 89 registered youth participants (84 on scholarship and 5 paying), aged 15-21 years, from rural communities for an annual workshop followed by independent Pay It Forward projects to be conducted throughout the following year. The program also had 6 local teachers in attendance who went on to become advisors and patrons at their home schools.

Notably, the LEI curriculum was revised to deepen skill development for returning participants who were divided into three specialized workshop tracks (Year 1, Year 2 and Year 3+) based on past attendance and the scope of Pay it Forward work conducted throughout the prior year. The week-long intensive program consisted of workshops, field trips, career speaker, plenaries, and debates. Returning participants were invited to participate in the incubator based on facilitation roles they took as well as their demonstrated commitment to sharing their learning and paying it forward in their communities. At the beginning and end of the incubator, staff administered surveys to assess participants’ development and the incubator’s impact.

	Year 1 Participants (F3)	Year 2 Participants (F4)	Year 3 Participants (Gap year)
Personal Leadership and Personal Development	Values – Attributes Finding my voice Awareness and managing corruption	Radiating my Skills Influencing others Communication Skills	Advocacy Community engagements Formalizing CBOs, causes
Career Readiness Job Readiness Employments Skills	Dream Mapping Basic career exposure	Team Building Interviewing Market plan	Specialized Curriculum ICT Training and Facilitation Job internships
Entrepreneurship Financial Savviness	Exposure to Entrepreneurship Basic Finances and Savings	Project Planning Intermediate Entrepreneurship Finance for Business	Deep Entrepreneurship Preparing to Pitch Business Plan Market and Finance Plan
Life Skills Managing Life Challenges	Exposure to what can derail school success Avoiding Temptations Basic Life Skills	Managing the Bigger temptations-Freedoms Obstacles that derail career success	Special Projects for Life issues
Paying It Forward	School and family level of PIF	Community Level of PIF	Advocacy and Large scale PIF

This 2014 findings document highlights achievements, initial findings, and trends that are beginning to emerge.

We will also describe what the future holds for this program because of ongoing innovation, youth engagement and the talent within Africa that is making this program their own. We are driven by our end goal of closing the opportunity divide between needed talent pool and eager, available and trainable youth workforce, and that starts with education, both academic and life learning.

PREPARTION PROCESS FOR ONE-WEEK INTENSIVE EVENT

Identification and interview for students: Communication with students to attend LEI 2014 started in September till the first week of October. This process involved visiting schools to carryout interviews with past participants to seek to know who were involved in Pay it Forward activities. Since we were introducing new students who are not in the Asante Africa Foundation scholarship program, we had to visit new schools and seek permission from the school authority as well as the parents of the students. Those selected received letters which they were to take home for the parents to sign to show that the parents were in consent with the students attending LEI. The students coming from Kenya had to bring the necessary documents to facilitate their passports processing.

Main criteria used: First time students are required to be in Form 3 level and show good academic performance, discipline, innovativeness, and possess leadership qualities. Second and third time students are those who have engaged in Pay it Forward activities either at the school or community level.

Selection of career and keynote speakers: The process of identifying keynote speakers and facilitators started in the month of October. In particular, we looked for a young man who is in business and with whom the students could relate to. The team examined candidates' CVs and their work history. The goal was to identify a speaker who was capable of motivating the LEI participants and leave them with the belief that no matter their circumstances, they can have meaningful lives. The team wanted the speaker to be below 30 years in age, however this was a challenge and the gentleman who was selected was 35 year old.

Identification of industrial and career site visits: Our team visited various companies and government institutions seeking permission to allow students to visit their facilities for practical learning. The process started in August and the team managed to secure opportunities at Tanzania Atomic Commission, Tanzania Pesticide Research Institute (TPRI) and Accelerating Innovation & Social Entrepreneurship (AISE). This was one of the most appreciated sessions by the LEI participants since they could see how knowledge translates into practicality for the betterment of the society.

INITIAL OUTCOME FINDINGS

Growth and Improvements in 2014

- In 2014, 61% of new participants were female compared to 51% in 2013.
- We deepened the curriculum and student engagement by conducting training in three separate tracks and including more breakout sessions led by the returning students.
- We improved our evaluation framework to better understand the impact of the LEI for new versus returning participants.
- We engaged small entrepreneurs who delivered demonstrations and inspired participants with personal examples and projects.
- Invited paying student participants as a pilot for future revenue.

The top class highlights of the entire week were:

- FGM sessions
- Self Management, Time Management and Stress Management
- Dynamics of money
- Fundraising for your small group and your cause
- Peer mentoring of the Year 1 and Year 2 participants on dream mapping
- How to apply for scholarships and college applications – this topic was highly appreciated by Year 2 students

Other positive highlights of the week:

- Field trips were well-organized and well thought-out and provided participants with a diverse sampling of careers. The afternoon adventure trips were also well planned and organized and both groups felt their field trip was the best.
- In general, most participants were excited to go out and begin their Pay it Forward activities. One of the workshop highlights was having the students' share their Pay it Forward plans with the rest of the students. Notably special, the girls from Machame Girls Secondary School had a session teaching about how to prepare for exams among their peers. This acted as an indicator to the rest of the students that it is possible to be successful with their Pay it Forward projects.
- Highly regarded professionals in their fields acted as career speakers who delivered diverse insights and anecdotes. They provided sound advice to help prepare the students for the next stage in their lives by sharing with them what to expect in the various professions.

Direct feedback provided at end of each day through Home Group Leaders:

- Year 1 students greatly appreciated the peer mentorship carried out by Year 2 and Year 3 students on dream mapping/identification.
- Productive relationships between the facilitators and students we effectively developed
- The keynote speaker according to students' response was good, though in the future the students would appreciate having a younger speaker.
- The lessons were well conducted with more energizers being introduced; youth from Kenya and Tanzania opened up to each other and formed friendships.
- The girls from Machame Girls Secondary School did a wonderful job in facilitating the Year 1 students on exam taking and preparations.
- FGM sessions were also suggested to be taught to all students, as the topic was sensitive and relevant across the board.
- The students enjoyed most the peer mentorship carried out between Year 1 and Year 2. The fact that it was open sharing and they could relate to their fellow counterparts on the kidogo kidogo (small small) steps towards their dream mapping.
- By the end of Friday most students were confident enough that the knowledge gained could be helpful in allowing them to be able to Pay it Forward both at school and in the community. A good example of this was cited by boys from Samburu County who said they would use football for sharing the leadership knowledge in their community.

What worked well this past year:

- **Paying Students** - This year, we enrolled paid students who wanted to attend LEI. Out of 20 students who promised to come for LEI with their own funding, 5 of them managed to secure the chance.

- **Home Group Leaders** – The new Home Group Leaders were up to the task and each led their team effectively. The reporting for the debrief sessions was also well conducted as each represented their team well.
- **Keynote speakers** – The keynote speaker was elaborate and the students liked his speech especially since he came in on the first day of LEI, before the other sessions began.
- **Sharing of roles and responsibilities between AAF support staff and teachers** – This idea didn't come until nearly the end of the week, but from the limited testing it was concluded that in future this is something that could be embraced.

YEAR 1 PARTICIPANTS

LEI Learning Outcomes

100% of Year 1 participants indicated that LEI:

- ✓ Improved their leadership skills
- ✓ Improved their job readiness skills
- ✓ Gave them more career ideas
- ✓ Enabled them to create a pay it forward plan
- ✓ Provided skills and information to help them in life outside of school

Pre- vs. Post-Intervention Survey Assertions

We asked participants to confirm Yes / No to the following:	Participants who responded YES <u>before</u> LEI	Participants who responded YES <u>after</u> LEI	Impact
I have a plan for achieving my dream	92%	96%	+ 4%
If I want to buy something, I know how to save/stretch my money to get that item	76%	84%	+ 9%
I believe it is important to save money	82%	98%	+ 16%
I know how to create a budget	82%	92%	+ 11%

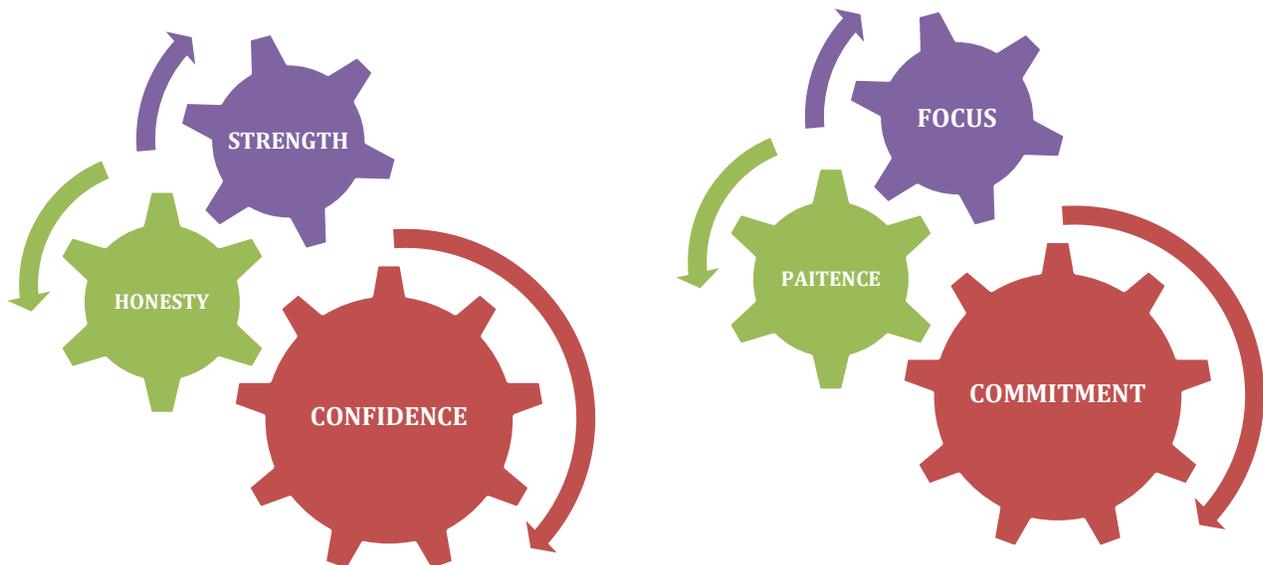
Pre- vs. Post-Intervention Survey Gender Perceptions

We asked participants to confirm Yes / No to the following:	Participants who responded YES <u>before</u> LEI	Participants who responded YES <u>after</u> LEI	Impact
I think girls deserve the same opportunities as boys	88%	92%	+ 4%
I think girls can make equally good leaders as boys	78%	96%	+ 19%

YEAR 2 PARTICIPANTS

Learning Outcomes: Leadership

Participant responses to 'What makes a good leader?'



Pre- vs. Post-Intervention Survey Assertions

We asked participants to confirm Yes / No to the following:	Participants who responded YES before LEI	Participants who responded YES after LEI	Impact
I understand all the steps involved in being an entrepreneur	37%	84%	+ 47%
I have the skills needed to earn/make money today	58%	84%	+ 26%
I have the skills that would prepare me to have a job interview today	58%	74%	+ 16%
I know what I can do to make the world a better place.	63%	95%	+ 32%

Pay It Forward: Pre-Intervention Survey Findings

At the start of LEI, 19 returning participants were asked to provide feedback about their Pay It Forward projects:

- 58% of participants confirmed their Pay It Forward project had involved their community.
- 89% of participants confirmed they faced challenges implementing their Pay It Forward project, highlighting the importance of their continuous involvement in the 2014 LEI.

Pay It Forward: Post-Intervention Survey Findings

At the end of the LEI, participants were asked how LEI had helped them improve/enhance their Pay It Forward Projects:

- 89% of participants confirmed that LEI helped them to develop a better plan for their Pay It Forward project.
- 95% of participants confirmed they learned more skills that will help them to implement their Pay It Forward project.
- Over 50% of participants planned to enlarge their target geographical area and increase the number of beneficiaries of their Pay It Forward project.

YEAR 3+ PARTICIPANTS

Profile: Pre-Intervention Survey Findings

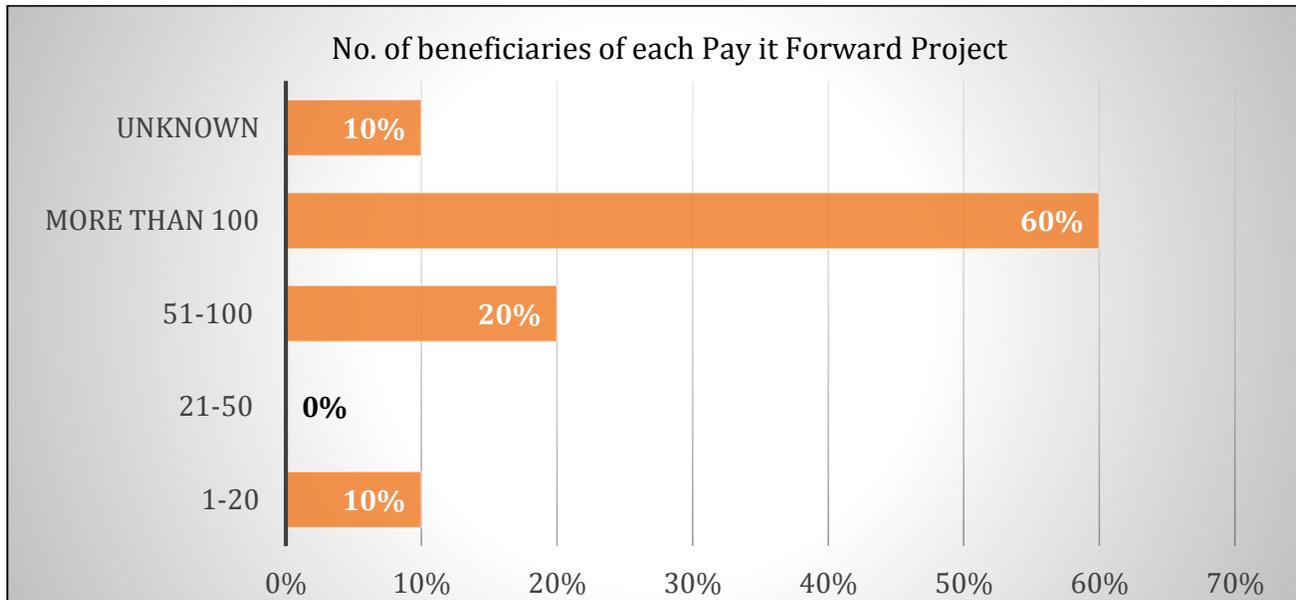
- 10 participants (7 male, 3 female) returned for the 3rd (or 4th) year in attendance at LEI (a select number of participants taking facilitation roles were 4th year participants).
- 100% of participants confirmed they had taken on a leadership role in their school or community over the prior year.
- 70% of participants confirmed they had earned/made money during the prior year. All of those who made money confirmed that something they learned at LEI had helped them earn/make money.

Pre- vs. Post-Intervention Survey Assertions

We asked participants to confirm Yes / No to the following:	Participants who responded YES or Agree Strongly before LEI	Participants who responded YES or Agree Strongly after LEI	Impact
I understand the risks and benefits of being an entrepreneur	60%	70%	+ 10%
I have the skills needed to earn/make money today	100%	100%	-
If I want to buy something, I know how to save/stretch my money to get that item	100%	100%	-
I know what I can do to make the world a better place	100%	100%	-

Pay It Forward

- 70% of participants had involved the community in their prior-year Pay it Forward projects.
- 60% of Pay it Forward projects reached more than 100 people (see graph).
- 90% of participants still identified challenges to implementing their projects.



We asked “What did you learn about yourself during the past year when you did your Pay it Forward project?” Participants responded:

- **“My dreams are valid”**
- **“I am a leader”**
- **“ I built courage to speak in front of people”**
- **“My thinking capacity increased”**

We asked “What did you learn about your personal leadership style when you did your Pay It Forward project?” Participants responded:

- **“Being a leader doesn’t mean you do everything, you must listen to others’ ideas.”**
- **“I am a good leader but I sometimes get stressed when things do not always go well.”**
- **“I discovered that I can convince a group of people.”**

Learning Outcomes - Pre-Intervention Survey Findings

100% of participants confirmed that LEI had:

- Helped them learn how to deal with challenges
- Helped them create a Pay It Forward plan
- Provided more ideas for possible careers
- Improved their leadership skills
- Improved their job readiness

70% of participants strongly agreed that being an entrepreneur would be a good option for them.

LOOKING FORWARD

RECOMMENDATIONS FROM PARTICIPANTS AND FACILITATORS

- In the future, it is important to have a younger keynote speaker whom the students can clearly relate to being that they are youth.
- Have more time allocations for each topic as some topics were scrapped due to overcrowding on the agenda.
- Students felt that the sessions' time allocation was limited and hence they did not have enough time to ask questions with various facilitators. It was recommended that in future we have day 1 set specifically aside for leadership and dream mapping.
- Start LEI preparations in the first quarter of the year.
- The 'Social Challenges Facing Youth' class was excellent content especially noting the video clip that showed the practicality of the effects of FGM and most students in the home group requested that in future it may be taught to all the students.
- In the future we need to encourage the Year 1, 2, and 3 interactions as the Year 1 students appreciated being mentored by their counterparts.
- Consider a workshop on how to create a letter of interest and CV for the Form 4 participants and up so that they can more effectively market themselves for internships and part time jobs.
- Those students who aren't in the scholarship program need to be thoroughly communicated to well in advance and the parents and the teachers made to understand the role of the LEI program.
- Having an Asante Africa Foundation staff member from both Kenya and Tanzania who can support and provide assistance to LEI participants concerning their Pay it Forward projects as well as follow up with the Year 1 students, between LEI events.
- Communication challenges: most students were not able to communicate with their parents and guardians hence it was agreed that in the future there be allocation of funds for students and staff to inform their parents of their safe arrivals and a phone to be there for this use.

In 2015, Asante Africa Foundation is undertaking the following activities to improve LEI content, test different modes of delivery and better understand its impact.

- Further refine the three workshop tracks based on feedback from participants and evidence of impact demonstrated throughout the year.
- Test different forms of delivering workshop content through school-based, extracurricular leadership clubs and youth-founded nonprofit and community-based organizations.
- Conduct additional qualitative research to better understand youth-led Pay it Forward projects and the number of people indirectly benefiting from these initiatives.

APPENDIX



Youth Leadership and Entrepreneurship Incubator 2014 –Agenda

Sunday, Nov. 30	Arrival/Welcome		
	Arrival: Check-In / Questionnaire / Free time		
4:00-4:30 pm	Tea Break		
7:00-8:00 pm	Evening Meal		
8:00 pm	Welcome: Ice Breaker / Introduction / Agenda Overview		
10:30 pm	Bed- Lights Out!		
Monday, Dec. 1	Leadership		
	SEMINAR 1 – Year 1	SEMINAR 2– Year 2	SEMINAR 3 – Year 3+
7:00-8:00 am	Breakfast		
8:00-8:15 am	Chat/Get ready for the day		
8:15-9:15 am	Warm-up Session: Ground Rules / Overview of the LEI Program		
9:15-9:45 am	Opening Keynote Speaker - Ester Wenje		
10:00-11:00 am	Workshop: Your Personal Best Stories/ Leadership Characteristics <i>Gathii</i>	Workshop: Reflecting on the Past Year <i>Zakayo/Erna</i>	
11:00-11:30 am	Tea Break		
11:30-12:15 pm	Workshop: What's Inside You?/Your Values <i>Albert/Carolyne</i>	Workshop: Dream Mapping Revision <i>Erna/Loiboni</i>	Training-of-Trainers: Facilitation Skills <i>Dorosella Bishanga</i>
12:15-1:00 pm	Workshop: Identify Your Dream <i>Ewald/Anderson</i>	Workshop: Seeking a Job: Communication Skills <i>Shami Noel</i>	Workshop: Communicating for Business <i>Dennis Lyamuya</i>
1:00-2:00 pm	Lunch		
2:00-2:30 pm	Energizer		
2:30-3:30 pm	Workshop: Mapping the Dream <i>Ewald/All Returning Students Mentor Year 1 Students</i>		
3:30-4:00 pm	Tea Break		
4:00-5:30 pm	Workshop: Communication for School Leadership <i>Theopista</i>	Workshop: Self-Management <i>Peninah/Hilda</i>	Workshop: Spontaneous Communication – Thinking on your Feet <i>Erna/Alumni</i>
5:30-6:15 pm	Home groups		
6:15-7:00 pm	Free time / Recreation		
7:00-8:00 pm	Evening Meal		

8:00-10:00 pm	Movie Night – Yahaya Ahmed		
10:30 pm	Bed- Lights Out!		
Tuesday, Dec. 2			
7:00-8:00 am	Breakfast		
8:00-8:30 am	Chat/Get ready for the day		
	SEMINAR 1 – Year 1	SEMINAR 2– Year 2	SEMINAR 3 – Year 3+
8:30-10:30 am	Workshop: Introduction to Finance <i>Carolyn/Hilda</i>	Workshop: The Dynamics of Money <i>Mary/Zakayo</i>	Workshop: Getting a Loan to Start a Business <i>Anna Moshi</i>
10:30-11:00 am	Tea Break		
11:00-1:00 pm	Workshop: Introduction to Entrepreneurship: LEVEL 1 <i>Gathii/Alumni</i>	Workshop: Deeper Entrepreneurship: LEVEL 2 <i>Alex Masese</i>	Workshop: Business Plan Creation <i>Bosco Simba</i>
1:00-2:00 pm	Lunch		
2:00-2:45 pm	Career Speakers Introduction		
2:45-3:30 pm	GROUP 1: Career Speakers	GROUP 2: Career Speakers	GROUP 3: Career Speakers
3:30-4:15 pm	GROUP 2: Career Speakers	GROUP 3: Career Speakers	GROUP 1: Career Speakers
4:15-5:00 pm	GROUP 3: Career Speakers	GROUP 1: Career Speakers	GROUP 2: Career Speakers
5:00-6:00 pm	Tea Break and Panel Discussion: Questions and Answers with Career Speakers		
6:00-6:30 pm	Home Groups		
6:30-7:00 pm	Free time/Recreation		
7:00-8:00 pm	Evening Meal		
8:00-10:00 pm	DJ/Karaoke		
10:30 pm	Bed- Lights Out!		
Wednesday, Dec. 3			
6:30-7:15 am	Breakfast		
7:15 am	Report to Buses Buses depart at 7:30		
8:00-9:30 am	Field Trip to Businesses I	Field Trip to Businesses I	Field Trip to Businesses I
10:30-12:00 pm	Field Trip to Businesses II	Field Trip to Businesses II	Field Trip to Businesses II
1:00-2:00 pm	Lunch		
2:00-5:00 pm	Social Activity – Arusha National Park		
5:00-7:00 pm	Free time/Recreation		
7:00-8:00 pm	Evening Meal		
8:00-10:00 pm	Games/Free time/Action Planning		
10:30 pm	Bed-Lights Out!		
Thursday, Dec. 4			
7:00-8:00 am	Breakfast		
8:00-8:30 am	Chat/Get ready for the day		
	SEMINAR 1 – Year 1	SEMINAR 2– Year 2	SEMINAR 3 – Year 3+
8:30-10:30 am	Workshop:	Workshop:	Workshop:

	Social Challenges Facing Youth - HIV/AIDS <i>Dr. Melikizedeck Nkini</i>	Social Challenges Facing Youth - Peer Pressure <i>Fikiri Elias</i>	Social Challenges Facing Youth - Alcohol and Substance Abuse <i>Dr. Nickson</i>
10:30-11:00 am	Tea Break		
11:00-12:30 pm	Workshop: Healthy Living - Taking Care of Your Body: LEVEL 1 <i>Dr. Golder Siliani</i>	Workshop: Healthy Living - Taking Care of Your Body: LEVEL 2 <i>Dr. Gladson Naftal</i>	
12:30-1:30 pm	Lunch		
1:30-2:00 pm	Energizer		
2:00-3:00 pm	Workshop: How to prepare for exams <i>Mwalimu Rasu Rasi/ Club leaders from Machame</i>	Workshop: How to Apply for Scholarships and College Applications <i>Danielle Larson</i>	Workshop: Job Seeking Skills: Marketing Yourself, Resume and Finding a job <i>Shami Noel</i>
3:15-4:30 pm	Workshop: Reproductive Health and Body Changes <i>Kandida Mafoi</i>	Workshop: Job Seeking Skills: Marketing Yourself, Resume and Finding a job <i>Shami Noel</i>	Workshop: Know Your Rights: Protect Yourself <i>Honorata Sway</i>
4:30-5:00 pm	Tea Break		
5:00-6:00 pm	Review of Pay it Forward Projects-Presentation and Discussions		
6:00-7:00 pm	Home Groups		
7:00-8:00 pm	Evening Meal		
8:00-10:00 pm	Debate Night Kelvin, Glory and Anderson		
10:30 pm	Bed-Lights Out!		
Friday, Dec. 5			
7:00-8:00 am	Breakfast		
8:00-8:30 am	Chat/Get ready for the day		
	SEMINAR 1 – Year 1	SEMINAR 2– Year 2	SEMINAR 3 – Year 3+
8:30-10:00 am	Workshop: Moral vs. Situational Ethics and Working through Corruption <i>Lilian Lymo</i>	Workshop: Global Citizenship - My Role as a Global Citizen <i>Erna /Staff</i>	
10:00-10:30 am	Tea Break		
10:30-12:30 pm	Workshop: Paying it Forward at the School Level: Creating a Club <i>Machame and Visitation Club Leaders</i>	Workshop: Paying it Forward at the Community Level <i>Loiboni/Kelvin/Anderson</i>	Workshop: Planning Your Community Project <i>Fred Lesakale</i>
12:30-1:30 pm	Lunch		
1:30-2:00 pm	Energizer		

2:00-4:00 pm	Workshop: Kidogo Kidogo - Action Plan Development <i>Zakayo/ Year 2 Students Mentor Year 1 Students</i>	Workshop: Fundraising for your Small Group and Your Cause <i>Erna</i>
4:00-4:30 pm	Tea Break	
4:30-5:30 pm	Preparation for Saturday Presentations Personal Time/Reflection on the Week	
5:30-6:15 pm	Home Groups- Action Planning with Group Feedback	
6:15-7:00 pm	Free time/Recreation	
7:00-8:00 pm	Evening Meal	
8:00-10:00 pm	Talent/Variety Show	
10:30 pm	Bed-Lights Out!	
Saturday, Dec. 6		
7:00-8:00 am	Breakfast	
8:00-8:30 am	Chat/Get ready for the day	
8:30-10:00 am	Presentations in Break-out Groups	
10:00-10:30 am	Tea Break	
10:30-11:15 am	Closing Key Note Speaker - Patrick Makifula	
11:15-1:30 pm	Certificate Celebration	
1:30-2:30 pm	Lunch	
2:30-3:15 pm	Home Groups- Fill out Evaluation Questionnaire	
3:15-5:15 pm	Workshop Demonstration: Create a Business: Soap and Candle Making <i>Mama Kitto Daniela</i>	
5:15 pm	Transport to Nyama Choma	
6:00-9:30 pm	Nyama Choma	
9:30 pm	Return to School	
10:30 pm	Bed-Lights Out!	
Sunday, Dec. 7		
6:30-7:00 am	Breakfast	
7:00-7:30 am	Prepare for Departure	
7:30 am	Buses Depart	