



LEADERSHIP AND ENTREPRENEURSHIP INCUBATOR (LEI) PROGRAM 5 YEAR OUTCOME STUDY

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Asante
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Additionally, we thank the LEI alumni who were hired and trained to help conduct this survey.

The LEI outcome study was designed by Dr. Amanda Mahoney of Savannah State University, in conjunction with Anne Muli, EA-KE LEI program lead and Statisticians Without Borders volunteer, Dr. Glenn Stark.

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EXECUTIVE SUMMARY OF THE LEI FIVE-YEAR OUTCOME STUDY

Asante Africa Foundation commissioned the Leadership and Entrepreneurship Incubator (LEI) Program in 2010 to provide vulnerable youth from rural East Africa with the necessary skills to become successful leaders, entrepreneurs and global citizens. Our goal is to create a new generation of change agents that will break out of the poverty cycle and develop the self-resilience to overcome life's challenges. To achieve these objectives, the LEI program strengthens non-academic skills by fostering entrepreneurship awareness, business competencies and job readiness while deepening the application of leadership and life skills. The program also fosters active community engagement by encouraging sharing of their knowledge amongst communities as part of the "Pay It Forward" initiative of the LEI program.

After several years of program participation, we initiated this outcome study in 2016 to provide an initial assessment of knowledge application by LEI participants and evaluate the outcomes of the LEI learnings on their achievements and quality of life. As part of the study, we also interviewed a peer control group that had not participated in the LEI program. 354 LEI participants and control group peers (182 participants and 172 control group) were interviewed using a comprehensive survey including both quantitative and qualitative questions.

Our evaluation process focused on measuring the outcomes of the different program modules on the LEI participants' lives. Their responses and those of the control group were then mapped to the appropriate target outcomes of the LEI program. The data analysis was accordingly organized into the following sections: Personal Development, Job Readiness, Entrepreneurship, Community Engagement and Quality of Life. Overall the report is organized into the following sections: Introduction, LEI Program Overview, Five-Year Outcome Study Outline, Data Analysis and Recommendations.

This report focuses on the evaluation of the results and analysis of the fore mentioned study survey as well as the results from a second independent sample poll of 65 LEI alumni participants, which was specifically targeted towards gaining a deeper insight into their community engagement and leadership activities, termed as Pay It Forward (PIF) in the LEI program. For the purposes of the survey analysis, we split the participant results into three groups - (i) control group, (ii) participants of the LEI program for one year (LEI-1), and (iii) participants of the program for more than one year (LEI-1+). We will present results comparing the LEI group to the control group and also additionally in some cases, we will discuss any observed contrast between the LEI-1 and LEI-1+ groups. These two sub-groups of LEI participants were intended to provide us an insight into the optimal delivery period for the LEI program; does >1 year engagement of the students in the LEI program have a measurable impact on their progress. Preliminary results from this study, that to indeed be the case.

The intended purpose of this document is to determine how and at what level participants are utilizing the skills provided through participation in the LEI program.



KEY FINDINGS OF FIVE-YEAR OUTCOME STUDY

A substantial portion of the youth in both the LEI and control group, about 80%, show a secondary level schooling as is to be expected with the target age group. At a high level, our study found that LEI participants are attaining skills for improved job readiness, showing progress in levels of employment/entrepreneurship and perceived quality of life. More students are actively preparing themselves to be entrepreneurs, developing marketing and business plans. Specifically, we have observed the following key findings which show effective progress within the LEI group:

- **Preparation for the future** - LEI program participants are actively taking steps to prepare for their futures. They are setting goals, planning financially, and enrolling in higher education programs. 40% of the LEI-1+ participants stated they had a university-level or higher education, demonstrating a highly encouraging progress towards the 2020 goals of the LEI program.
- **Job Readiness and Prospects** - Given the reported age group and current highest education status, most LEI as well as control participants have not yet formally entered the work force. However, most of our LEI program participants are seeking out and participating in internships that will help propel them into formal employment. Approximately 70% of LEI participants mentioned to have participated in either a paid or unpaid internship; 3x improvement for paid internships completed by LEI alumni compared to the peer control group. Amongst the small group of LEI & control participants with jobs, the LEI participants are finding jobs in their areas of interest and are reporting higher satisfaction with their jobs.
- **Entrepreneurship** - LEI participants are proactively experimenting by creating enterprises at a young age. They are developing and taking action toward implementing their business plans, making them well-poised to become job creators for tomorrow. About 25% of the LEI participants mention to have some form of current self-employment at the time of the survey, a 2x improvement compared to the peer group.
- **Community Engagement** - A higher number of LEI participants are actively engaged in their communities; 60% for LEI-1 and 70% for LEI-1+ compared to 52% for the control group. Within each population, their time commitment is comparable.
- **Pay-it-Forward (PIF)** - A critical and unique part of the LEI program focuses on facilitating participants to become active change agents in their communities. The program encourages alumni to share their LEI knowledge with the wider community. A detailed poll conducted over 65 LEI participants who have attended a LEI Annual Summit in the last few years shows strong, sustained efforts to transfer learned skills to the community. 53 students and 12 teachers from Kenya and Tanzania have directly impacted over **20,000 lives** in the last 4 years, by forming after school clubs/CBOs to conduct trainings in various areas of youth skills development, namely, personal development, leadership, job readiness and entrepreneurship. The type of knowledge imparted by the alumni is relative to what participants perform well at; they are actively sharing what they consider most valuable knowledge. Knowledge that they are most excited about sharing with others is foundational content related to longer term planning and contingency planning, which involves building skills that will help them regardless of a specific life path.
- **Quality of Life** - LEI participants are assessing their quality of life more critically, especially amongst the LEI-1+ group. They are exhibiting a higher tendency to pay for others and have more influence within their families. However, due to the relative ages of LEI participants, it is too early to evaluate difference in salary and earning potential.



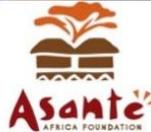
A. INTRODUCTION

It is widely recognized that as the African continent continues to experience increased economic momentum, this is the ideal time to develop the next generation of leaders, skilled employees, entrepreneurs and consumers. Like many countries in Africa, Tanzania and Kenya have experienced rising and sustained economic growth in recent years. While Kenya has grown across all economic sectors, Tanzanian growth has occurred specifically in the communications, financial services, construction, manufacturing and retail trade sectors.



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."



Statistical data from McKinsey Institute indicates:

- Economic growth is accelerating across 27 of 30 largest economies with all sectors contributing to the growth.
- Significant growth in consumerism exists, with the continent's top 18 cities having a combined spending power of \$1.3 trillion by 2040. This means boosted productivity requiring technical jobs with higher skill levels.
- A rapidly expanding labor force will lift GDP growth with a working-age population to exceed 1.1 billion by 2040.
- Political, economic, and geographical barriers are lowering and East Africa is quickly becoming similar to the European Union operational model.

Although these developments are promising, both countries continue to see low levels of employment among their young population.



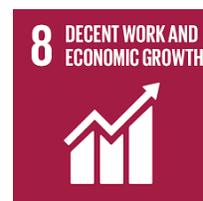
Specifically, the recognized unemployment rate among youth between the ages of 15 and 34 hovered around 17% in Kenya and 47% in Tanzania between 2010 and 2014. Harder-to-measure levels of underemployment and low productivity, particularly in rural areas are also chronic problems facing youth in Tanzania and Kenya today. 75% of Kenyans and 90% of Tanzanians live in rural areas where more than three-quarters of the workforces of both countries are engaged in smallholder agricultural activities¹.

Another challenge is that youth do not have the relevant skills required for employment in the formal sector. The skills required in the labor market are different than the skills acquired by young people. In Kenya, only 125,000 (25%) of graduates are employed yearly from among the 500,000 youth who graduate from various tertiary institutions ready to enter the job market each year.

According to the McKinsey Global Institute, *“If Africa can provide it’s youth with education and skills they need, this workforce will become the most significant source of rising global production and consumption.”*

Relative to their urban counterparts, rural East African youth face greater challenges and are afforded fewer opportunities for personal development and success. The rural communities most come from have few economic opportunities, are often lacking basic tools, skills and supporting infrastructure and are frequently bereft of the knowledge and skill base that enables the creation of opportunities. We also recognize that rural youth exiting a secondary education will inherit the financial burdens of their extended family due to being the most educated members of the family. They will typically have 1 of 4 options available to them; advanced education, take a job, initiative an entrepreneurial effort, or be unemployed.

To address these challenges, Asante Africa Foundation developed a three-year LEI program to prepare youth for the rapidly changing and expanding East African economic landscape. The LEI program complements academics and strengthens non-academic skills with the goal of creating a new generation of change agents who will break out of the poverty cycle and overcome life’s challenges. The LEI program ensures that critical skills and education will provide rural youth with the much-needed opportunity to meet the demands of economic change and growth. This program strongly supports the United Nations Sustainable Development Goals (SDG), specifically #8: To promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

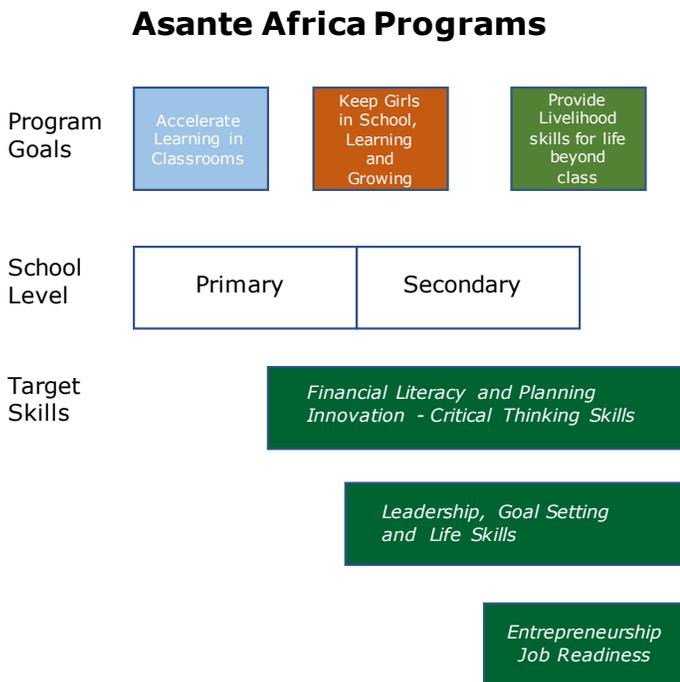


Asante Africa Foundations’ Leadership and Entrepreneurship Incubator (LEI) Program ensures that critical skills training and education will provide rural youth the much-needed opportunity to meet the demands of economic change and growth. Our model has been developed over the last six years, and continues to evolve and deepen based on the changing environment the youth find themselves navigating. Our model has proven to be culturally relevant, have high impact, and be valued by stakeholders for its relevance to the youth and their communities

In 2014, we began to refine what longer term success looks like for this youth. As a result, we developed 2020 program objectives to support outputs, outcomes and longer term impact.



Table A.1 Asante Africa Programs Goals and 2020 Objectives



2020 Youth Livelihood Objectives

Academics Track

- All AAF graduates will have the skills to seek advanced educational opportunities
- 100% of AAF girls graduate High School
- 70% of AAF graduates, alumni qualify for advanced education

Youth National Average < 10%

Job "Taking" Track

- 60% of AAF graduates will secure "formal" jobs making "decent" wages
- 40%+ higher pay compared to their peers

Youth National Average
Formal Sector < 25 %
Informal Sector ~ 45%

Entrepreneurship Job "Creating" Track

- 20% of AAF graduates seeking business ventures creating employment
- 50% of AAF graduates attempt income generation projects

Youth National Average of Entrepreneurs < 10%

Minimize rural youth unemployment

Youth National Average Unemployment ~ 13%

Specific outcomes that we focus on are:

- Graduating from secondary school with academics that create opportunities (national average <10%)
 - 100% girls' graduation rate
 - 70% graduate with academic performance qualifying for advanced education
- Fostering deeper critical thinking and life planning skills



- Budgeting, savings, goal setting, communication, confidence creation
- Trained to seek out desired professions proactively
- Securing well-paying jobs that they enjoy, in formal sectors (national average, formal sector <25%)
 - 40% increase salaries over counterparts
 - 60% working in formal sectors (fewer informal “survival” jobs)
- Increased business ideas, proposals with secured funding (national average <10%)
 - 50% youth creating income generating activities (IGA) projects to practice entrepreneurship
 - gaining confidence
 - 20% create business ventures and seek funding
- Increased engagement in community decisions and activities
 - 50% of youth will engage and influence in local communities and government



B. LEADERSHIP AND ENTREPRENEURSHIP INCUBATOR PROGRAM

LEI PROGRAM MODEL

Theory of Change

Shown below is the Theory of Change model for the LEI program. It shows the input elements of process, support, tools, and program focus areas designed towards desired outcomes in key areas of youth skill development, namely leadership, employment and entrepreneurship.

The illustration (Table B.1) also lists the key target short-term outputs, intermediate/long-term outcomes and the longer-term impact. The short-term outputs to assess knowledge acquisition are measured using a survey which is administered before and after the intervention in the form of an Annual Summit or After School Club (ASC).

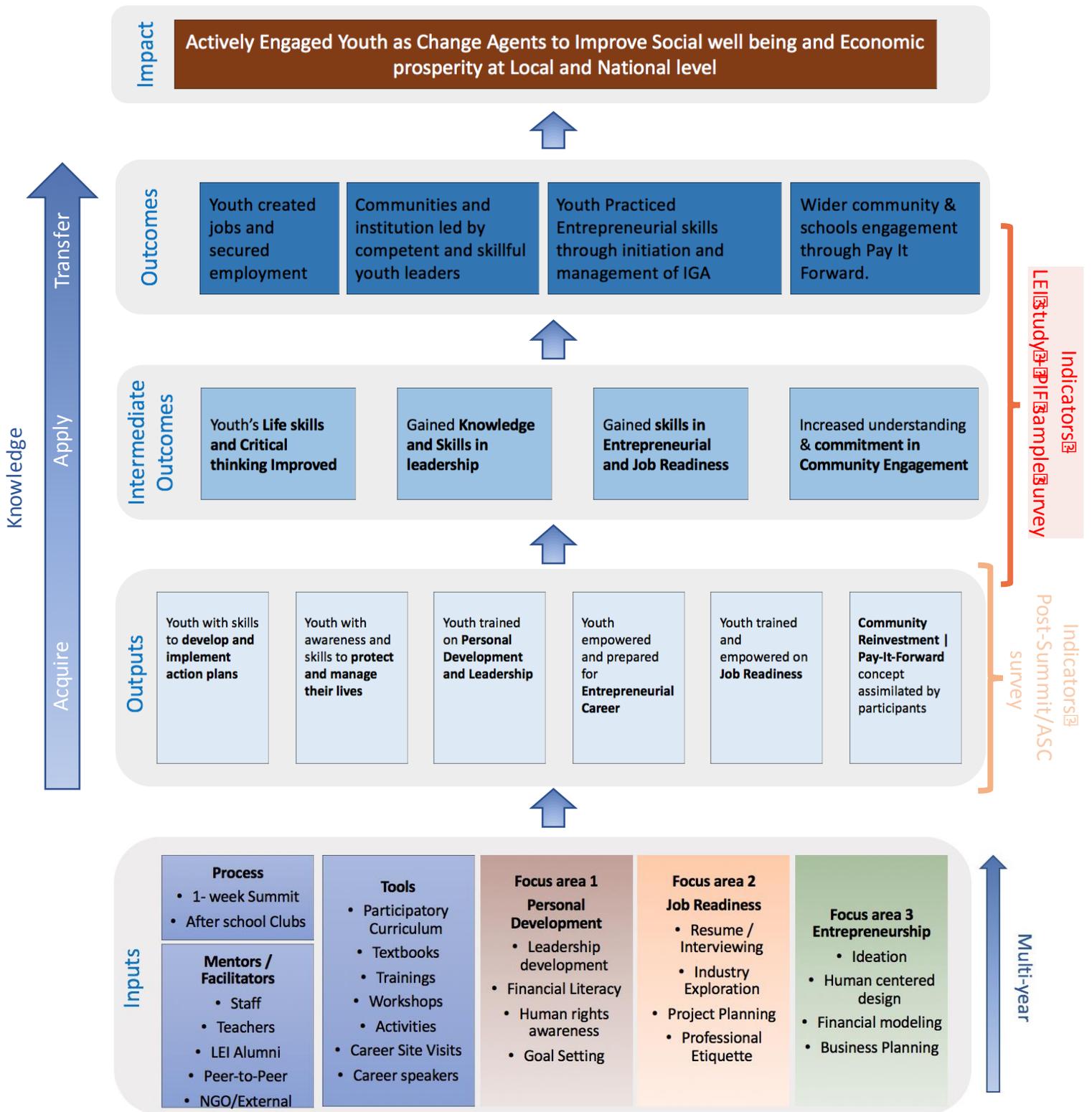
The intent of the present LEI five-year outcome study and Pay it Forward (PIF) poll is to assess the knowledge application and transfer by the LEI alumni in the years following LEI program participation.



By making essential investments in fostering youth leadership and entrepreneurship skills, we are progressing in alignment with 2030 sustainable development goals (SDGs) by giving them opportunities for poverty alleviation, quality education, gender equality, and inequality reduction. The youth who graduate from the LEI program are prepared to transition successfully from school to life beyond the classroom as self-confident leaders, entrepreneurs and skilled workers, widening their career choices and improving their chances of creating and sustaining successful businesses. Over the three-year period of knowledge attainment, application and community reinvestment, the youth develop entrepreneurship skills and business competencies while deepening the application of leadership and life skills.



Table B.1 LEI Program Theory of Change / Logic Model



LEI ECO-SYSTEM PROGRAM MODEL

Our LEI eco-system model utilizes a progressively deepening curriculum, several school-based educational modules, community-level advocacy, a wide variety of career-building workshops, opportunities for industry exploration and internships, and the annual East Africa Summit.

The model addresses many challenges youth face today using methods of progressive knowledge development, application and transfer.



Upon completion of our 3-year program, participants have the necessary skills to enter the job market and start their own businesses. Many also continue on to higher education in pursuit of their personal vision.



PROGRAM COMPONENTS

The multiple components of the LEI program and follow-up activities include:ⁱⁱ

Knowledge Attainment:

After-School Clubs: After-school clubs are run by LEI-alumni (both students and teachers) where the LEI-1 curriculum is delivered in conjunction with hands-on skill application projects, quite often as business initiatives or community outreach projects.

Annual LEI Summit: Each year, Asante Africa hosts a seven-day summit alternatively in either Kenya or Tanzania. Students from the non-host country travel to the host country for a period of one week to participate in interactive workshops and seminars.

Knowledge Application: After initial training, the participants are tracked and supported throughout the year. The Asante Africa Foundation staff, teachers, mentors, alumni, and community leaders conduct monthly and quarterly follow-ups to ensure the youth are supported to implement their action plans.

Knowledge Transfer: The youth who have implemented their action plans and actively applied their knowledge typically have initiated youth clubs, leadership clubs and small business enterprises. This is an ingrained element of all programs hosted by Asante Africa Foundation, referred to as Pay-It-Forward (PIF).

Asante Africa Foundation identifies high-potential youth, ranging from 15 to 21 years in age and currently in high school, through collaboration with local educators and community leaders from target rural secondary schools and communities in East Africa. More details of the recruitment process are listed in [Section D.2](#).



C. LEI PROGRAM EVALUATION METHODOLOGY

LEI PROGRAM M&E METHODS

In monitoring and evaluation, we systematically employ both qualitative and quantitative methods. The qualitative focus is on students' success stories and shifts in perceptions, personal career insights and community engagement. The qualitative focus measures youth creative abilities and innovation problem-solving within their environment. The quantitative focus is the collection of data, indicating personal growth and improved performance as well as increased community (school and village) engagement, including advocacy, knowledge transfer, and entrepreneurship initiatives.

LEI PROGRAM MONITORING

The LEI monitoring process begins at the selection of youth to be enrolled into the programs and continues years beyond the program completion. Based on the developed criteria, Asante Africa Foundation staff collaborates with schools and other partners selected and trained students in the required modules.

Prior to the training, a participant self-evaluation is administered to assess student self-awareness and understanding in the expected topics of leadership, entrepreneurship, goal setting and job readiness. After the training, the students complete a post-training survey to understand the level of knowledge acquired. The survey investigates shifting perceptions, personal career insights and increase and improvement of creative abilities and innovation in problem solving. In 2015, the transition from the paper-based to digital surveying significantly improved time and accuracy of data collected.

A thorough follow-up is completed with the students while in schools by the project coordinators, programs managers and teachers, to provide the necessary advice and support at an individual and at group level. This follow-up process explores the trained students' engagement in schools to see if they have improved performance in both academics and hands-on activities, including initiating a club, starting a small business, or joining together with others to design a project. Monthly and quarterly reports are compiled and used to improve program design. The coordinators and youth mentors provide peer coaching and mentoring in challenging areas and applying the acquired knowledge and skills.



LEI PROGRAM EVALUATION AND LEARNING

Asante Africa Foundation evaluates longer term growth and outcomes qualitatively and quantitatively through formative process and output evaluations. The formative evaluation reviews historical program information and identifies “lessons learned” to apply for program design. The process evaluation enables us to study our program methodology more systematically. The indicators provide data on the immediate outputs and short-term outcomes of the program.

As our cohorts mature, our future evaluation process will include tracking students graduated from O-A Level schools through higher studies, employment, entrepreneurship and leadership engagements.

This document outlining the 2016 five-year outcome study and the deeper PIF evaluation is being used to determine outcomes of the current LEI program model, and to further guide the process of tracking the LEI participants’ performance and influence on an ongoing basis. The next impact evaluation will be conducted in 2020.



D. LEI PROGRAM FIVE-YEAR OUTCOME STUDY EVALUATION

PURPOSE AND OBJECTIVES OF THE 5 YEAR OUTCOME STUDY

The purpose of these outcomes is to determine the social, economic, and educational impact of the multi-year LEI program. We conducted this study to evaluate the last five-years of progress of the LEI program. In 2020, we will conduct another study to determine the long-term results of the LEI program.

The results of this study need to guide the organization to effectively measuring impact so that they can report on performance of the program thus far, provide an account to stakeholders and make the case for continued investment in their work. The following broad objectives were outlined for the outcome study:

- To assess the efficacy of the LEI framework/theory of change (proposed long term outcomes) for program decision-makers: to understand how to design and prioritize youth entrepreneurship interventions most effectively.
- To account for the social and economic impact for all stakeholders (community, government, education, families, youth, donor community).
- To be informed how to allocate resources to support youth entrepreneurship most effectively in different contexts.
- To assess performance, knowledge application, knowledge transfer and refine methods of monitoring and evaluation within the organization.
- To substantiate future program design, and implementation for maximum effectiveness and efficiency. For instance, to determine the optimal duration of the LEI program delivery - 1 year or current multiple (3) year model.
- To determine how to replicate/scale the program and how to effectively leverage the LEI Program alumni.
- To enable knowledge sharing and dissemination of the outcomes of this study.



SAMPLING METHODOLOGY

LEI Program Recruitment Process

For the LEI Program, Asante Africa Foundation identifies high-potential youth, ranging from 15 to 21 years in age and currently in high school, through collaboration with local educators and community leaders from target rural secondary schools and communities in East Africa. The schools chosen are identified based on the counties and regions Asante Africa Foundation currently works in and would like to deepen our programming or new counties and districts that are in our future growth plan.

To date, we have hosted youth from 11 of 31 regions in Tanzania and 19 of 42 counties in Kenya. The regions are typically the most marginalized and rural in both countries.

The identification is done as per the developed criteria. Criteria includes leadership potential, tenacity, academics, credibility among peers and marginalization status. The Kenya team also looked to the pool of students that were part of existing LEI after school clubs (not having attended 1 week Summit) in an effort to tap motivated students and provide them with wider exposure. For first year participants, a minimum of two students were selected from each selected school, based on the following criteria:

- A Form 2-Form 3 (sophomore-junior) student for KE / Form 3-Form 4 (junior-senior) for TZ.
- High level of discipline and leadership skills as recognized by elders.
- High potential for strong communication skills.
- Desire to pay it forward to the schools and community at large.
- Ability to mobilize support for communal projects

Since LEI is designed as a competitive three-year training program, only the top percentage of students attending in a given year are invited back to attend the following year's session. Returning Year 2 and Year 3 participants are selected based on their successful engagement in Pay It Forward activities in the prior year. Second-year participants are assessed based on PIF activities either at the school or community level. When selected to attend, they come as mentor/team leaders. Year 3 participants are those who have engaged in PIF activities either at the school or community level, with growing influence in the community.

The returning students expand their skills, apply knowledge learned in previous years, and earn new responsibilities. LEI leverages the talents of youth trained in the program by inviting many of them to serve as LEI facilitators, organizers and project managers. This is based on knowledge application and transfer as well as how well they managed their goals and plans set previously. Between LEI's inception in 2010 and the end of 2016, approximately 600 students, 65% of whom are female, participated in at least 1 year of LEI's intensive skill building program.



LEI FIVE-YEAR OUTCOME STUDY SAMPLING PROCESS

The success of the LEI Program was assessed both quantitatively and qualitatively through formative process and impact evaluations across Kenya and Tanzania. The group surveyed was divided into LEI program participants and control and detailed data was collected about their demographics, quality of life, employment details, their family living conditions as well as their impact on their communities. The LEI program participants were also interviewed specifically about their personal opinions of program's effectiveness and utilization of knowledge and skills.

A cross section of past LEI participants from 2010-2015 were invited to participate in the five-year outcome study. In order to have a comparison group for the study, a control group was recruited by obtaining a list of students for each year from each LEI school and by asking LEI participants to provide information of willing classmates, who would have been peers of the LEI participants at the time of their participation in the program. The sub-set of this group was selected randomly to form the control group. More details regarding the demographic information of the participants is provided in [Section E](#).

No compensation was provided for participants. We analyzed the changes in the lives of LEI participants and their families compared to the control group to assess the overall impact of the LEI program.

A representative group of 357 LEI and control participants were identified and surveyed. LEI members that have attended the program consist of attendees from the range of one to six years of LEI attendance. The higher year (>3) typically applies to cases of returning mentors and staff members after LEI training phase. Out of the total 354 participants whose data was analyzed (data from 3 participants was removed due to corrupted data entry), 185 (66%) were LEI members.

A second, independent, more in-depth poll was conducted for a smaller sample of active students and teachers from both KE and TZ over the last four years to assess the nature and extent of their PIF efforts. [Section F.4.2. Knowledge Transfer | Pay-It-Forward Impact Sample Study](#) outlines the results from this poll. This was done by asking participants to provide in-depth view of their PIF activity. To quantify the extent of this impact both in breadth and depth, comprehensive data was collected and analyzed for a group of 65 LEI participants (53 students and 12 teachers) from KE and TZ. The group provided specific information on what topics were facilitated through their ASC or CBO activities, where they were conducted (for example, schools and hospitals) and how many people were directly impacted. A snapshot of the how the data is collected for each student is shown in the appendix F.

DATA COLLECTION AND STRUCTURE

Asante Africa Foundation collected the survey results, which included questions with binary answers, multiple choice questions and qualitative questions. The survey was administered anonymously and each survey participant was assigned a unique ID number. The survey was designed using a KOBO Survey tool and administered digitally using Android tablets.

All gathered data was cleaned, organized and analyzed for assessment of the outcomes. Data was removed for any participants from the analyses if it was determined to be corrupted by erroneous selections. As an example, we identified three participants for whom we determined the integrity of the data provided was compromised, and we subsequently scrubbed all data relating to these participants from our survey analysis. Several questions were designed to provide cross-referencing in order to weed out inconsistency in the responses. For instance, if a participant listed "No" for the question "Are you currently employed" and "Are you currently self-employed" but listed a non-zero amount for "Monthly Salary", that salary data was not included in the analyses.



For the purposes of analysis, in some cases, we also separated the results between attendees of the LEI program for 1 year and >1 years (1+) against the control group. This was done to gain deeper understanding of the contrast between 1-year LEI participation vs. a deeper engagement with the LEI program for returning participants with > 1 year LEI participation. The three populations: control group, 1 year of LEI and 1+ years of LEI attendance will be referred to as control, LEI-1 and LEI-1+ respectively. For each of the tables and charts, “n=” reflects the total number of valid responses received, from the total pool of N=354, that were used to assess that particular question. For instance, if there was a question regarding “Are you currently employed”, a valid response would consist of all the participants who answered “Yes” to that question. Similarly, if the poll asked “How many hours do you participate in a volunteering”, a valid response would be all the participants who entered a non-zero number. The data was also normalized within each of these populations for comparative assessment. For each of the charts and tables the % listed for each of the control, LEI-1 and LEI-1+ groups reflect the % of participants who provided a valid response within the individual populations.

Section F of this report presents the results of the survey analyses, the outcomes of the LEI training, and an assessment of the implementation of the program. This section is structured in a sequence - presents our findings first with regards to Personal Development, Job Readiness and Entrepreneurship, and continuing with a discussion of Community Engagement and changes to Quality of Life. Highlights of all analyzed data is also included in the outcome sections. Charts and tables representing additional analysis of the data are included as Appendix A to this report.



E. DEMOGRAPHIC CHARACTERISTICS OF THE SURVEY PARTICIPANTS

Asante Africa Foundation staff administered the survey to 357 total LEI Program and control group participants between Kenya and Tanzania (collectively referred to as “survey participants” or “participants.” Any reference in this report to individuals with LEI participation will be referred to as “LEI participants”) (Table 1). This section summarizes the demographic characteristics of the survey participants with respect to age group, social status and education level and provides a frame of reference for the proceeding data analysis.

Table 1 shows the breakdown of survey participants by gender. Out of a total of 354 participants, approximately 57% of identified as female and 43% identified as male. Three (3) participants for whom we determined the integrity of the data provided was compromised, and we subsequently scrubbed all data relating to these participants from our survey analysis.

Table 1: Survey Respondents (n=354)

Gender	Control	LEI - 1	LEI - 1+	Total
Female	97	78	31	206
Male	75	41	32	148
Grand Total	172	119	63	354

Table 2 summarizes a profile of the participants based on age group, social status and education level. Overall, the profile shown of the survey participants is consistent with our expectations for survey respondent demographic characteristics, which gives us the confidence that our study was conducted over a relevant population.

Table 2 : Survey Respondent Demographic (n=354)

Table 2 shows summary of the age, social status and education level of the respondents. The age of the respondents ranges from under 20 years old to above 25, with the majority of LEI-1 and control group respondents being less than 20 years old. Within the LEI-1+ group, most respondents are between ages 21-25, with an average age of 22. Only a small percentage of respondents are over 25. Ninety-six percent (96%) of respondents across each group indicated a social status of single, with the highest percentage of married respondents occurring at the LEI-1+ level-

The survey asked participants to identify their ages within one of three age groups: under 20, between 20 and 25, and above 25. Because the age group that we recruit to participate in the LEI program is

Gender	Control (%)	LEI - 1 (%)	LEI - 1+ (%)
Female	56%	66%	58%
Male	44%	34%	42%
Grand Total	100%	100%	100%
Age Group	Control (%)	LEI - 1 (%)	LEI - 1+ (%)
<20	67%	76%	35%
21-25	28%	20%	57%
Above 25	5%	3%	8%
Grand Total	100%	100%	100%
Average Age	19	19	22
Social Status	Control (%)	LEI - 1 (%)	LEI - 1+ (%)
Single	97%	97%	90%
Married	2%	3%	6%
Divorced	1%	0%	3%
Grand Total	100%	100%	100%
Education Level	Control (%)	LEI - 1 (%)	LEI - 1+ (%)
Less than Secondary School	20%	23%	3%
Secondary School	60%	61%	56%
University	19%	13%	37%
Higher than University*	1%	3%	3%
Grand Total	100%	100%	100%

*Includes Doctorate/Higher than Masters/Technical Institution



between ages 15 and 25, we expected that most of the LEI-1 participants would identify as under age 20 as they have participated in the LEI program for only one year. As presented by the data in Table 2, the responses were consistent with our expectations, with the pre-dominant (76%) LEI-1 participants being under age 20.

Correspondingly, we expected to see a shift in the LEI-1+ to the 21-25 age group because the participants been in the program at least one or more years. Given the age range and current education status, we anticipate most of the participants to be single; 96% indeed report that they are still single.

Also, given the very young age and school education status of most of the survey participants at the time of the study, it is likely that most of them may not be fully employed, but instead seeking employment or entrepreneurship opportunities. Therefore, it is not surprising that the number of responses received from the survey population with respect to questions surrounding employment and entrepreneurship was less than the responses received for questions surrounding internships, personal development, community activism, and PIF activities.

The data also shows that the number of participants undertaking higher education (university or higher) increases as the number of years of attendance of LEI goes up. University or higher-level education increased markedly for the LEI-1+ (40%) compared to 20% and 16% for the control and LEI-1 groups, suggesting a progressive trend amongst the LEI-1+ group. The data suggests that this observed improvement is unlikely to be solely a result of the higher age factor of the LEI-1+ population. However, the control and LEI-1 groups showed comparable performance.

Additionally, we also asked the LEI participants to list the number of years they have attended the program. 90% of them have attended 1-2 years of LEI; Breakdown of this data is provided in the appendix.



F. LEI FIVE-YEAR OUTCOME STUDY SURVEY RESULTS

Our ecosystem model is the foundation of the LEI program and is designed to equip our young people with the tools they need to plan and achieve a successful future. To realize the LEI outcomes highlighted in our model: securing jobs, increased business ideas, community leadership, professional training, and critical thinking, we recognize that our youth need to develop strong fundamental skills. As such, we identified three key areas of focus for the LEI program that are critical to achieving these outcomes: Personal Development, Job Readiness, and Entrepreneurship.

When youth enter our program as LEI-1 participants, their curriculum primarily focuses on personal development skills. After completion of their first year, as many of our participants seek out or prepare to seek out job opportunities, our focus is to prepare them for job readiness and the potential for entrepreneurship. A critical and unique part of the LEI program also focuses on facilitating participants to become active change agents in their communities by using their leadership skills and demonstrating proactive community engagement.

Accordingly, we have structured this report in a similar sequence, presenting our findings first with Skills building/Application of the LEI knowledge, Job readiness and Entrepreneurship and continuing with a discussion of Community engagement and finally indications of quality of life and living conditions.

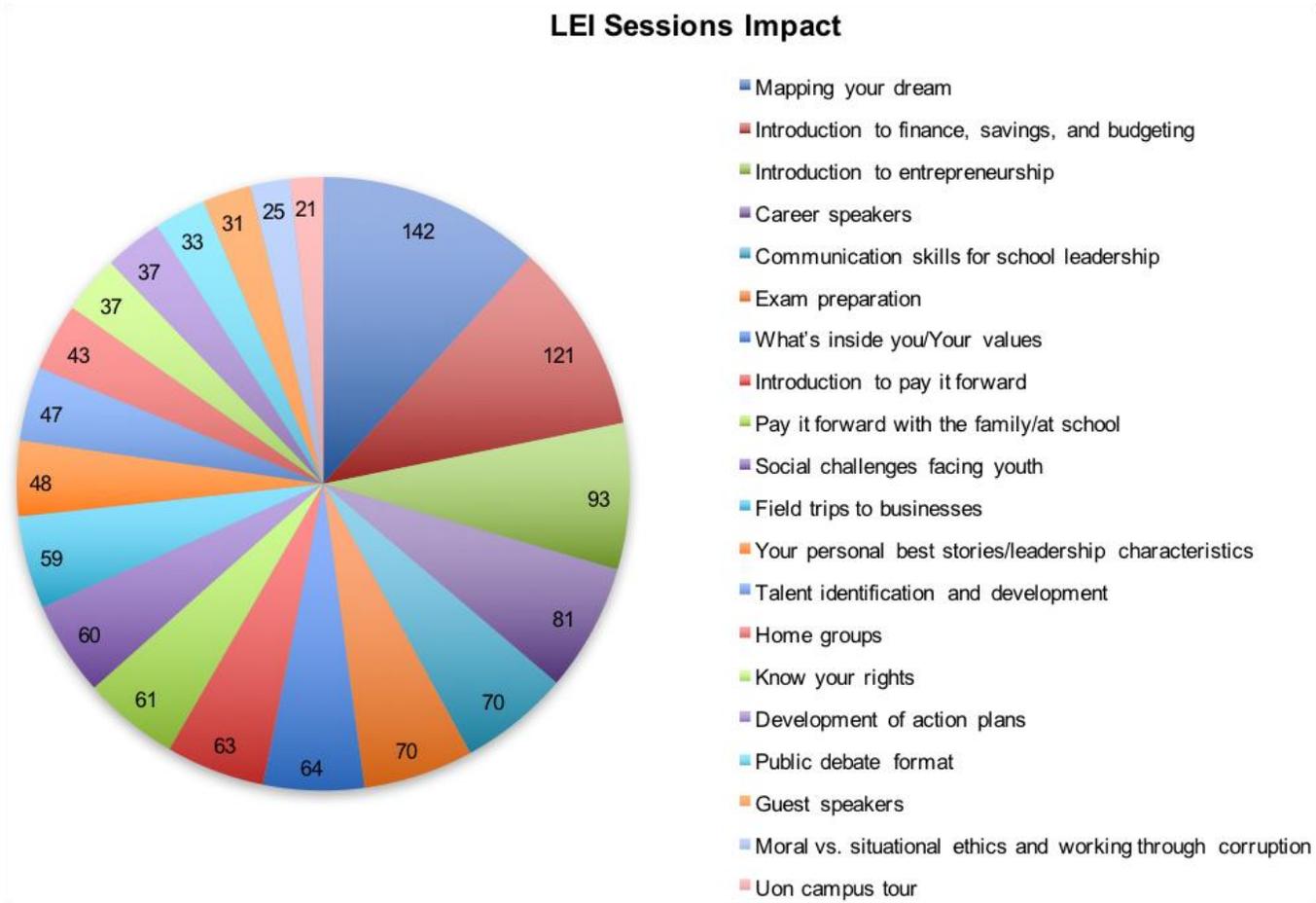
SKILLS BUILDING: APPLICATION OF LEI KNOWLEDGE

To prepare for future jobs, entrepreneurship opportunities and community engagement, youth first need to develop the skills needed to contribute to a growing economy. To evaluate the improvements of LEI program participants related to personal development, the survey included a series of questions surrounding leadership skills, business planning, goal setting, and health and personal well-being. These questions were addressed only to the LEI participants in the survey group.

Shown below is a list of topics that the LEI group found most impactful from the LEI program. This is a subset of the modules that are taught during the 3 years of the LEI program on several topics shown the graphic above.



Figure 1: LEI Sessions Which Gave Participants the Most Knowledge.



The top five sessions are observed to be related to key areas of Personal development - mapping your dream / goal setting, Introduction to Finance, Savings and Budgeting, as well as Entrepreneurship, Job Readiness and Leadership.

Based on our analysis of the survey results, we found that most LEI participants are utilizing the skills learned through LEI by continuing to set goals after the LEI program.

They have confidence in themselves as leaders and believe that healthy bodies are important to realizing their dreams. They are also taking actions toward their goals. Looking forward, we expect to see continued high rates of progress toward goal setting with continued involvement in LEI, as well as corresponding increased performance rates for LEI participants who prepare for and secure jobs and pursue entrepreneurship opportunities.

The following subsection provides a more detailed discussion of our findings as they relate to personal development and application of LEI knowledge towards skill building for the future. These questions were addressed only to the LEI participants in the survey group.



LEADERSHIP DEVELOPMENT

As a leadership skills assessment, the survey asked LEI-1 and LEI+1 participants to evaluate their own leadership skills and also with respect to their influence on their peers and communities.

Approximately 80% of both LEI-1 and LEI-1+ stated that they had good leadership skills and 20% said that they were reasonably successful. None of the LEI participants indicated that they had poor leadership skills.

To further determine the extent to which LEI-1 and LEI+1 participants applied their leadership skills, the survey included a yes or no question that asked if the participants held formal leadership positions in their communities. Approximately 60% of LEI participants (61% of LEI-1 participants and 58% of participants of LEI-1+ participants) indicated that they have a leadership position in their communities.

Finally, LEI participants were asked if they feel confident expressing their opinions with other youth, elders and friends. Over 70% said that they were ‘always’ comfortable expressing their opinions, while the remaining 30% who felt that they could ‘sometimes’ express their opinions.

BUSINESS PLANNING

The survey included yes or no questions that asked participants to indicate whether they had taken action towards entrepreneurship and specifically if they have a business plan in place. Additionally, they were also asked if they have a marketing and financial plan in place to support their business plan. Students are exposed to these concepts during several sessions and workshops during the LEI training.

Action towards Entrepreneurship	LEI - 1	LEI - 1+
Yes	79%	74%
No	21%	22%
Grand Total	117	65
Developed a Business Plan	LEI - 1	LEI - 1+
Yes	73%	77%
No	27%	19%
Developed a Marketing Plan	LEI - 1	LEI - 1+
Yes	61%	72%
No	38%	23%
Developed a Financial Plan	LEI - 1	LEI - 1+
Yes	38%	39%
No	62%	56%

Table 3: Action Towards Entrepreneurship.

We observed a strong response from the participants, indicating that > 70% of them have taken concrete actions towards entrepreneurship and developed a Business plan. In terms of maturity of their planning skills we observe that > 60 % have taken the next step of developing a Marketing plan and > 38% indicated that they also have a Business Finance plan in place to present to the investors. The lower number on Financial planning compared to the other aspects of business planning could either



indicate an inadequate understanding of financial planning requiring higher maturity of the project planning or a lack of sources for funds, the inability of the LEI members to shortlist and contact potential investors. Overall the results indicate that the LEI group is making effective use of the entrepreneurship skills, however more knowledge and skill building is needed for deepening the financial planning skills for the LEI participants.

GOAL SETTING

As a critical deliverable of the program, LEI participants maintain a tailored, specific goal driven action plan that is managed throughout the year with coaching and support from members, elders and Asante Africa Foundation staff. To measure the impact of the goal setting exercise, LEI participants were asked to indicate whether they had updated their personal action plans after participating in the LEI program, and whether they had taken any action towards their plans. The number of participants that have an updated action plan after LEI was 88% (103 of 117) of LEI-1 and 91% (60 of 66 participants) among LEI+1. This indicates that young people are using their action plan as a personalized and self-management tool.

LEI-1 participants are taking actions toward their goals. When asked whether they use an action plan as a measurement of progress, 93%, or 108 of 116 of LEI-1, and 97%, or 64 of 66 of LEI-1+, responded yes.

Of the LEI participants that were asked if they have their personal goals written down, 82% (53 of 65) LEI-1+ participants responded yes, whereas 85%, (100 of 117) LEI-1 participants responded yes. This could be in part due to their training and requirements; therefore, LEI participants with 1 year of experience have a higher percentage of participants that have their personal goals recorded.

HEALTH/PERSONAL WELL BEING

As part of LEI program curriculum, participants learn that health and the safety of their bodies plays a critical role in their personal development. They also gain human rights awareness and develop their ability to pursue a successful career. To determine how LEI participants view health as important to personal development, the survey included a yes or no question that asked whether keeping their bodies healthy was important to achieving their dreams. Almost all participants (98%) indicated yes as a response.

Overall, the responses from the LEI participants highlighted in this section indicate an effective use of the skills provided to them surrounding multiple areas of personal development including leadership skills, business planning, goal setting, and personal well-being.

JOB READINESS

For youth in Kenya and Tanzania, securing jobs unlocks the potential for positive change. Employment enables youth to support themselves and their families, promotes financial stability, and grows a thriving economy. Asante Africa Foundation designed the LEI program to facilitate youth on how to find jobs in the formal economy that will not only help them achieve this change but also allow them to do it within their fields of interest.

Overall, we observed effective use of interview skills by LEI participants and active (70%) participation in internship activities that will help them explore and prepare for formal jobs in the future. Given the



young age group of the students, we find that a small percentage are currently in formal employment. Within this pool, we see an encouraging trend of higher job satisfaction amongst the LEI participants.

To evaluate the progress of program participants, the survey included a series of questions related to employment, job interests, and finances. This section of the report discusses the survey results as they relate to employment, job-seeking and job-related skills.

- **71-79%** LEI-1 and LEI-1+ survey participants have completed internships, compared to 42% of the control group; 3x more for paid internships completed by lei alumni.
- LEI participants form approximately **60%** of the formally employed pool of participants.
- **79%** of employed lei survey participants work in areas that interest them, compared to 55% of employed control group participants who work in a field of interest.

INTERVIEW SKILLS

The survey asked the LEI participants whether they had the relevant interview skills to get a job. 79% in LEI-1 group responded yes, and 83% in the LEI+1 group responded yes.

LEI Participants were further asked if they believed they had the skills to make money. Approximately 60% of the participants in each of the two groups: LEI-1 participants and LEI+1 participants replied always.

INTERNSHIP PARTICIPATION

Participants were asked about both their paid and unpaid internship experience. Two hundred (200) participants said that they had participated in some form of internship, from which 79 were from the LEI-1 group, and 50 were from the LEI-1+ group (64%).

As shown in Figure 2 below, the number of participants that participated in a paid internship was the greatest in the LEI-1 group, whereas the number of participants that participated in an unpaid internship was the greatest for participants that were with LEI-1+.

Overall the data indicates more initiative among the LEI participants to seek opportunities to build their career path to apply skills, learn and develop into professionals.

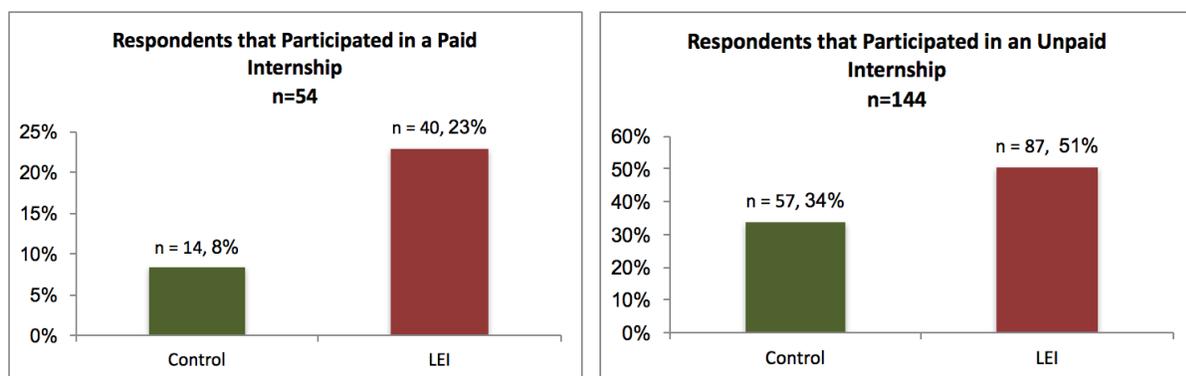


Figure 2: Participation in Paid or Unpaid Internships



EMPLOYMENT (JOB) RATE

With respect to employment rate, participants were asked to indicate whether or not they were employed. The responses were further broken into total number of male and female employed participants.

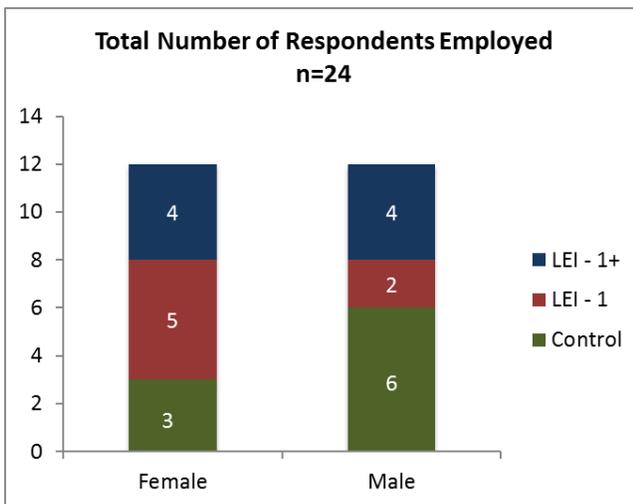


Figure 3: Total Number of Respondents Employed by Gender

The survey further included a yes or no question which asked the participants to indicate whether or not they were employed at the time of the survey. Only a small percentage of participants (~7%) indicated a formal employment status at the time of the survey. Of the participants that answered yes, 13 (43%) identified themselves as female. Overall, the LEI participants show a > 60% higher employment within the small employed pool, 15 for LEI group vs. 9 for the control group.

When comparing the gender ratio for each of the groups, the results show that the employment rate between the control and LEI-1+ respondent groups is approximately equivalent between male and female participants. Notably, within the LEI-1 respondent group, twice as many females indicated that they are employed. Overall the LEI group shows positive indications of higher female participation in formal employment.

Approximately 80% participants indicated secondary school education at the time of the survey, which could be the reason for the low 7% rate for formal employment, in addition to the overall young age of the survey group. However, approximately 70 participants are self-employed in some capacity. 26% of participants indicated that they have some form of employment, whether employed, self-employed, or in some cases both self-employed and employed. There are more details in the next Entrepreneurship section.



Additionally, participants were asked questions related to their current levels of employment and the number of months they had held their current positions. Whereas the LEI-1 group did not seem to have been able to find permanent jobs, overall both the control group and LEI-1+ performed equally. One interesting distinction was observed when asked in regards to extent of employment since age of 18; here while most control and LEI-1+ indicated 0-3 years, 2 control group participants indicated > 3 years showing marginally better performance in case of the control group. Deeper analyses will need to be performed to determine if this was linked with higher age or higher education level in case of these participants. The lack of permanent jobs among LEI-1 participants could be explained by the observation of their education level and overall age suggesting that, as previously mentioned, many of the participants may not be seeking a full-time job yet. The control group includes peers of both LEI-1 and LEI-1+ participants.

Table 4: Current Level of Employment (n=27)

Months in Current Job?	Control	LEI - 1	LEI - 1+
Less than 6 Months	6	4	3
6-12 Months	2	3	3
13-24 Months	-	-	2
More than 24 Months	3	-	1
Grand Total	11	7	9

Table 5: Months in Current Job? (n=27)

Current Level of Employment?	Control	LEI - 1	LEI - 1+
Permanent employed/Self Employed	2	-	2
Staff_position	2	-	1
Contract/Part-time	7	5	3
Temporary	-	2	3
Grand Total	11	7	9

Table 6: Duration of Total Employment Since 18? (n=25)

Duration of Total Employment since 18?	Control	LEI - 1	LEI - 1+
0-1 Year	5	5	5
1-2 Years	1	-	2
2-3 Years	2	2	1
More than 3 Years	2	-	-
Grand Total	10	7	8

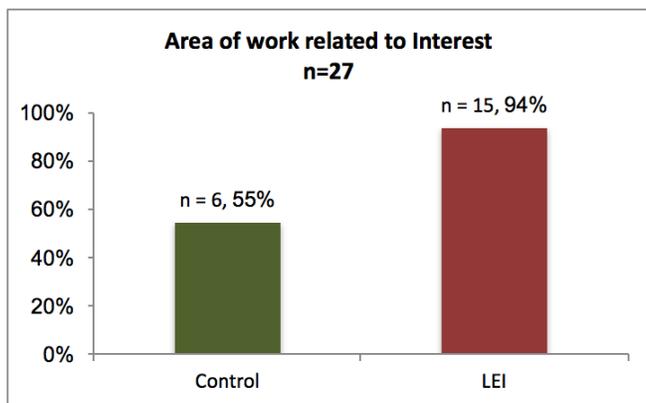
A corresponding question regarding the total number of years of unemployment since reaching age 18 was also asked in the survey. Amongst the 150 participants that responded to this question, we observe a higher level of > 3 years' unemployment amongst 39% for the LEI-1+ participants, likely due to them pursuing higher education or entrepreneurship options. Further analyses of the data needs to be performed in order to determine this. 0-1 years of unemployment is the highest amongst the control (40%) and LEI-1 (62%) group.

Table 7: Duration of Total Unemployment Since 18? (n=150)



Duration of Total Unemployment since 18?	Control	LEI - 1	LEI - 1+
0-1 Year	29	28	9
1-2 Years	8	5	8
2-3 Years	15	5	3
More than 3 Years	20	7	13
Grand Total	72	45	33

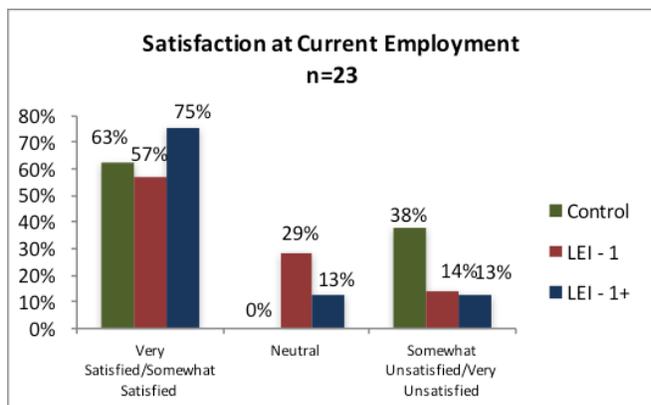
SATISFACTION LEVELS WITH EMPLOYMENT



The survey included questions on whether the work that the participants are engaged in is related to their interests and skills. It is anticipated that with improved preparation, planning and skill building that the LEI youth will be able to not only gain employment, but also be able to attain that in areas of interest to them.

Figure 4: Work in Area of Interest.

The percentage of participants with jobs related to their areas of interest increases significantly in case of both LEI groups, with 94% for LEI group (75% for LEI-1+ and 86% for LEI-1) compared to 55% for the control group.



Overall, we see also higher levels of satisfaction for LEI participants when compared to the control group. Participants who were employed by others were asked about their satisfaction levels in their current positions. Satisfaction levels among participants was much higher among LEI+1 participants as compared to the LEI-1 and other participants, while dissatisfaction levels are highest among control group participants.

With respect to job satisfaction, it appears that there is a correlation between finding a job in an area of interest and satisfaction in employment.

VOCATIONAL TRAINING

The survey also included a question asking specifically the LEI participants to indicate whether they had any vocational

Trade School	LEI - 1	LEI - 1+
Auto	1	-
Banking and finance	1	-
Carpentry	1	-
Cookery	1	-
Electrical	1	2
Electronics & Telecommunication Eng	-	1
Hospitality	4	6
Laboratory	1	-
Plumbing	1	-
Printing	2	-
Sales	1	-
Tailoring	1	1
Teaching	1	-



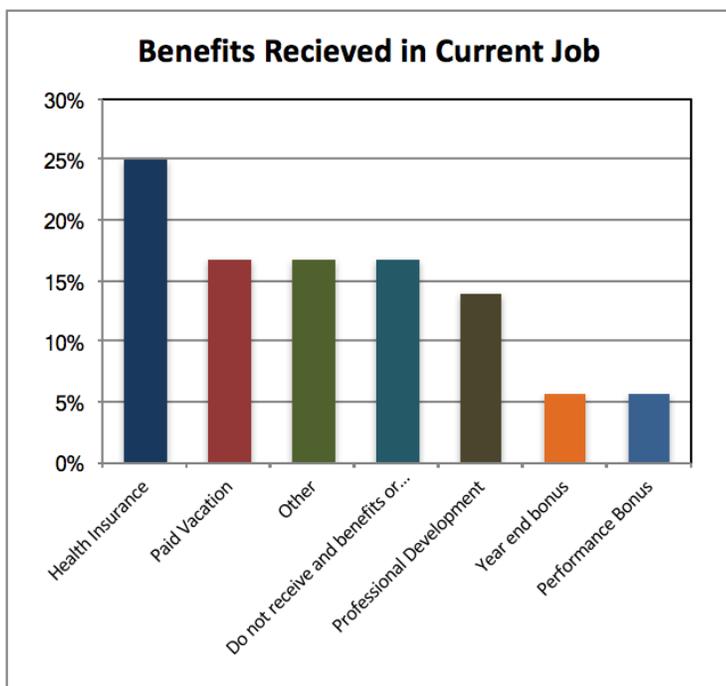
training. Out of the 26 LEI participants that responded yes, the survey further asked them to identify what type of vocational training they received. The highest number of people were trained in hospitality (4 of 16). The available data suggests that LEI-1 are experimenting by seeking training in other industries as well, such as cookery, auto, finance, and plumbing. However, LEI-1+ participants reported concentrated specializations in Hospitality, Electrical and Electronics and Tailoring, for which 6 out of 10 chose Hospitality as their trade school specialization. This provides us an indication of both the alumni’s interest and also their perceived areas of prospects for the future. It will be helpful to continue tracking this information and hopefully get larger “n” in the future to provide more systematic trends.

BENEFITS

The survey asked a two-pronged question with respect to current benefits received by LEI participants in their current positions. This provides us an indication of their pursuit of a “decent” job in the formal economy vs. in an informal economy. The first part of the question asked participants to indicate generally-speaking whether they received benefits at their places of employment. The majority of participants (> 80%) answered yes.

The participants were also asked to select which benefits they currently received. Data shows the highest percentage (25%) of participants received health benefits, with the second highest type tied between paid vacation and other. 17% of participants did not receive benefits.

Figure 5: Benefits Received by Currently Employed (job), n=36.



ENTREPRENEURSHIP

Entrepreneurship can positively impact youth in many ways: providing the means to be economically self-sufficient, fostering leadership skills and driving different types of innovations. Further, it transforms participants from being job seekers to job creators. Asante Africa Foundation facilitates youth to become entrepreneurs by providing them with budgeting and savings skills, business planning skills, and insights on how to take informed risks and to benefit from the results.

The survey assessed LEI participants’ self-employment experience compared to the control group as well as their level of financial preparation. This section of the report discusses the survey results as they relate to self-employment and financial planning. Overall, we observe that the LEI participants are more proactive in starting entrepreneurial activities.

- Over **21-27%** LEI program participants report being self-employed, compared to 11% for the control group.
- In the total pool of participants with a source of income generation through a job or/and business, the LEI group shows approximately **2x times higher** employment rates compared to the control group.



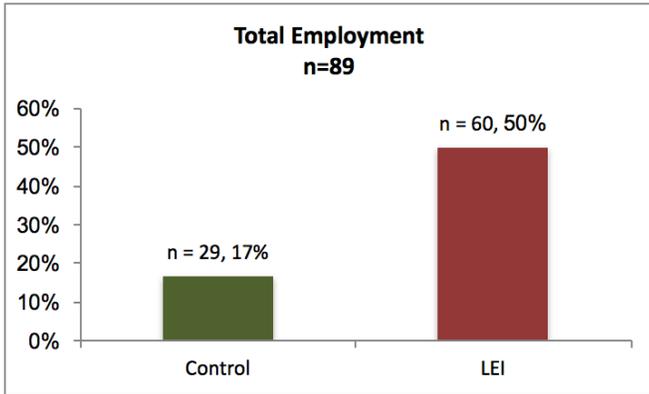


Figure 6: Total Currently Employed - Job and / or Business

Of the survey participants who answered a question relating to type of employment, 65 are self-employed. Figure 8 shows that the percentage of participants that are self-employed is 27% and 21% for the LEI-1 and LEI-1+ groups respectively, whereas the percentage for the control group is much lower. This suggests that the LEI group shows higher inclination to pursue self-employment opportunities and also the likelihood of pursuing self-employment opportunities increases as youth have more exposure to LEI skill building.

The survey participants were asked questions regarding their employment status, whether employed, self-employed, or both. When compared to the control group, those that had at least some LEI participation indicated an employment rate almost twice as high as those in the control group. Figure 7 shows the total employment for LEI-1, LEI-1+ and the control group. As shown, almost a third of all LEI participants were employed, whereas only 17% of control group participants were employed.

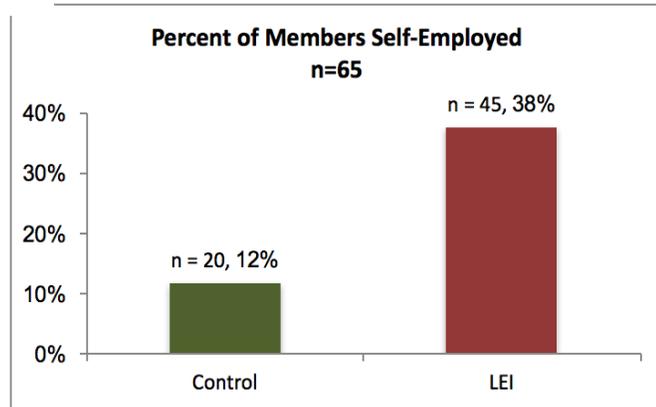


Figure 7: Total Currently Self-Employed



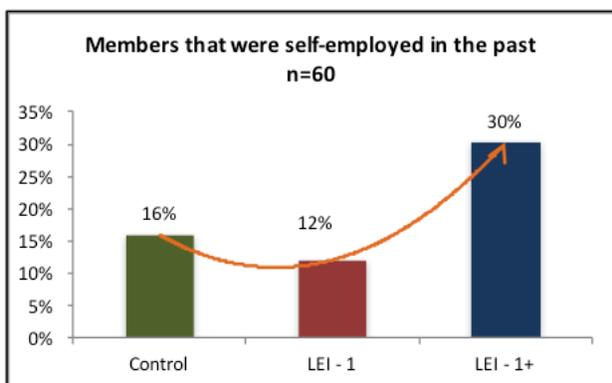


Figure 8: Total Self-Employed in The Past.

The survey asked participants to indicate the number of months they have been self-employed. 32% of participants answered that they have been self-employed and 85% have been self-employed for between 0-2 years. There is a drop in percentage of participants among the LEI-1 group of 12% for those employed in the past. This may be because of the age of those participants and having basic entrepreneurship skills. Within the control group, only 16% (27 of 170) participants have been self-employed in the past, out of which almost 62% have been self-employed for 6 months.

Table 9: Months of Self Employment (n=60)

Months of Self-Employment	Control	LEI - 1	LEI - 1+
Less than 6 months	62%	57%	33%
7-12 months	27%	0%	28%
1-2 Years	8%	29%	28%
More than 2 Years	4%	14%	11%
Grand Total	26	14	18

60% of both LEI groups believe that their entrepreneurship skills are excellent or good.

94%, or 62 of 66 LEI-1+ participants, indicated confidence in their entrepreneurship skills, whereas 91% (107 of 118) LEI-1 participants believe that they would like to pursue entrepreneurship.

Overall the data indicates a growing confidence level amongst the LEI participants to experiment and practice skills application with self-employment.

One participant said that the Budgeting and Savings curriculum gave him the skills to save twice as much money as he did prior to his LEI participation. Now, he uses his savings to purchase two hens at the beginning of each school term. He now earns enough money to purchase his own books, clothing and other small items.

After completing LEI training, one participant taught her fellow NAFGEM (a young women's cooperative) colleagues the entrepreneurship, budget and savings she had learned. Together, they applied the acquired skills by starting a bead-making collaboration, even opening a bank account to save the money they earned.



LEADERSHIP AND COMMUNITY ENGAGEMENT: PAY IT FORWARD

An impactful way that program participants apply their leadership skills is through community engagement and Pay-it-Forward (PIF) service to their communities.

To evaluate the level at which LEI exposure has an impact on giving back to the community, the survey asked control group and LEI participants to self-assess both the quantity and impact of their community engagement and PIF activities. While the whole population was asked high-level questions around volunteering, the LEI participants are involved in deeper community activism.

This section presents our findings with respect to community engagement based on the responses provided by the control group and LEI participants, and provides individual successes through their PIF activities.

- **67%** percent of LEI-1+ participants have impacted > 50 people with through their Knowledge Transfer-Pay-It-Forward initiatives.
- **122** LEI participants from the survey group have reached at least an average of 43 or higher number of people through their PIF activities.
- **65** participants from the detailed PIF poll (53 Students and 12 Teachers) show a cumulative direct impact of knowledge transfer to > 20,000 people, over last 4 years.

COMMUNITY ENGAGEMENT

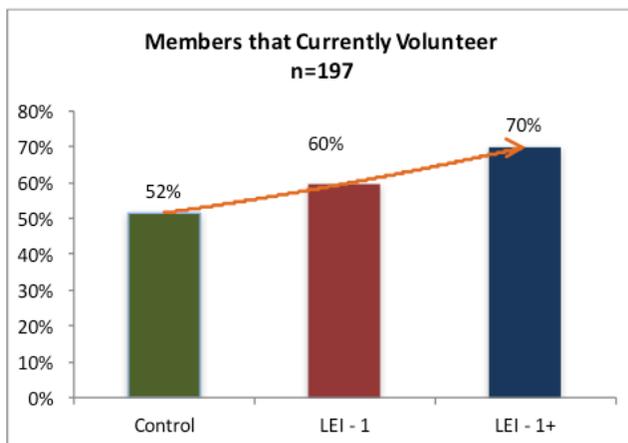


figure 9: Total Number Who are Active in The Community.

Instilling a sense of responsibility towards the community and cultivating leadership are the pillars of the LEI model. Accordingly, we included questions to evaluate the level of involvement of the participants in community activity. The survey asked participants to indicate yes or no as to whether they are currently engaged in their communities. Figure 9 shows that the outreach percentage tends to increase as the number of years of LEI attendance increases. 70% of LEI-1+ participants stated that they currently are engaged in their communities, 10% more than the LEI-1 and 18% more than the control group.

The participants were also asked to indicate the number of hours they are involved in such activity per week and the number of months or years they have been involved since turning age 18. Here also we observe a deeper longer engagement by the LEI group.



Table 10: Extent of Community Engagement.

Total Volunteer Months/Years since 18	Control	LEI - 1	LEI - 1+
< 1 month-3 months	37%	34%	22%
3-6 months	27%	25%	26%
7-12 months	16%	9%	16%
1-5 years	17%	27%	28%
> 5 years	4%	5%	8%
Grand Total	82	56	50

Further, LEI-1 and LEI+1 participants indicated they have a good knowledge transfer plan or a project to reach out to others. Over 70% of participants of both LEI groups responded that they do have a plan in place. About 50% of LEI-1 participants responded that they did facilitate knowledge transfer or pay it forward projects, whereas 59% of LEI-1+ participants responded “yes”.

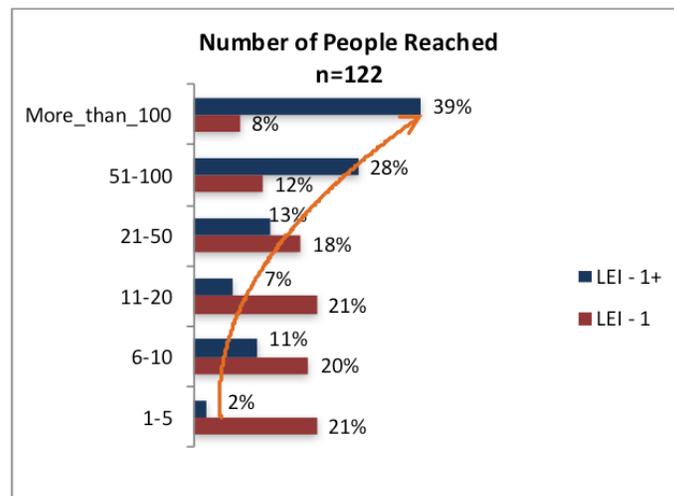


Figure 10: Number of People Reached During PIF Activities.

In the LEI model, it is anticipated that after one year of the LEI program, the PIF activities impact their immediate sphere of interaction and that LEI-1+ will have experienced growing confidence and skills influencing a wider community level. To determine efficiency and impact of LEI-1 and LEI+1 from their PIF efforts, the survey asked participants to quantify their PIF level and impact. Figure 10 shown above, indicates LEI-1+ are impacting a larger number; 67% worked with over 50 other people, and 39% impacting over 100 lives. This data is highly encouraging. Of those who are LEI-1 participants, we assume their influence will be more local and lower in number. Even in this group, 20% have impacted more than 50 lives.

When asked if they shared their program knowledge with their families, 96% of LEI participants, out of which 64% are LEI-1, responded that they had.

Overall, we observe a strong participation and community engagement within the LEI group indicating that this aspect of the LEI program is resonating with and having a longer-term impact on the LEI participants.



KNOWLEDGE TRANSFER | PAY-IT-FORWARD IMPACT SAMPLE STUDY

Knowledge Transfer | Pay-It-Forward (PIF) is a unique facet of the Asante Africa Foundation program that encourages students to share the knowledge they have acquired with their families, communities and beyond. Instilling a sense of responsibility towards the community and cultivating leadership are the pillars of the LEI model, this is a critical part of the community activism and leadership development.

In the LEI model, it is anticipated that after one year of the LEI program, the PIF activities impact their immediate sphere of interaction and that LEI-1+ will have experienced growing confidence and skills influencing a wider community level. Over the years, we have observed that the LEI program participants have made a deep impact on the lives of others in their communities through their PIF initiatives.

In addition to the survey questions asked in the five-year outcome study poll, a second independent more in-depth poll was conducted for a smaller sample of active students and teachers from both KE and TZ over the last four years to assess the nature and extent of their PIF efforts. This section outlines the results from this poll.

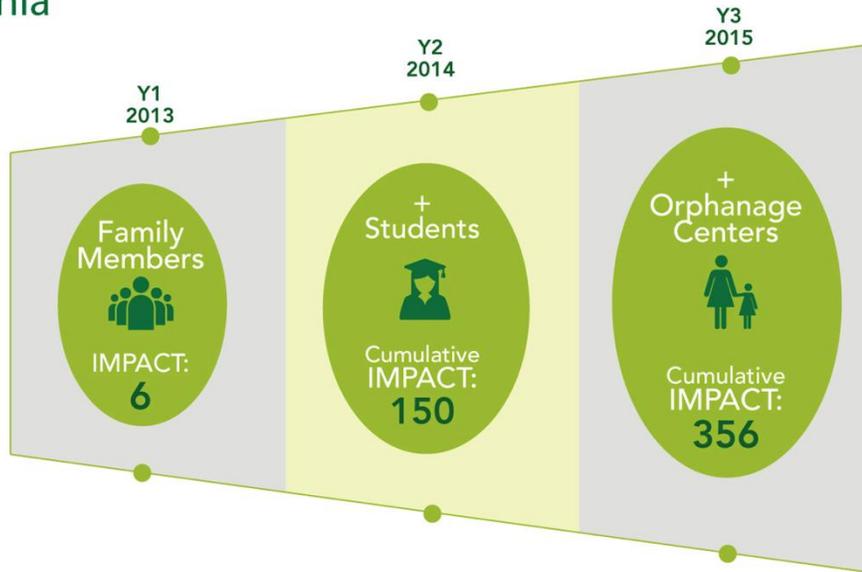
To quantify the extent of this impact both in breadth and depth, comprehensive data was collected and analyzed for a group of 65 LEI participants (53 students and 12 teachers) from KE and TZ. The group provided specific information on what topics were facilitated through their ASC or CBO activities, where they were conducted (for example, schools and hospitals) and how many people were directly impacted. A snapshot of the how the data is collected for each student is shown in the appendix F.

The acquired data was aggregated over all the 65 participants, processed and is conveyed visually using a series of info-graphs highlighting the accomplishments of this activity of these 65 participants. We will provide a view of the PIF activities w.r.t. to PIF effort of individual participants and their expanding influence over the years, an aggregate view of the combined effort of the participants in KE and TZ and finally a wholesome view of what topics are facilitated by the participants in the PIF activities conducted. The latter provides us a detailed view of what the participants find most useful and valuable to share with their community.

The two info graphs shown below illustrate the efforts of two of our TZ program participants, Calvin and Maureen. Calvin chose to follow the youth club development model, whereas Maureen chose to vary the area within which she works, widening her sphere of influence over time by performing individual level PIF activities. In the club model, the participant forms a group of students and peers that are initially provided training on the modules that are facilitated. After receiving training, the entire group performs wider reaching PIF activities.



Maureen Richard Nkya Tanzania

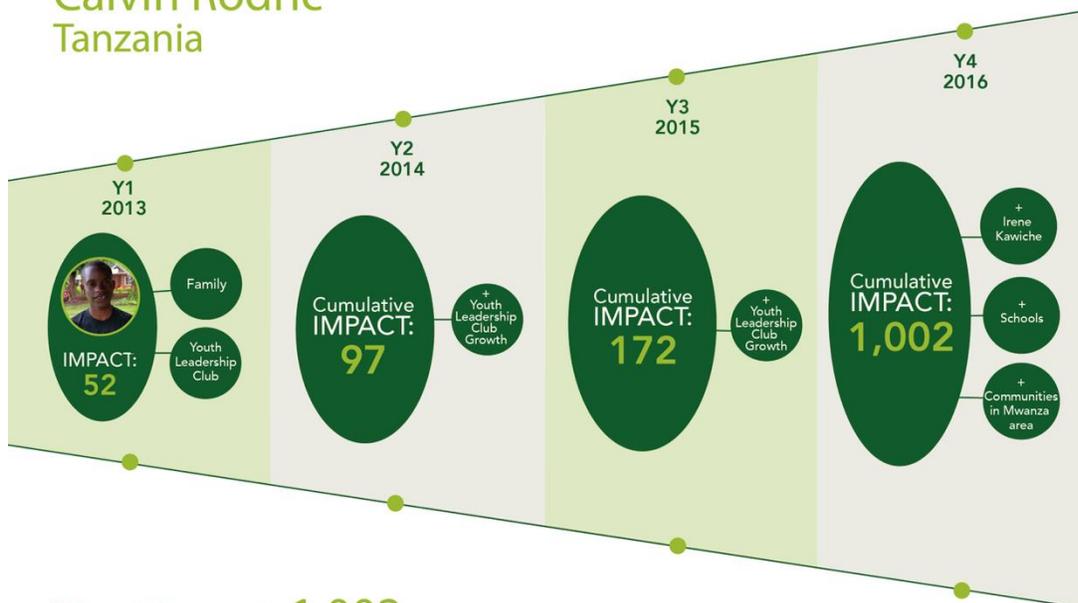


Direct Impact: 356

Knowledge Transferred:



Calvin Rodric Tanzania

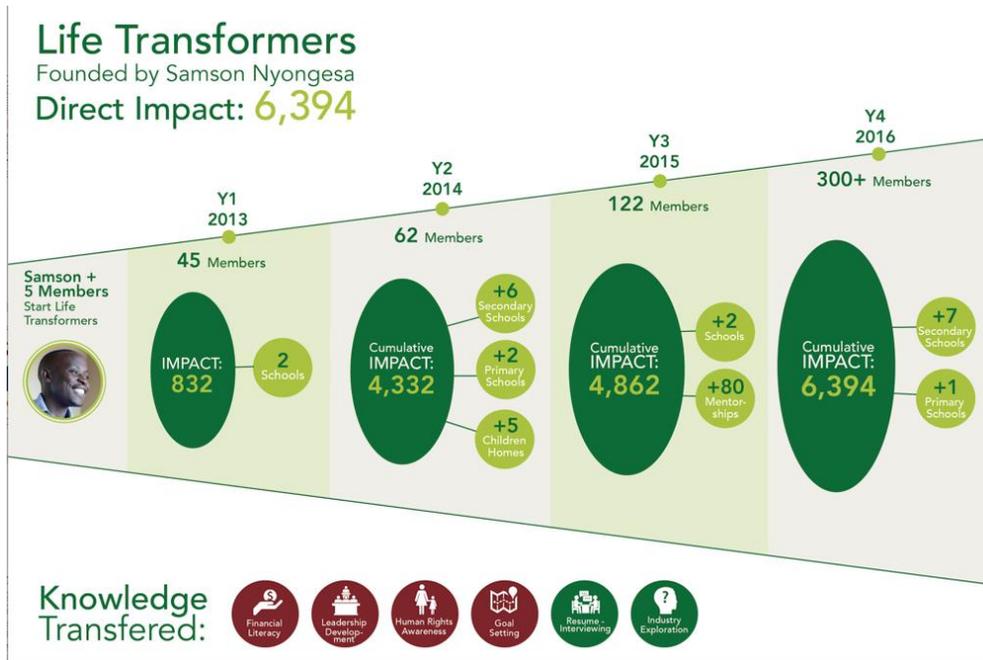


Direct Impact: 1,002

Knowledge Transferred:

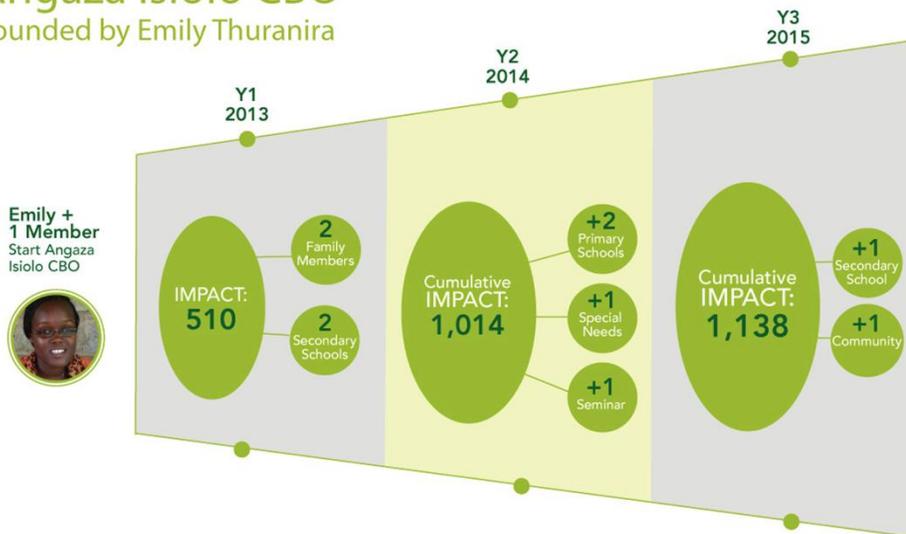


Two more PIF endeavors are shown below for Samson and Emily, who both live in Kenya. They each started clubs/community-based organizations (“CBOs”) to broaden the impact of their PIF activities. Samson’s club, Life Transformers, has had a direct impact on over 800 people, and Angaza Isiola, Emily’s organization, has impacted more than 500. The info-graphs below show this impact as well as where these participants have worked in terms of primary, secondary schools, orphanages. Angaza Isiola has even had the opportunity to participate in a radio program and broadcast knowledge to the entire local region.



Angaza Isiolo CBO

Founded by Emily Thurania



Direct Impact: **1,138**

Knowledge Transferred:

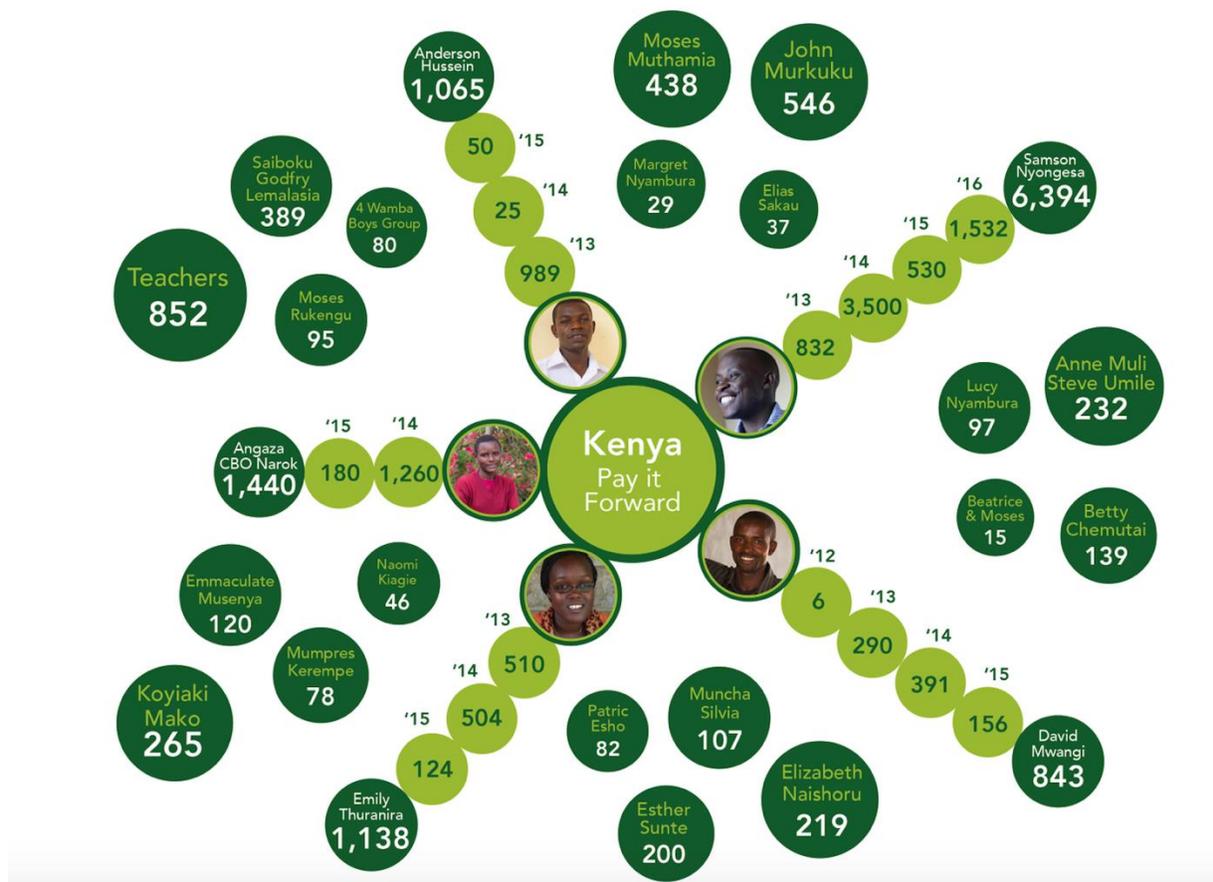


A special note on Angaza Brainstormer's CBO: Angaza CBO is a grass-roots community-based organization created by Asante Africa Youth Leadership Alumni based in Isiolo county, Kenya, with the mission to educate and empower communities on wide range of issues considered pertinent to the development and holistic growth of the community.

This organization, led by nine Asante Africa Foundation-Youth Leadership Alumni, has very strong leadership and has earned a reputation as being a trustworthy organization in its region. In 2015, Asante Africa Foundation adopted direct partnership with community-based organizations (CBOs) in order to quickly expand and deepen our program interventions across eight regions in the country, the most recent of which was Angaza. This partnership was to establish, nurture and enhance education and empowerment of youths, particularly girls, to improve their academic performance and keep them in school longer. The intervention reached out to 10 schools with a population of 50 girls per school. Angaza Brainstormers CBO provided a significant role in ongoing field and logistical support during the implementation of the project.

The two figures below show a combined view of the contribution from several LEI participants from KE and TZ respectively. Both KE and TZ groups show a wide range of impact numbers from approximately 10 to 6,394. The figures highlight the efforts of participants with significantly higher impact than their peers, showing their year-over-year impact. While all of them are performing some extent of PIF, some are demonstrating stronger leadership skills and deeper community engagement.

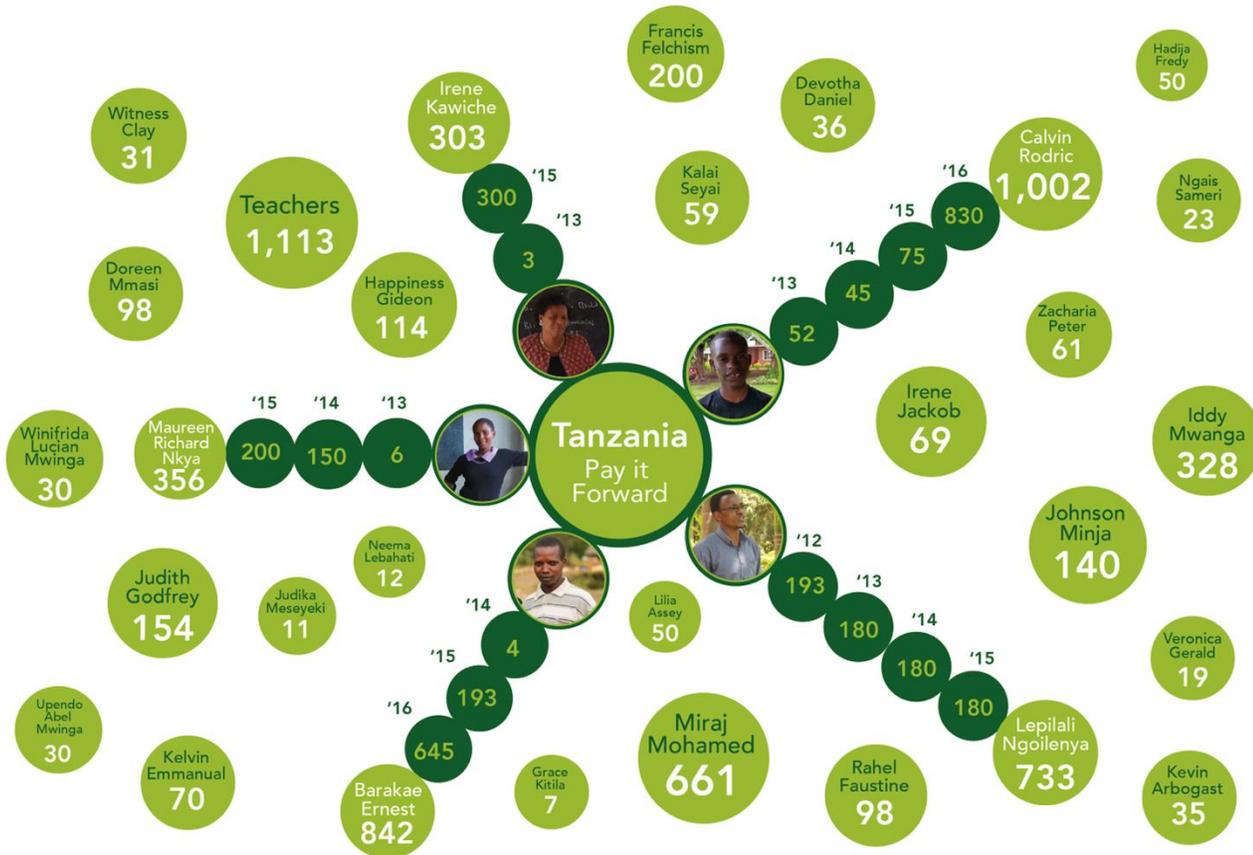
Leadership & Entrepreneurship Incubator (LEI) Program Kenya - Cumulative Participant Impact 2013-2016



Leadership & Entrepreneurship Incubator (LEI) Program

Tanzania - Cumulative Participant Impact 2013-2016

Study consists of 35 participants (29 Students & 6 Teachers)



Efforts like the ones described above have effectively had a direct cumulative impact of knowledge transfer to over 20,000 lives. The infographic below shows this impact over a four-year period.

Leadership & Entrepreneurship Incubator (LEI) Program

Kenya & Tanzania - Cumulative Impact 2013-2016

Study consists of 65 participants (53 Students & 12 Teachers)



Direct Impact: 21,674
Indirect Impact: 108,370



Empirical projections from previous years estimated that each directly influenced youth was likely to in-turn transfer the knowledge to at least 5 members in his/her immediate sphere of influence based on church, family, friends and work environment. Using this estimate, 65 participants have potentially indirectly influenced more than **100,000 lives**.

We performed further analyses of the PIF poll data to understand the topics LEI participants facilitated through their PIF activities. The figure is color coded similar to that of the LEI program model to show which area of focus a particular topic pertains to. The 3 main areas of focus being those of **personal development**, **job readiness** and **entrepreneurship**. Our data shows that the maximum coverage of topics related to Personal Development typically taught in year 1 of LEI. This is expected since these are most likely to be the topics taught predominantly by LEI-1 participants, who have the highest percentage amongst LEI alumni pool. Also, in cases where a PIF activity is based on a ASC or CBO, addition of new members to the club leads to further proliferation of Year 1 topics.

As the participants' themselves advance in the LEI program, they also start sharing their specialized knowledge of the aspects of Job Readiness and Entrepreneurship.

Leadership & Entrepreneurship Incubator (LEI) Program Kenya & Tanzania - Pay It Forward Topics: 2013-2016 Cumulative Impact



Brown = personal development, Green = job readiness, Yellow = entrepreneurship



QUALITY OF LIFE AND LIVING CONDITIONS

ASANTE AFRICA FOUNDATION

Finally, we look at the questions that are related to assessment of overall quality of life and living conditions. Within this section, we have included a range of questions related to perceived quality of life, salary, household income, number of dependents, tendency to support other members of the family and infrastructure to provide an overall assessment of the current situation of the LEI group and the control group peers.

It should be noted, as it has been listed on several occasions in this report, that the results in this section should be viewed keeping in mind the demographics of the surveyed youth. Given the relatively young age and current school status of most of the participants, we consider the results from this section more indicative of their household situation as opposed to their individual achievements.

While there has been clear improvement in attitude and efforts, a noticeable quantified change in the living conditions and their families may take a few more years to manifest. However, where possible we will identify characteristics which provide us insights into their individual capabilities. For instance, LEI participants are assessing their quality of life more critically, especially amongst the LEI-1+ group. They are also exhibiting a higher tendency to pay for others and have more influence within their families.

This area of the survey, similar to the job readiness and entrepreneurship, needs to be administered to the survey group on an ongoing basis in order to generate viable data over longer periods of time. The proposed 2020 survey would be highly beneficial in this respect.

QUALITY OF LIFE OF THE FAMILY

Participants were asked about the change in their quality of life over the last three years. 50% in each group believed there had been an improvement in their quality of life - LEI+1 participants showed the largest improvement in quality of life (64%), with LEI-1 participants answering at 58%. 54% of participants of the control group highlighted that they had an improvement in quality of life over the last 3 years.

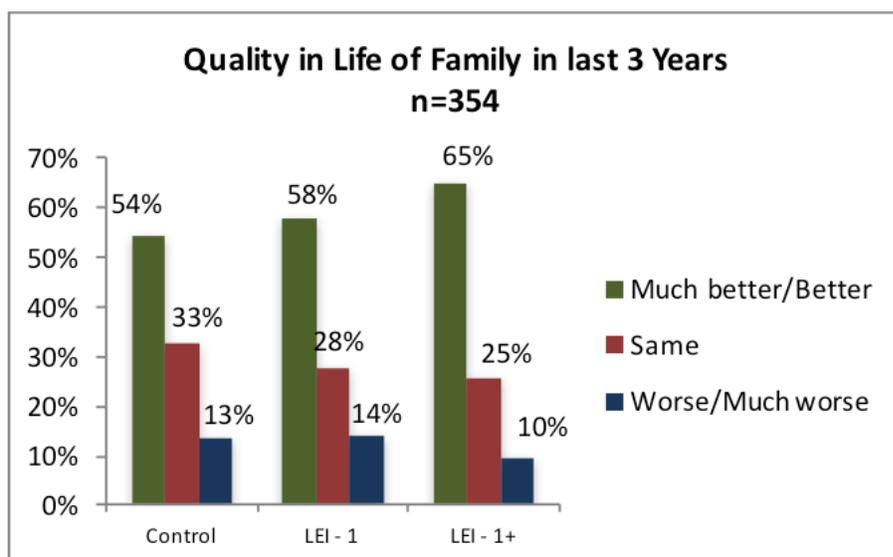


Figure 11: Change in Quality of Life in Last 3 Years.



QUALITY OF LIFE: SELF AND PEERS

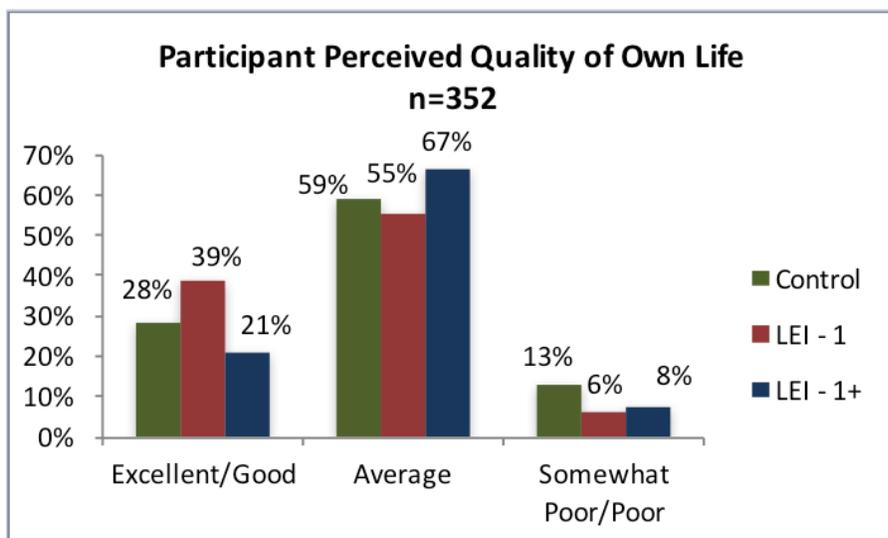


Figure 12: Perceived Quality of Life of Self.

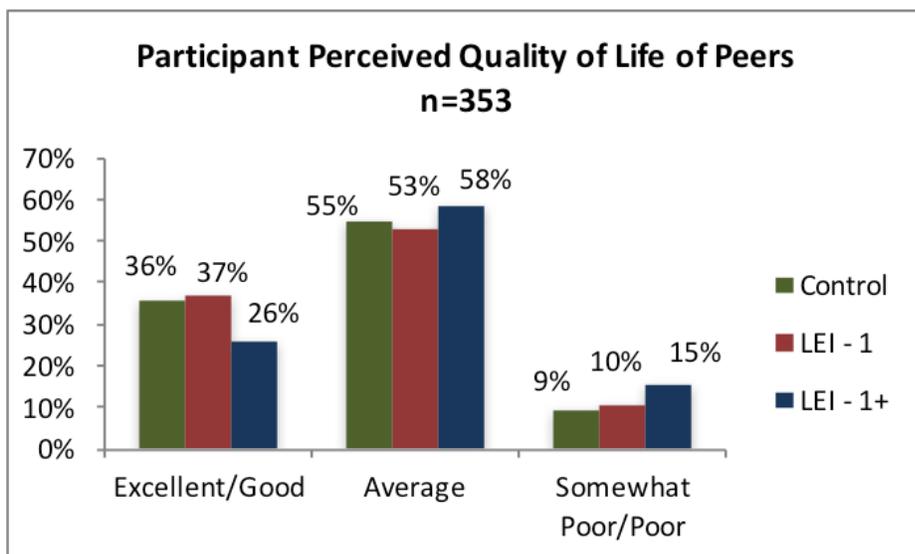


Figure 13: Perceived Quality of Life of Peers.

Participants were asked to assess their perceived quality of life. Figures above depict the way participants rate their own quality of life as compared to their peers. On first impression, the trend seems to be similar for both, with most responding “average” or higher in most cases. However, if we combine the responses of “average” and higher and compare trend between how the groups interpret their quality of life versus their peers, the LEI group shows a greater positive trend. We see that the LEI-1+ rate their quality of life to be 8% higher than their peers (93% compared to 85%), while the LEI-1 group rates it 4% higher (94% compared to 90%) compared to the control group, which rates it 4% lower than their peers (87% compared to 91%).

Interestingly, most LEI-1 members have the highest rating for their quality of lives while they believe the quality of their peers’ lives are comparable but lower to their own lives. This can be observed by looking at the positive responses, by combining the “good” + “excellent” responses.



For the control group, a similar percentage of participants (8%) say that they and their peers are leading excellent lives. For the LEI-1 that percentage goes up to 24% for self and 6% for peers, which indicates perceived improvement in their quality of life.

At the same time, LEI-1+ also seems to be setting a higher bar for “excellent” quality of life. 28-31% of the control and LEI-I group believe that the quality of life of their peers is “good,” but only 22% of LEI-1+ believe that to be the case. LEI-1+ is also the most conservative in terms of designating either their own lives or their peers’ lives as excellent. For LEI-1+, the “excellent” percentage goes down to 3% for self and 5% for peers. While at first pass, this may suggest a counter result, but we think it also suggests that LEI-1+ are now setting a higher bar for what they consider an “excellent” quality of life (potentially striving for a middle-class life).

SALARY AND HOUSEHOLD INCOME

All survey participants were asked about their current monthly salary. For this analysis, we looked at the response to the salary question from those participants who responded (i) yes to have some form of employment or (ii) indicated that they were running their own business. It should be noted that amongst the later pool, there is likely to be a significant portion who are still in school; the percentage who said “still in school” as reason for being un-employed but said that they were “running their own business.” Hence, it is most likely that they are not making income worth a full-time employment.

Additionally, we asked the participants to provide an estimate for the monthly household income to assess what percentage of the income was contributed by the participants.

The results for monthly salaries and household income comparison were mixed, LEI-1+ group is overall showing a strong performance compared to its control and LEI-1 counterparts.

- LEI-1+ report highest rate (29% for KE, 27% for TZ) for highest income category and lower rate (0% for KE, 9% for TZ) for lowest income category.
- LEI-1+ show strong income generation trends - For KE, LEI-1+ report a median salary of 9000 KES, which is 95% of the reported median household income of 9500 KES. For TZ, they report 50% (50,000 TZS) median salary compared to the median household income (100,000 TZS)

The following charts highlight the monthly salary distribution among the participants and their respective median salaries. The data was separated by country: Kenya (KES) / Tanzania (TZS) and plotted in local currency.

In the case of Kenya, we observe that the LEI-1+ group has the best level of salary. The percentage of those making > 1000 KES (middle bracket) is 100% for LEI-1+, 71% for LEI-1 and 87% for control indicating an overall encouraging trend. The LEI-1+ group also shows 29% to be in the highest bracket of > 15000 KES, compared to 0% for LEI-1 and LEI-0. Consequently, LEI-1+ group also has the highest median salary of 9000 KES. The LEI-1 group however also has the highest number, 29%, (who might be still in school) who make < 1000 KES. Compared to the 2000 KES median for LEI-1 group, the control group showed better median income of 4250 KES. While the improvement is not apparent for the LEI-1 group, LEI-1+ group are doing considerably better than the other two groups.



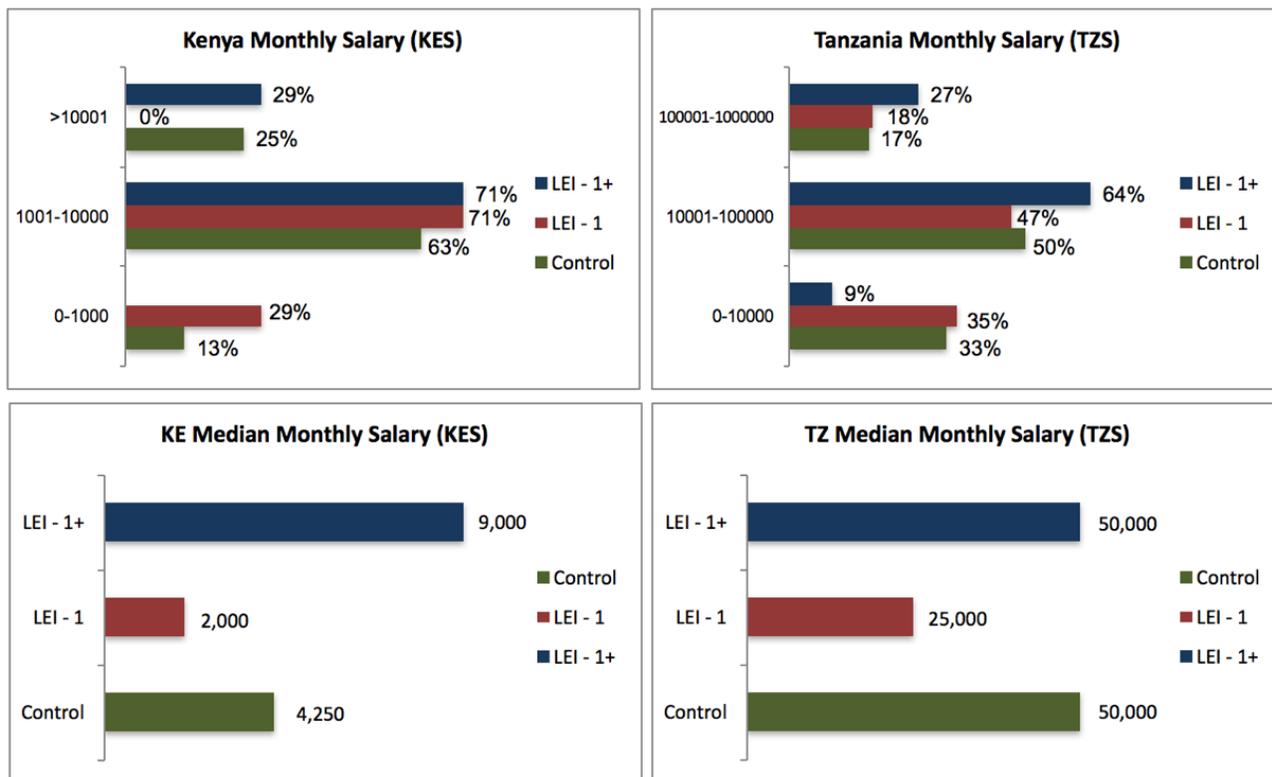


Figure 14: Monthly Salary and Median Monthly Salary for KE (n=22) and TZ (n=34) Participants.

In Tanzania, LEI-1+ shows an encouraging trend. The lowest percentage is 9% with income under 10,000 TZS, and the highest percentage is 27% of income greater than 100,000 TZS. The control and LEI-1 groups show a comparable trend in overall monthly salary. Median monthly salaries also show a similar trend as Kenya, where the LEI-1+ and control participants report a 50,000 TZS median salary, LEI-1 reports a lower number of 25,000 TZS. This about 50% of control also similar to the Kenya trend.

If we observe the aggregate of the multiple indicators, it is likely that the lower numbers for LEI-1 are likely to be due to a combination of a higher number of students being in school or pursuing higher education or PIF activities, which would limit earning opportunities.

It is also likely that when assessed for the metrics such as salary, the control group may be more diverse compared to the individual LEI-1 and LEI-1+ participants. More detailed analyses and long term analysis will need to be conducted to answer this question more clearly.

Additionally, the participants were also asked to provide an estimate for the monthly household income to assess what percentage of the income was contributed by the participants. The data was also separated by country - Kenya (KES) / Tanzania (TZS) and plotted in local currency.



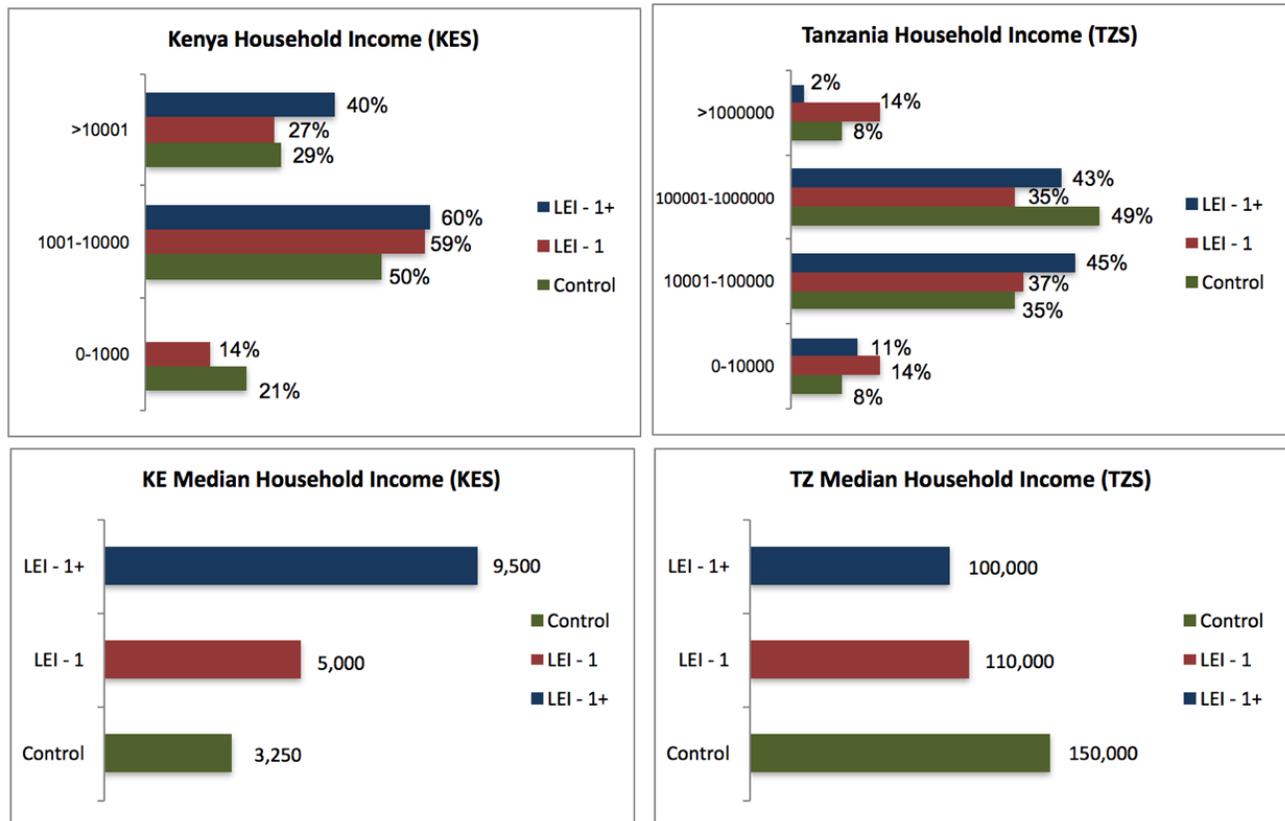


Figure 15: Household Income for KE (n= 60) and TZ (n=231) Participants.

The above figure highlights the overall distribution of monthly household incomes. In Kenya, the median monthly household income was the highest for LEI-1+ group, while in Tanzania for the LEI-1 and LEI-1+ participants it was lower but comparable to those that did not attend LEI (approximately 100k TZS vs 150k TZS). However, both the overall trend as well the median values for household income in Kenya are very comparable to that of the monthly salary.

In Tanzania, the contrast between the three groups for the median household incomes is lower compared to the contrast between their monthly salaries, suggesting that the LEI-1 and LEI-1+ participants' monthly salary is likely lower due to a higher number being part of the pool that is currently still in school or working towards improving their knowledge base to prepare them for better jobs as compared to their counterparts that did not attend LEI and have started working directly.

It is however encouraging to see that in case of the LEI-1+ group for Tanzania, their median income is 50% of the overall household income, while in the case of Kenya it is near 95%. This shows that the employed LEI-1+ members are able to provide good support to their households.

An anomaly in this analysis was the control group for TZ, where the median monthly salary was higher than that of the monthly household income. Similar to the salary data, more detailed and longer term analyses will be conducted to answer this question more clearly.



MONTHLY EXPENSES

In order to gauge the monthly expenses that the surveyed group may be responsible for, we asked participants a series of questions in regards to their status in the household, number of people in the household and how many people were they responsible for.

More than 65% of the participants are currently living with others. LEI-1+ reported the higher instances of being the head of the family at 33%. This is likely indicative of the higher age in case of the LEI-1+ group. Overall, if we combine the LEI group, we observe a similar trend as the control group.

Living Situation	Control	LEI - 1	LEI - 1+
Head of House	42	20	21
Living with Others	130	98	42
Grand Total	172	118	63
Living Situation	Control	LEI - 1	LEI - 1+
Head of House	24%	17%	33%
Living with Others	76%	83%	67%

Table 11: Living Situation (n=356)

LEI-1+ group also showed higher instances of being in household with a larger number.

Number of People Living in the Household	Control	LEI - 1	LEI - 1+
0-2	16%	9%	10%
3-5	45%	39%	24%
6-7	25%	33%	31%
8+	14%	20%	34%
Grand Total	160	116	67

Table 12: Number of People Living in the Household.

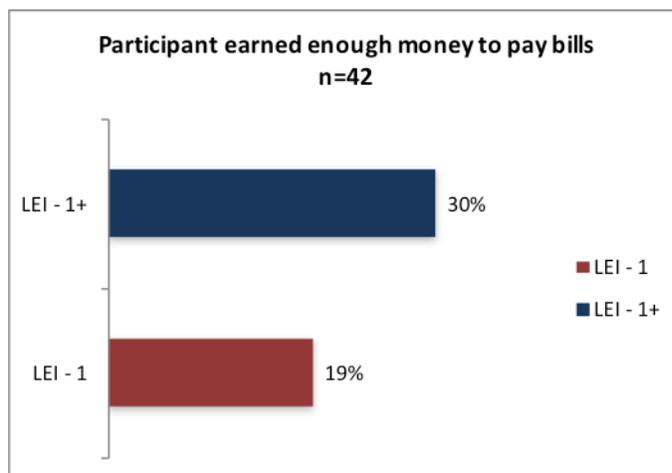


Figure 16: Ability to Support Self-Expenditures.



LEI participants were then asked if they earn enough to pay their own bills. The data suggests that as they progress along the LEI program they trend toward higher financial capacity. The respondent group that is able to pay their bills, the LEI-1+ group shows strong at 35% from 19% for LEI-1 group. The data suggests that this increase arises as a result of both LEI exposure and the overall age and experience of the participants.

The survey asked participants whether they are responsible for paying for others in the household. 44% of participants with more than one year of attendance in the LEI program replied yes whereas only 14% among non-LEI participants said that they had dependents.

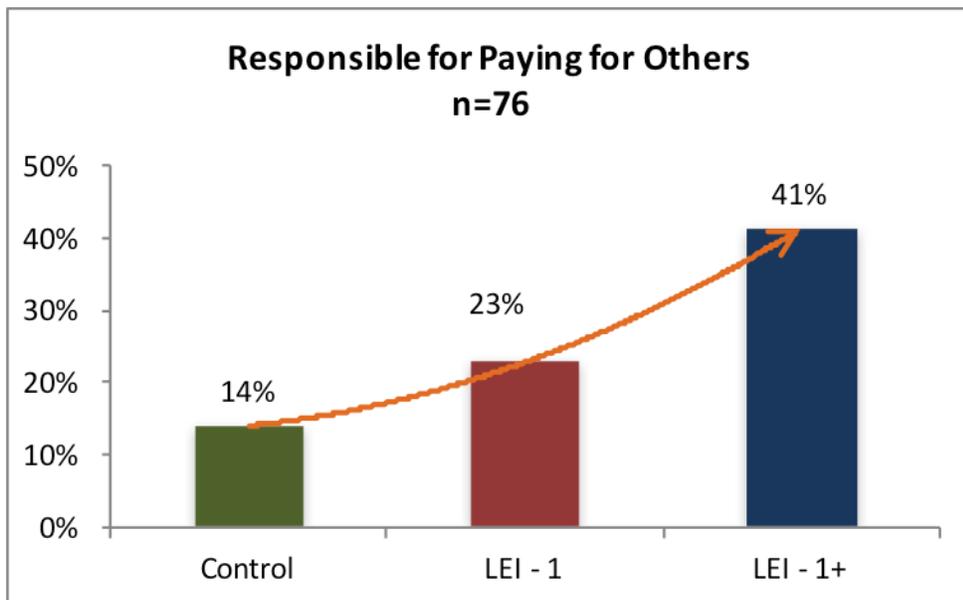


Figure 17: Ability to Support Family Members.

Further, 40% of participants said that they used their monthly salaries for savings, while another 41% spent it on basic living expenses, such as goods and clothes. Smaller percentages of monthly expenses were devoted to food, rent, family and other expenses.

LIVING CONDITIONS

In addition to questions regarding income and expenditure, the participants were also asked several questions regarding their living conditions, such as movement from rural to urban settings, type of toilet, roof, and flooring etc.

We summarize briefly the observed trends in this section. However, we note that no discernable trend was observed to contrast between the three different respondent groups. As mentioned in the outset of this section, we believe this is due to most of the surveyed group still being young and at early stages of independence.

Movement of participants from where they lived while in secondary school and where they live now has shown a high increase of movement towards the urban cities (15%) and a decrease in participants living in rural areas (14%). Only 1% of the suburban population moved to live in urban regions. This suggests the overall inclination of the population is to move to urban centers for more opportunities.



Table 13: Facilities at Home.

Facilities at Home	Control	LEI
Bicycle	48	49
Car/Truck	41	34
Chicken(s)	74	73
Cow/Cattle	43	51
Electricity	102	75
Goat(s)	25	41
Motorcycle(Motor_scooter)	23	21
Pig(s)	11	9
Refrigerator	54	42
Sheep	16	30
Telephone/Mobile_number	107	115
Television	94	73
Vegetable farm	40	45
	172	185

Participants were asked to provide details of the various facilities they have in terms of type of roof, bathroom facilities, fuel for cooking, drinking water source, household flooring and any other types they might be having. Overall, the data shows comparable living conditions for both the control and LEI groups. This again is likely an indication of their age and being in the initial stages of independence.

As an example, detailed listing of the different types of facilities participants for each group is shown above. Electricity, Telephone/Mobile, TV, and Chickens were listed as the top 4 items in both the groups. This shows the basic items that are prioritized by most households of the participants in the survey study. More examples are listed in the appendix.



G. RECOMMENDATIONS

Based on the targeted objectives of the study and results from the subsequent data analyses and observations, we note the following recommendations and best practices.

Overall, we observe tangible progress in the LEI participants with respect to their employment and entrepreneurship, financial literacy and community outreach initiatives, indicating the overall effectiveness and impact of the program.

Based on the analyses of the study data, we identify the several recommendations and best practices going forward in areas of delivery process, survey design, recruitment and depth and reach of the evaluation assessment:

- **Program Delivery Design:** As this model become more distributed, it would be insightful to look at how the delivery approach influences the outcomes.
 - Is there a difference between the after school clubs (ASC) training and annual summit training for longer term impact of the program?
 - One of the key questions of interest for the LEI program model is in regards to the multiyear approach of the delivery process; do we need more than one year? The analysis thus far suggests that the LEI-1+ group performance exceeds that of the LEI-1 group to a measurable extent. The reinforcement and depth of the training providing to the returning participants has a higher benefit suggesting that the program delivery should be for at least two years.
 - As part of the study, the LEI participants were asked to provide feedback on what aspects of the LEI program do they find most beneficial in their post LEI endeavors. While the participants indicated more than 80% positive feedback on most of these questions, one question regarding the duration of the LEI training stood out; approximately 40% indicated that the duration was too short, while about 50% indicated it was just right. This response would suggest that the multiyear summit or ASC delivery method might be a more effective delivery method.
- **Survey Design:** Refine and optimize the quantitative parts of the evaluation. Align the qualitative around deeper investigation areas.
 - Employment, salary and household income-related questions need to be framed more clearly in the future surveys. There was ambiguity and confusion observed from the responses of the participants in these questions. Significant data clean-up was required to provide a consistent and reliable data set. For example, several participants had listed a non-zero salary, even while saying no to any form of employment or self-employment. While some other participants had quoted a household income lower than their individual salaries, it was not clear to some participants that the household income is the aggregate income of the family including their own, not other than their own. Going forward, developing a clearer series of questions for these topics would avoid receiving ambiguous survey results.
- **Recruitment:** Improve selection of the control group.
 - An additional control group should be identified as a part of the continued evaluation. This would be a proactive addition versus a reactive one, as was done in case of the present study.



- Selection of the control group needs to be improved in order to avoid any discrepancies with the LEI participants. For example, more attention needs to be paid to the age distribution of the target and control population in order to delineate between the impact of the LEI program and the higher age of the LEI-1+ participants.
- **Outcome evaluation depth and reach:** The intent of this study was to assess the intermediate outcomes as well as provide an initial trend on the longer-term outcomes.
 - The former goal was achieved successfully, however we had partial success in longer term outcomes in all areas of interest. The longer-term impact of the knowledge transfer module through PIF approach could be evaluated very effectively showing significant impact. Also, we could get a measurable knowledge application indicators in areas of job readiness, entrepreneurship and critical thinking.
 - However, the longer-term outcomes of these endeavors measured using the indicators of income generation and living conditions provided limited useful data. Encouraging trends were observed for the income generation indicators, but the data set was inadequate to make concrete conclusions. Similar limitations were observed for the questions that were targeted towards assessing the living conditions of the participants; living conditions did not show significant contrast and were likely to indicators of the household income rather than their individual contributions. Younger age and current level of education listed by the participants suggest that most of them are yet unlikely to be generating a full income. Consequently, it would suggest that longer period of assessment would be necessary to draw effective conclusions from these indicators. These questions would be effectively addressed in a survey population with at least 50% employment in form of job or entrepreneurship. While there has been clear improvement in attitude and efforts, a noticeable quantified change in the lives of LEI members and their families may take a few more years to manifest.
 - Key outcomes indicators need to be identified and tracked on an ongoing basis - six months/one year. This will help maintain contact with the participant pool as well as provide longitudinal data for deeper analyses of the program and its impact.
 - PIF data should also be collected on an ongoing basis to provide quantitative assessment of the PIF impact as well as provide insight into what areas are of interest to the participants.
 - In addition, it would be desirable to re-administer such survey within the next five-years to track the long-term impact of the program. The proposed follow-up study in 2020 aligns suitably with this recommendation.

The next steps would be to determine the changes to the program implementation and M&E methodology based on the learnings from this study.

The proposed follow-up study aimed for year 2020 would help us assess the 2020 goals targeted for the LEI program. The 2016 five-year outcome study indicates tangible progress of the LEI group's preparation and achievement thus far in all areas of the targeted outcomes. We will need to track the progress closely in the coming years to successfully meet our 2020 targets.



REFERENCES

¹ The survey was originally administered to 357 total respondents; however, after scrubbing the data, responses for three participants were removed. This is discussed in section D.3. of this report.

² A detailed description of the quality of knowledge acquisition in the form of pre and post participation surveys is provided in our LEI summit documents.

³ World Bank. 2014. *Kenya overview*. Washington, DC: World Bank Group.

<http://www.worldbank.org/en/country/kenya/overview>; World Bank. 2014. "Tanzania overview." Washington, D.C: World Bank Group. <http://www.worldbank.org/en/country/tanzania/overview>.

⁴ Ibid.

⁵ <http://www.mckinsey.com/global-themes/middle-east-and-africa/lions-on-the-move>

⁶ <http://data.worldbank.org/indicator/SL.UEM.1524.ZS>

⁷ Ibid.

⁸ International Labor Organization. "Tanzania: Decent Work Country Programme 2013-2016." Retrieved on December 5, 2013 at: <http://www.ilo.org/public/english/bureau/program/dwcp/countries/>

⁹ Simiyu, J., & Sambu, L. 2012. "Nature & type of government and NGO interventions in curbing unemployment & under-employment of urban youth in Kenya." *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(5), 730-736.

¹⁰ International Fund for Agricultural Development. 2013. "Enabling poor people to overcome poverty in Kenya." Retrieved at <http://www.ifad.org/operations/projects/regions/pf/factsheets/kenya.pdf>; International Fund for Agricultural Development. 2014. "Investing in rural people in the United Republic of Tanzania." <http://www.ifad.org/operations/projects/regions/pf/factsheets/tanzania.pdf>

¹¹ <http://www.youthemploymentdecade.org/en/repor/youth-unemployment-national-priority-tanzania/>

¹² <https://www.linkedin.com/pulse/challenges-facing-kenyan-youths-dennis-bossek>

¹³ <http://www.mckinsey.com/global-themes/middle-east-and-africa/lions-on-the-move>

¹⁴ For a detailed description of program components and curriculum, please see the 2016 LEI Summit Report

APPENDIX A: LIST OF KEY CONTRIBUTORS

1. Dr. Amanda Mahoney, Assistant Professor, Savannah State University - Concept, Design of the study, Training of the volunteers who conducted the surveys.

EA Team

2. Anne Muli - EA-KE LEI program lead - Design of the study, Training of the volunteers who conducted the surveys, execution and analyses. Data collection for PIF infographs.
3. Glory Shayo - EA-TZ LEI program lead - Training of the volunteers who conducted the surveys, execution and analyses. Data collection for PIF infographs.
4. Gloria Mushi, Joel Saitot - EA-TZ M&E - Data clean up and analyses of the qualitative data

US Team

5. Grant Copenhaver, Data Manager - E-Survey set-up using Android tablets and KOBO survey tool
6. Jenn Montague, Creative Director and Graphic Designer - PIF infographs creation
7. Parul Pathak, M&E volunteer - Data analyses
8. Emily Koster, M&E volunteer - Reporting
9. Dr. Kanan Puntambekar, M&E Director - Data analyses, Reporting
10. Erna Gras, CEO - Data analyses, Reporting

APPENDIX B: LEI STUDY SURVEY QUESTIONS



This section lists all the questions that were asked during the LEI outcome study. All questions were analyzed for the analyses. Out of the approximately 100 questions that were asked, all the questions that provided worthwhile information for the analyses has been included in the main report or appendix section.

QUESTIONS ASKED TO ALL MEMBERS
Q1) Please select your nationality/Tafadhali chagua uraia wako
Q1.21) What county are you from?/Je, unatoka mkoa gani?
Q1.22) What region are you from?/Je, makazi yako ni mkoa gani ?
Q1.22a) Please type your county./Tafadhali andika nchi yako.
Q1.22b) Please type your region./Tafadhali andika mkoa wako.
Q1.23) Did you attend LEI?/Je, ulihudhuria LEI?
Q1.25) What years did you attend LEI?/Ni miaka ipi uliyohudhuria LEI?
Q2) Please select whether you are male or female/Tafadhali chagua kama wewe ni mume au mke
Q3) Please enter your age in years/Tafadhali jaza umri wako.
Q4) What is your marital/life status?/Onyesha jinsia yako
Q5) What is your highest level of education completed?/Kiwango chako cha juu cha elimu ulichohitimu ni kipi?
Q6) If you have attended trade school, please select the type. Otherwise, leave this question blank./Kama umewahi kuhudhuria shule ya mafunzo ya ufundi stadi chagua aina ya mafunzo uliopata, lkiwa hujawahi, usijibu swali hili.
Q6a) Please specify other trade school./Tafadhali ainisha elimu nyingine ya ufundi.
Q7a) What type of region were you living during secondary school?/Ni maeneo gani ya mkoa ulikuwa ukiishi wakati unasoma shule ya sekondari?
Q7b) What type of region are you living in now?/Ni maeneo gani ya mkoa unaishi sasa?
Q8) Please type in your monthly household income, in local currency/Tafadhali jaza kipato cha familia yako kwa mwezi, kwa thamani ya nchi yako.
Q9) What is your living situation?/Hali yako ya maisha sasa iko vipi?
Q9a) Please specify other living situation./Tafadhali ainisha aina nyingine ya maisha.
Q9b) Are you responsible for paying for others in your household?/Je unahusika kulipia wengine mahitaji yao ya nyumbani?
Q10) How many children do you have?/Je, una watoto wako wangapi?
Q11) How many people are living in your home?/Je, ni watu wangapi wanaoishi nyumbani kwako?
Q12) What type of roof does your home have?/Nyumba yako ina paa la aina gani?
Q12a) Please specify other type of roof./Tafadhali ainisha aina nyingine ya paa la nyumba
Q13) Does your household have:/Je, nyumba yako ina:
Q14) What type of fuel does your household mainly use for cooking? /Je, unatumia chanzo gani cha nishati kupikia?
Q14a) Please specify other type of fuel./Tafadhali ainisha aina nyingine ya chanzo cha nishati.
Q15) What is the main source of drinking water for members in your household?/Je, ni chanzo kipi ambacho huwapatia maji ya kunywa katika



familia yako
Q15a) Please specify other source of drinking water./Tafadhali bainisha chanzo kingine cha maji ya kunywa
Q16) Are you employed?/Je, umeajiriwa?
Q16a) Please select your current level of employment./Tafadhali chagua kiwango chako cha sasa cha ajira.
Q16a1) Please specify other level of employment./Please specify other level of employment.
Q16b) How many months have you held your current job?/Je, umekua kwenye ajira kwa muda wa miaka /miezi mingapi sasa?
Q16c) How many months/years of employment have you held since you turned 18 years old?/Je, umekuwa kwenye ajira kwa miezi/miaka mingapi tangu uhitimu miaka kumi na nane?
Q16d) How many months have you been unemployed since you turned 18 years? /Ni miezi mingapi ambayo hujawa kwenye ajira tangu uhitimu miaka kumi na minane?
Q17a) In the last one month how much money have you earned?/Katika kipindi cha mwezi mmoja uliopita, umepokea mapato ya kifedha kiasi gani?
Q17b) In the last one month how much money have you earned?/Katika kipindi cha mwezi mmoja uliopita, umepokea mapato ya kifedha kiasi gani?
Q18) How did you use this money?/Je, ulitumiaje fedha hizi?
Q18a) Please specify how you used the money./Tafadhali bainisha ulivyotumia fedha hizo
Q19) What is your household floor made of?/Sakafu ya nyumba yako imeundwa kwa kutumia nini?
Q19a) Please specify your floor material./Tafadhali bainisha nyenzo ya sakafu yako
Q20) What kind of facilities does your household have? /Nyumbani kwenu mnatumia choo cha aina gani?
Q20a) Please specify facility./Tafadhali ainisha aina ya choo
Q21) Have you participated in a paid internship?/Je, unafanya kazi ya kulipwa ukiwa mafunzoni?
Q22) Have you participated in an unpaid internship?/Je, ushawahi kufanya kazi bila kulipwa ukiwa mafunzoni?
Q23) Is your current job related to the area you want to work in?/Je, kazi unayoifanya kwa sasa inahusiana na aina ya kazi uliyotamani kupata?
Q24) Are you currently self employed?/Je, umejiajiri mwenyewe?
Q25) Have you been self employed in the past?/Je, umeshawahi kujiajiri hapo awali?
Q26) How many months have you been self employed?/Umejiajiri kwa muda wa miezi mingapi sasa?
Q27a) What is your current monthly salary in KES?/Je, mshahara wako ni kiasi gani kwa shilingili za Kikinya?
Q27b) What is your current monthly salary in TZS?/Je, mshahara wako ni kiasi gani kwa shilingi za Kitanzania?
Q28) Do you currently volunteer or do community service?/Je, kwa wakati huu, unafanya kazi bila malipo au kazi ya kujitolea kwenye jamii?
Q29) How many hours do you volunteer a week, on average?/Je, kwa wiki unafanya masaa mangapi ya kazi ya kujitolea?
Q30) How many volunteer months/years have you put in since you turned 18?/Je, umefanya kazi ya kujitolea kwa miezi/miaka mingapi tangu uhitimu miaka kumi na minane?
Q31) Are you currently in the military?/Je, wewe ni mwanajeshi?
Q32) Which branch of the military are you serving?/Je, unafanya na kitengo gani cha jeshi?
Q33) If you are currently not working, what are your reasons for not currently working?/Kama hufanyi kazi, unaweza kueleza ni kwa sababu gani?



Q34) What benefits do you receive in your current job? /Ni faida gani unayopokea kutokana na ajira yako?
Q35) How satisfied are you with your current position?/Ni kwa kiasi gani unaridhika na nafasi uliyo nayo kwenye kazi uliyo nayo sasa?
Q36) How do you rate your own quality of life?/Je, unaweza kusema kiwango cha ubora wa maisha yako kiko vipi?
Q37) How do you rate the quality of life of your peers? (those close to you who are your age)/Je, unaweza kusema kiwango cha ubora wa maisha ya vijana wenzako ni kipi? (walio na umri uliokaribiana na wako)
38 (1) How has the quality of life for your family changed over the last 3 years?/Ubora wa kimaisha wa familia yako umeweza kubadilika kwa kiasi gani kwa miaka mitatu (3) iliyopita?
QUESTIONS ASKED TO LEI MEMBERS ONLY
38 (2) Has LEI impacted your employment prospects?/Je, LEI imechangia kwa uwezo wako wa kupata kazi?
Q39) Have you applied the skills learned during LEI?/Je, umeweza kutumia ujuzi ulioupata kupitia LEI?
Q39a) Please share with the ambassador how you have applied those skills./Tafadhali mwambie balozi jinsi ulivyotumia ujuzi huo.
Q39b) Please share with the ambassador how you have applied those skills./Tafadhali mwambie balozi jinsi ulivyotumia ujuzi huo.
Q39c) Please share with the ambassador how you have applied those skills./Tafadhali mwambie balozi jinsi ulivyotumia ujuzi huo.
Q40) How do you rate your own skills at entrepreneurship?/Je, kiwango chako cha ujuzi wa ujasirimali ni kipi?
Q41) How would you rate the LEI materials used?/Je, kiwango gani unaaweza kuipa mitaala iliyotumika kutoa mafunzo ya LEI?
Q42) How would you rate the LEI field trips?/Unazungumzia vipi safari za LEI?
Q43) How would you rate the LEI facilitators and leaders? /Je, unaweza kusema kiwango cha wawezeshaji na viongozi wa LEI ni kipi?
Q44) How would you rate the LEI duration?/Je, unaweza kusema kiwango cha muda uliopangwa kwa LEI kuwa kipi?
Q45) How do you rate your LEI experience overall?/Je, kiwango chako cha uzoefu wa LEI ni kipi kwa jumla?
Q46) How do you rate the follow-up of LEI (for example, did you feel you were reached out to and had support after LEI ended?)/Ufutilizo wa LEI (Je, uliweza kuhisi kwamba ulifikwa na kupata msaada baada ya kumaliza mafunzo ya LEI?)
Q47) Did you feel you could reach out to your LEI leader for support?/Je, uliweza kuhisi kama ungewasiliana na wawezelishaji wa LEI kupata usaidizi?
Q48) I have confidence expressing my opinions with elders./Nina amini ninaweza kueleza maoni yangu kwa wazee
Q49) I have confidence expressing my opinions with my friends and other youth. /Nina ujasiri wa kueleza maoni yangu kwa marafiki na vijana wenzangu
Q50) I believe I am able to encourage my friends and classmates to achieve a common goal/Nina imani ninaweza kuwapa motisha marafiki na wanafunzi wenzangu kufikia lengo moja
Q51) I believe I am a good leader/Ninaamini kuwa mimi ni kiongozi mwema
Q52) I believe I am able to take action to support my community and improve society /Ninaamini naweza kuchukua hatua ya kusaidia na kuboresha jamii yangu
Q53) Do you have a personal action plan or personal goals written down? /Je, uko na mpango wa kibinafsi au malengo ya kibinafsi tayari?
Q54) Have you taken action toward entrepreneurship? /Je, umechukua hatua ya ujasirimali?
Q55) Do you have skills to make money?/Je, una ujuzi wa kukuwezesha kupata pesa?
Q56) Do you have interview skills needed to get a job today?/Je, uko na ujuzi wa mahojiano ya kazi unaohitajika nyakati za leo?
Q57) Do you have a project in place that helps/reaches others? In our program this is called your Pay-It-Forward project./Je una mradi wowote



ambao unaendelea kuwasaidia/kuwafikia watu wengine? Kwenye mradi wetu tunaita PAY IT FORWARD.
Q57a) How many people have you helped/reached?/Je umewasaidia/umewafikia watu wangapi?
Q58) Keeping my body healthy is important so that I can achieve my dreams./Kulinda afya ya mwili wangu ni muhimu kwa kutimiza ndoto zangu
Q59) Have you taken action toward your action plan/goals? /Je, umechukua hatua ya kutimiza malengo yako?
Q60) Do you have a position of leadership in your community?/Je, uko na nafasi ya uongozi kwa jamii yako?
Q61) Have you decided you want to become an entrepreneur?/Je, umeshaamua unataka kuwa mjasimali?
Q62) Have you earned enough money in the past year to pay your bills? /Je umepata pesa ya kutosha miaka iliyopita kukuwezesha kulipa bili zako?
Q63) Do you know how to keep your body healthy?/Je, unajua kutunza afya ya mwili wako?
Q64) Do you have a marketing plan? /Je, una mpango kutangaza biashara yako?
Q65) Do you have a business plan?/Je una mpango kazi wa biashara?
Q66) Do you have a financial plan ready to present to investors? /Je, uko na mpango wa fedha ambao unaweza kuwaelezea wawekezaji?
Q67) Have you facilitated LEI in the past? /Je, umewezesha LEI hapo awali?
Q68) Have you shared your LEI knowledge with your family?/Je umewashirikisha ndugu na familia yako mafunzo ya LEI uliyoyapata?
Q69) Have you updated your personal action plan since LEI?/Je umeboresha mpango kazi wako toka kipindi cha LEI?
Q70) Which sessions from LEI gave you the most knowledge?/Ni vipindi vipi vya mafunzo ya LEI vilikupa ujuzi zaidi.



APPENDIX C: GEOGRAPHICAL INFORMATION OF THE PARTICIPANTS

The tables below show the regions of KE and TZ represented in this study. Participants were selected to reflect the areas at which the LEI program is conducted as best as possible. Due to circumstances such as access and availability, there was a higher percentage of participants overall from the Arusha/Narok counties compared to the more remote areas.

KENYA		TANZANIA	
Narok	53	Arusha	116
Murang'a	6	Kilimanjaro	82
Isiolo	5	Dar es salaam	16
Samburu	5	Tanga	11
Siaya	5	Dodoma	4
Marsabit	4	Mbeya	4
Nairobi	3	Morogoro	4
Nyeri	3	Pwani	4
Kajiado	2	Kagera	3
Laikipia	2		
		Tabora	3
Nakuru	2	Singida	2
Homabay	1	Babati	1
Kericho	1	Iringa	1
Kiambu	1	Kaskazini -Pemba	1
Kisii	1	Manyara	1
Meru	1	Moshi	1
Migori	1	Mwanza	1
Nandi	1	Njombe	1
Nyahururu	1		
Nyamira	1		
Tharaka nithi	1		
Uasin Gishu	1		

Table 14: Geographical Location of the Participants.



APPENDIX D: SUPPORTING DATA ANALYSES CHARTS

Appendix D provides additional charts that were utilized to complete our survey analysis in Section F. Demographics.

LEI Years	Number of People Attended	Year Span of Attendance
1	119	2011-2015
2	44	2010-2015
3	11	2010-2015
4	7	2010-2015
5	1	2011-2015
Grand Total	182	

Table 3 - Years of Completion of LEI Program (n=182)

Entrepreneurship

Figure 18: Entrepreneurship Skills of LEI Participants

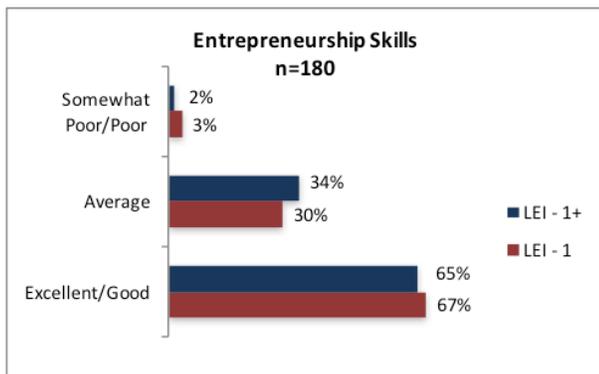
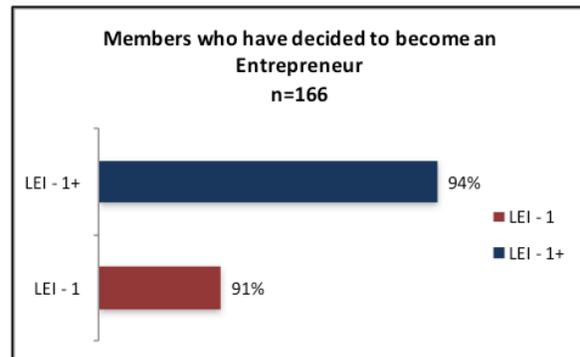


Figure 19: LEI Participants Interested in Entrepreneurship



Leadership and Community Engagement

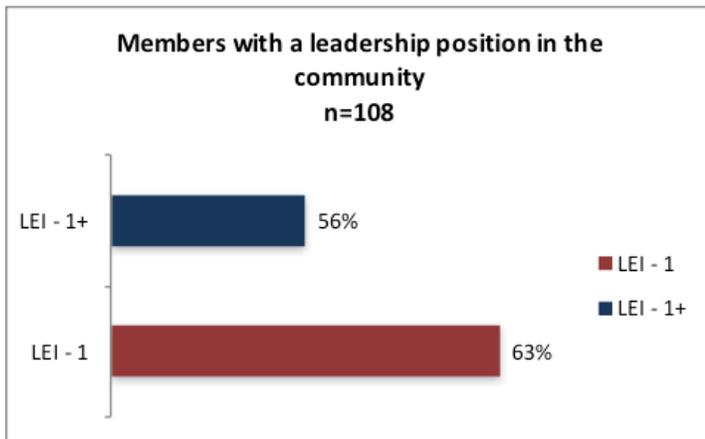


Figure 20: LEI Participants With Leadership Position in the Community

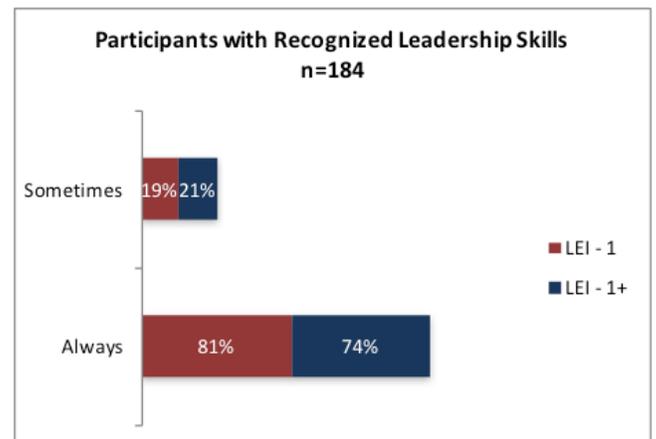


Figure 21: LEI Participants With Recognized Leadership Skills.

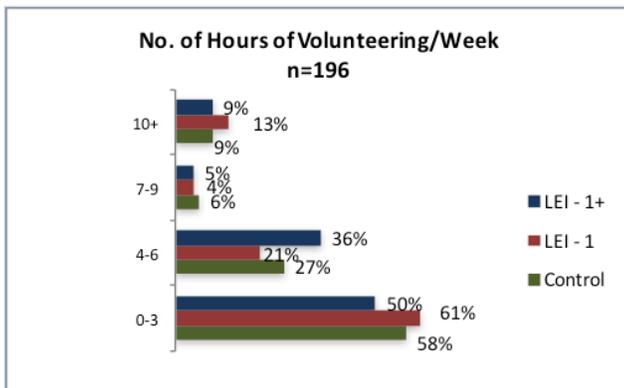


Figure 22: Hours of Community Engagement



Quality of Life and Living Conditions

Table 15: Household Fuel for Cooking (n=352)

Household Fuel for Cooking	Control	LEI - 1	LEI - 1+
Firewood/Straw	56	58	26
Charcoal	51	33	17
LPG	33	13	12
Electricity	11	9	2
Biogas	10	2	2
Others*	9	4	4
Grand Total	170	119	63
Household Fuel for Cooking	Control	LEI - 1	LEI - 1+
Firewood/Straw	33%	49%	41%
Charcoal	30%	28%	27%
LPG	19%	11%	19%
Electricity	6%	8%	3%
Biogas	6%	2%	3%
Others*	5%	3%	6%

*Coal/Gas/Kerosene

Table 16 Main Source for Drinking Water (n=353)

Main Source for Drinking Water	Control	LEI - 1	LEI - 1+
Borewell	16	10	1
Piped into house	79	56	32
Natural	33	26	17
Public Tap	31	22	15
Tanker/Bottled Water	9	5	1
Grand Total	168	119	66
Main Source for Drinking Water	Control	LEI - 1	LEI - 1+
Borewell	10%	8%	2%
Piped into house	47%	47%	48%
Natural	20%	22%	26%
Public Tap	18%	18%	23%
Tanker/Bottled Water	5%	4%	2%



Table 17: Household Flooring (n=347)

Household Flooring	Control	LEI - 1	LEI - 1+
Cement	91	51	26
Ceramic Tiles	31	13	10
Earth/Sand	29	37	22
Dung	8	11	2
Carpet/Wood	9	4	3
Grand Total	168	116	63
Household Flooring	Control	LEI - 1	LEI - 1+
Cement	54%	44%	41%
Ceramic Tiles	18%	11%	16%
Earth/Sand	17%	32%	35%
Dung	5%	9%	3%
Carpet/Wood	5%	3%	5%

Bathroom Facilities	Control	LEI - 1	LEI - 1+
Flush Toilet	80	35	10
Ventilated improved pit (vip) latrine	20	16	9
Traditional pit toilet/Latrine	61	62	31
No facility/Bush/Field	6	6	6
Grand Total	167	119	56
Bathroom Facilities	Control	LEI - 1	LEI - 1+
Flush Toilet	48%	29%	18%
Ventilated improved pit (vip) latrine	12%	13%	16%
Traditional pit toilet/Latrine	37%	52%	55%
No facility/Bush/Field	4%	5%	11%

Type of Roof in House	Control	LEI - 1	LEI - 1+
Iron Sheets	145	95	51
Thatched	11	14	6
Tiles	10	6	4
Other*	2	3	2
Grand Total	168	118	63
Type of Roof in House	Control	LEI - 1	LEI - 1+
Iron Sheets	86%	81%	81%
Thatched	7%	12%	10%
Tiles	6%	5%	6%
Other*	1%	3%	3%

*Concrete/Grass/Paper

Table 18: Bathroom Facilities (n=342)



Table 19: Movement of Participants From Rural to Urban Environments

Region	Control	LEI - 1	LEI - 1+
Rural (Sec. School)	66	50	31
Rural	30	32	15
Sub-urban	11	8	6
Urban	25	10	10
Sub-urban (Sec. School)	51	35	23
Rural		6	1
Sub-urban	35	25	11
Urban	16	4	11
Urban (Sec. School)	49	29	9
Rural	4	6	2
Sub-urban	4	5	2
Urban	41	18	5
Grand Total	166	114	63



APPENDIX E: LEI PROGRAM FEEDBACK CHARTS

As part of the study, the LEI participants were asked to provide feedback on what aspects of the LEI program do they find most beneficial in their post LEI endeavors. While the participants indicated a > 80% positive feedback on most of these questions, one question regarding the duration of the LEI training stood out; approximately 40% indicated that the duration was too short, while about 50% indicated it was just right. This response would suggest that the multiyear summit or ASC delivery method might be a more effective delivery method.

Figure E1 – LEI Materials Rating

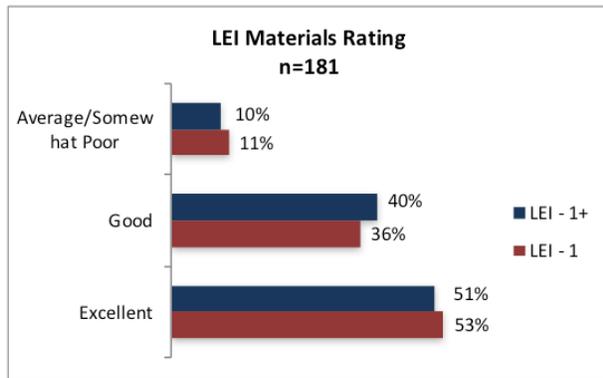


Figure E2 – LEI Field Trips Rating

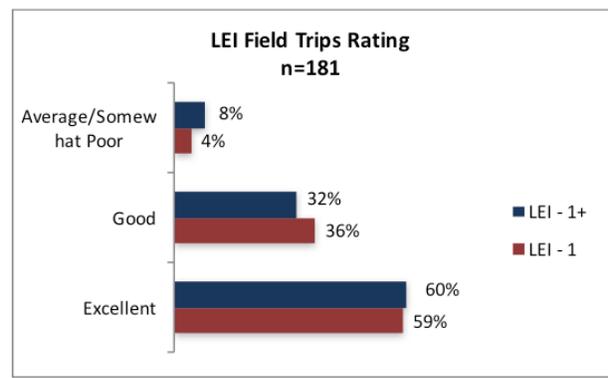


Figure E3 – LEI Facilitators and Leaders Rating

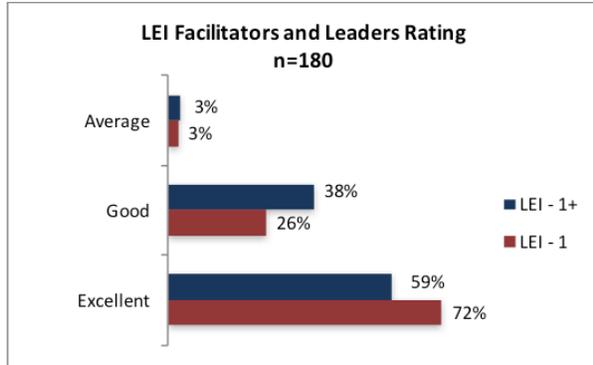


Figure E4 – Reach LEI Leader of Support

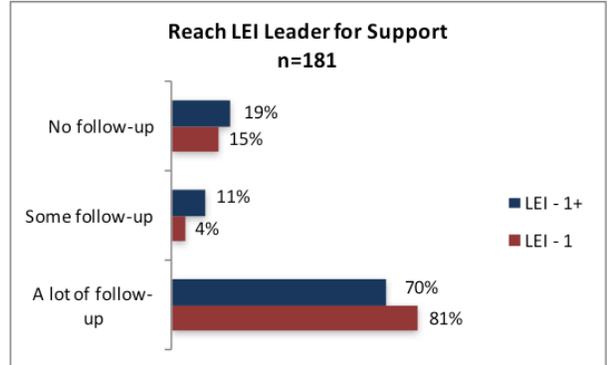


Figure E5 – LEI Duration Rating

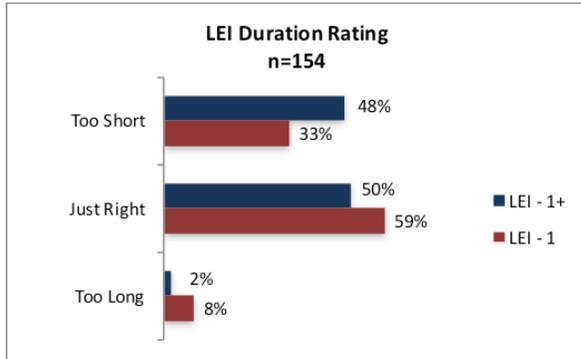


Figure E6 – LEI Overall Experience Rating

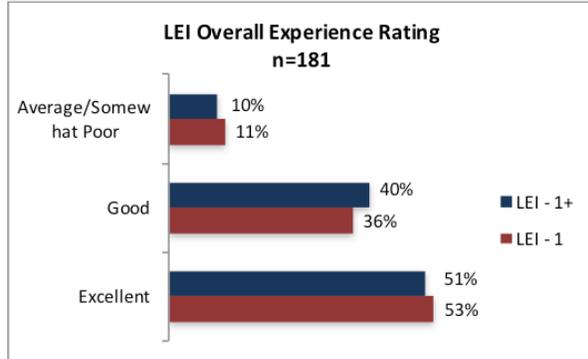


Figure E7 – LEI Follow-up Rating

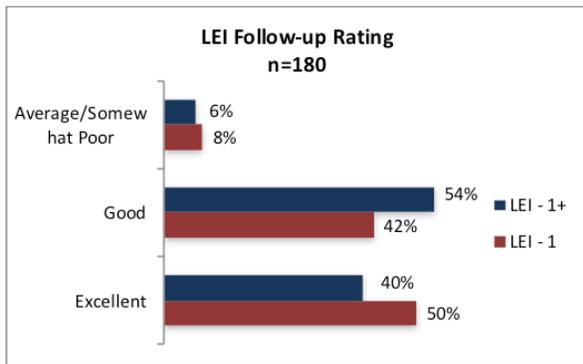
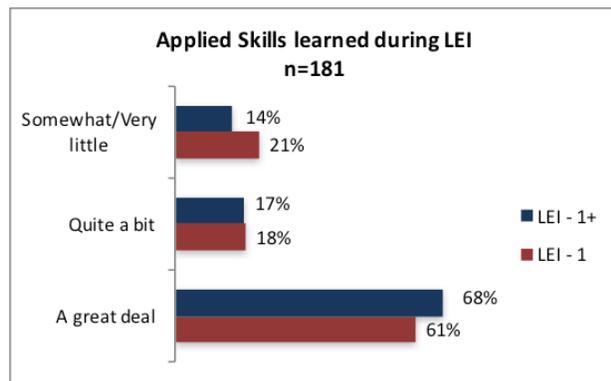


Figure E8 – Applied Skills learned during LEI



APPENDIX F: LEI PIF DATA COLLECTION SNAPSHOT



NAME	TOPICS - 2013	DIRECT IMPACT - 2013	DIRECT IMPACT - 2013 - Unduplicated	TOPICS - 2014	DIRECT IMPACT - 2014	DIRECT IMPACT - 2014	TOPICS - 2015	DIRECT IMPACT - 2015	DIRECT IMPACT - 2015 -
Margret Nyambura				Budget & Savings	8	8	Dream Mapping	21	21
							Budget & Savings	21	
Muncha Silvia	FGM	84	84	Life Skills	23	23			
	Dream Mapping	84		Pay It Forward	23				
	Exam Preparation	84							
Moses Rukungu	Budget & Savings	8	8	Life Skills	87	87			
				Dream Mapping	87				
				Exam Preparation	87				
David Mwangi	Leadership Skills	20	290	Drug Abuse	300	391	Exam Preparation	150	156
	Dream Mapping	100		Life Skills	20		Scholarship	6	
	Drug Abuse	30		Exam Preparation	60				
	Exam Preparation	100		Scholarship	1				
Emilly Thurania	Budget & Savings	2	510	Club	10	504	Club	6	124
	Leadership Skills	508		Dream Mapping	494		Drug Abuse	118	
	Dream Mapping	508		Exam Preparation	494				
				Pay It Forward	494				
				Leadership Skills	494				
				Budget & Savings	494				
Anderson Hussein	Leadership Skills	120	989	Entrepreneurship	1	25	Mentorship	50	50
	Dream Mapping	668		Dream Mapping	24		Life Skills	50	
	Budget & Savings	668		Budget & Savings	24				
	Exam Preparation	668		Mentorship	24				
	Entrepreneurship	668							
	Community Support	200							
Angaza CBO Narok				FGM	300	1260	Exam Preparation	180	180
				Exam Preparation	1260		Pay It Forward	180	
				Dream Mapping	1260				
Saiboku Godfry Lemalasia	Budget & Savings	7	17	Exam Preparation	234	327	Exam Preparation	45	45
	Dream Mapping	10		Dream Mapping	327				
John Murkuku	Club	7	511	Pay It Forward	32	32	Entrepreneurship	63	3
	Dream Mapping	180		Entrepreneurship	32				
	Communication Skills	324							
Samson Nyongesa/Life Transformers	Dream Mapping	770	832	Dream mapping	3500	3500	Dream Mapping	450	530
	Exam Preparation	770		FGM	3500		Leadership Skills	450	
	Budget & Savings	770		Exam Preparation	3500		Mentorship	80	
	Club	62		Communication Skills	3500		Exam Preparation	450	
				Leadership Skills	3500				

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