FROM VULNERABLE GIRLS TO ENTREPRENEURIAL WOMEN
Establishing Secondary School Girl-Led Clubs

Final 2017-18 Narrative Report

Kenya Program Team: Anne Mull, Tanzania Program Team: Gloria Mushi
North America Team: Erica Ryan, Kailas Menon, Kanan Puntambekar, Erna Grasz
# TABLE OF CONTENTS

- Table of Contents ............................................................................................................. 2
- Executive Summary .......................................................................................................... 3

## Program Overview.......................................................................................................... 5
  - The LEI Model and Delivery Formats ......................................................................... 5
  - Why Girls’ Led Leadership clubs .................................................................................. 5
  - School Based / After School Clubs (SBC/ASC) Model .................................................. 6
    SBC LEI Program Objective ......................................................................................... 6
    Digital Smart Start Kits ............................................................................................... 7

## Project Goals .................................................................................................................... 8

## Project Activities and Outputs ........................................................................................ 8

## Partnerships and Stakeholder Engagements .................................................................. 9
  - Regional Coordinators and Alumni Mentors ............................................................... 9

## Selection Process of Schools .......................................................................................... 10

## Recruitment of Club Members ......................................................................................... 11

## Training of Youth and Teacher Trainers (ToT’s) .......................................................... 11

## Delivering Effective LEI Curriculum .............................................................................. 13
  - Youth-Led School Sessions - with Youth Mentoring and school visits by Alumni .... 15

## Monitoring and Evaluation ............................................................................................... 16

## Girls’ Led and Youth Governed Leadership Clubs ......................................................... 18

## Income Generating Activities (IGA’s) ............................................................................ 18
  - School-Specific Income Generating Success Stories ..................................................... 20

## Leadership and Entrepreneurship Graduation ............................................................... 25
  - Daniel Lengali - Graduation Story .............................................................................. 25

## Significant Achievements ................................................................................................. 26
  - Use of the “Digital Smart Start Kits” ........................................................................... 26
  - Key Findings from Focus Interviews ............................................................................ 27

## Challenges Experienced in Project .................................................................................. 29

## Program Improvements and Future Plans ..................................................................... 30
  - Sustainability of the clubs ............................................................................................. 31
  - Summit vs. School Based Delivery Model ..................................................................... 32

## Appendices ....................................................................................................................... 33
EXECUTIVE SUMMARY

In rural East Africa, adolescent girls are routinely victims of discrimination and gender inequities. Gender equality and women’s empowerment has been specifically targeted by the Millennium Development Goals and research has shown that gender equality translates into poverty reduction and economic development. Also, in the competitive global economy, the secondary education should prepare the learners to be creative and innovative, competent in the areas of science and technology, productive and entrepreneurial, but also be able to address challenges emanating from the prevailing socio-economic situation of the country and the evolving cross-cutting issues.

Asante Africa Foundation is making essential investments to foster youth leadership and entrepreneurship skills. This program is progressing toward alignment with the United Nations Sustainable Development Goals (SDGs) for 2030, by giving youth 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.

Empirical evidence suggests that in addition to strengthening academic knowledge, life topics such as financial literacy, social assets (personal development, social networks and mentors) and access to financial training enable girls to establish a foundation upon which they can take charge of and build their economic assets. Coupled with life skills training (including leadership, goal-setting and reproductive health information), this helps alleviate vulnerability while simultaneously building their confidence. In turn, this increases adolescent girls’ economic stability and expands opportunities to engage in income generating activities as they move into adulthood.

In this project, Asante Africa Foundation advanced a school-based club delivery model for foundational phase of LEI program. In 2013, the first girls’ led school club was initiated by three female students in the village of Machame in northeastern Tanzania. As graduates of Asante Africa Foundation’s Leadership and Entrepreneurship Incubator, these girls recognized the practical value of this training and decided to “pay-it-forward” by initiating a leadership club at their school. The club began with 9 participants and has grown to over 138 girls in the first 2 years. While the girls plan and lead normal club activities, a teacher advisor assists in logistics and implementation. A range of activities have been conducted by the club over the years, ranging from LEI curriculum content discussions, providing tutoring on several of the topics, hosting inspirational female speakers, debate competitions with other schools and educational field tours. This self-started initiative has been the motivation and inspiration for over 38 similar Secondary School (High School) clubs across Tanzania and Kenya.

This document discusses insights and results from a recent 2017-2018 funded project of “girl-led school-based clubs” coupled with “digital smart start kits” across 17 school in both rural Kenya and rural Tanzania. This was a one-year program implementing the Phase 1 (beginning) LEI curriculum delivered in a local school setting. During this period, students were exposed in a practical learning environment that targets personal development, entrepreneurship, job readiness preparation skills and life skills. During the 1-year club members met weekly to learn curriculum content they had predetermined as a group based on their needs and interests of club members. In addition, students have opportunity to develop and initiate a business plan based on the learnings from the LEI curriculum. While it’s a youth led club, our regional coordinator, alumni and teacher advisors assisted in logistics and Implementation. The overall program goals and design was defined by both country teams collaboratively. Each country team then developed implementation strategies that were contextualized to the challenges of their local regions and also leveraged the local elements effectively. Throughout the report, we will highlight major accomplishments and unique facets of the project that worked well in each country. Going forward we will implement the learnings cross-border to make our program more effective.

www.asanteafrica.org
The project output goals were successfully achieved by establishment of 17 girls-led clubs in Kenya and Tanzania, with 872 youth participants and an average of 68% girls. The clubs were established in five regions – Isiolo, Maralal, Wamba (KE), and Kilimanjaro, Tanga (TZ). All the clubs were Girls’ Led.

The implementation of leadership and entrepreneurship leadership clubs in the local schools was observed to create positive outcomes for students, teachers and the community at large, with increased knowledge and skills.

- Inclusion of digital smart start kits were highly effective component of the program. Access to the digital tools attracted more students, many of whom had never interacted with these tools before, and eased the mode of curriculum delivery, academic support, and additional life skill content.

- Teachers are now additionally using the same digital tools and equipment during the school day to teach their lessons and show supplemental material to the students.

- Girls’ led clubs ran successfully in all the schools

- Several viable income generation activities were germinated and implemented.

- Concept of employing regional coordinators helped successful operation of the program.

The interviews conducted during the school visits, of the school management, DEO, students and parents, revealed several interesting outcomes including increase in the level of confidence among girls, leadership skills resulting in strong school leaders in the school clubs, students starting different projects at school and at home, and exam Preparation Assistance.

This report is divided into the following major sections (i) program overview, project goals, and components, M&E methodology (ii) Key areas of implementation – Partnerships, school selection, club member recruitment, training of trainers (iii) LEI curriculum and delivery model, (v) summary of the leadership clubs, income generation activities and lastly (iv) successes and challenges, sustainability strategies and next steps.

Results from the quantitative assessments, of primary indicators of the knowledge acquisition through student pre/post surveys and secondary indicator of their academic performance, will be provided in a follow-up report.
PROGRAM OVERVIEW

The visions Tanzania 2025 and Kenya 2030 focus on building a nation with high quality of education at all levels; a nation which produces the quantity and quality of educated people sufficiently equipped with the requisite knowledge to solve the societal problems, meet the challenges of development and attain competitiveness at regional and global levels.

Asante Africa Foundation commissioned the Leadership and Entrepreneurship Incubator (LEI) Program in 2010. It was developed to provide vulnerable youth from deeply rural areas of East Africa with opportunities to work with their peers across the border, building life and Leadership skills that will enable them to become successful leaders, entrepreneurs, and global citizens. LEI strengthens non-academic skills by fostering entrepreneurship awareness and business competencies while deepening the application of leadership and life skills, with a goal to create a new generation of change agents, help youth break out of poverty cycle, and develop self-resilience to overcome life challenges. By making essential investments in fostering youth leadership and entrepreneurship skills, we are progressing in alignment with 2030 sustainable development goals (SDGs).

THE LEI MODEL AND DELIVERY FORMATS

The multi-phased LEI model builds on lessons of personal development, job readiness, and entrepreneurship.

The model deploys lessons both in the classroom and in the field to apply practical hands-on and interactive learning, provide toolkits, learning experiences, and networks that in turn increase participants’ confidence in their own ability to become change makers in their communities. By applying this model, we help young people identify social problems and find solutions, as they gain 21st-century skills critical to integrate into the workforce seamlessly.

Since its inception, the LEI curriculum has been delivered as a 3-phased format (beginning, intermediate, advanced curriculum), where returning students in the program and exposed advanced concepts to deepen their learning and widen their sphere of influence.

WHY GIRLS’ LED LEADERSHIP CLUBS?

In rural East Africa, adolescent girls are routinely victims of discrimination and gender inequities. These gender inequities and cultural norms often deprive girls the opportunity to develop an active voice and become decision-makers in their society. Empirical evidence suggests that in addition to strengthening academic knowledge, life topics such as financial literacy, social assets and access to financial training enable girls to establish a foundation upon which they can
take charge of and build their economic assets. Coupled with life skills training (including leadership, goal-setting and reproductive health information), this helps alleviate vulnerability while simultaneously introducing girls to and building their confidence. In turn, this increases adolescent girls’ economic stability and expands opportunities to engage in income generating activities as they move into adulthood. This critical factor led to the girls led design of the school-based clubs.

**SCHOOL BASED / AFTER SCHOOL CLUBS (SBC/ASC) MODEL**

*The school-based club model seeks to bring the foundational phase I curriculum to a school-based club format.*

In this project, Asante Africa Foundation focused on developing school-based girl-led clubs to enable participants to acquire life skills that will help them become successful leaders and entrepreneurs with confidence. Peer club leaders lead the club with the help of regional coordinators who ensure the clubs successfully apply leadership and entrepreneurship curriculum and provide critical tools for young adults that play a substantial role in developing a more just and equitable world.

We believe that educating the next generation of leaders and entrepreneurs is not just about information sharing, but it is also about collaboration across borders and experiential learning. To develop leaders with the confidence and persistence they need to succeed, we believe it is necessary to support them for an extended period. Our approach allows youth to act as facilitators, coaches, and mentors for one another. The younger or less skilled youth feel supported enough to take risks, motivated to persist in the face of challenges, and confident that the guidance they receive is relevant.

**SBC LEI PROGRAM OBJECTIVE**

<table>
<thead>
<tr>
<th>Intervention Area</th>
<th>Challenges</th>
<th>Offered Solutions</th>
</tr>
</thead>
</table>
| Develop basic livelihood skills and integrating skills development into existing secondary school academic curriculum | Limited leadership enhancing activities available in the current education system and schooling environment, especially for girls students  
Inadequate integration of entrepreneurial skills development in the current academic curriculum  
Limited practical and experiential opportunities  
Lack of and/or limited orientation to enterprising attitudes, behaviours and skills among teachers | Multi phased intensive program exposing students in a practical learning environment that targets: Personal Development, Entrepreneurship, Job Readiness preparation skills, Life skills  
Meet on weekly basis to learn their curriculum  
Form girl-led leadership clubs, providing a empowering and protected environment for the students to learn and practise the skills learnt  
Host professional career speakers/debates competition with other schools  
Educational field trips |
In this delivery model, the LEI curriculum is provided through school-based clubs, taking place either during the regular school day on lunch breaks or after school. Each topic is covered over the span of a month during individual modules at the club. Lessons are taught by club leaders, program alumni, or experts who have undergone teaching training programs and can feel confident in delivering the curriculum. The following is a brief description of the major themes discussed in the curriculum;

- **Personal Development** – Participants learn about leading using their values, create personal action plans and practice their new skills in safe settings at school and their community.

- **Job Readiness** – Inherent job readiness is a drive to perform and a willingness to learn. Participants focus on employability planning, developing skills and familiarity with a variety of career options. Throughout the year, they practice with high-impact volunteering and interning, mentored by local business people to strengthen their new skills.

- **Entrepreneurship and Financial Awareness** – Participants learn about exposure to entrepreneurship, vital finances, and savings, project planning, intermediate entrepreneurship, finance for business, deeper entrepreneurship, preparing to pitch business plans, marketing, and financial planning.

- **Life Skills and Managing Life Challenges** – This step exposes participants to what derails school success, how to avoid temptations, essential life skills, obstacles that thwart success and unique projects for life issues.

- **Pay-It-Forward** – This area focuses on school, family and community level advocacy and larger scale PIF projects. Lessons focus on how to actively transfer knowledge.

**DIGITAL SMART START KITS**

The school-based delivery model was implemented using a Digital smart start kit provided to each of the schools. This included a laptop, projector, solar charging station and all of the LEI curriculum content in electronic format.

This inclusion of the smart start kits into the school-based models enabled effective club implementation. Simultaneously, it provided the teachers as well as students provision to learn and use basic ICT skills to record grades of the students, attendance in the clubs as well as account and activities of the income generation activities. Additionally, the access to the ICT equipment provided an additional incentive for participation for the students as well as teachers.
PROJECT GOALS

The overall goal of the project was to support the initiation of up to 10 secondary school girl-led clubs in Tanzania/Kenya with specific training and skill building focused on leadership, self-sufficiency, job readiness and entrepreneurial skills.

This intent being to bring the Phase I (beginning) curriculum of the Leadership & Entrepreneurship Program into the local setting and deliver school-based club format leveraging digital content as instructional support.

By the end of the first year of the project, Asante Africa Foundation expected the following outputs:

- Establishment of 10 official girl-led Leadership and Entrepreneurship school clubs
- 750 secondary school youth (75 youth per club x 10 clubs) will have completed the leadership and life skills training
- Social Innovation (money making) projects stemming from entrepreneurial training
- Club representatives attend the upcoming LEI Summit to teach and coach new youth on successes and downfalls

These outputs were successfully achieved, by establishment of 17 girls-led clubs in Kenya and Tanzania, with 872 youth.

PROJECT ACTIVITIES AND OUTPUTS

The table below provides a quick overview of the activities and outputs from the 2017-2018 Phase I SBC project in key areas of the project implementation.

<table>
<thead>
<tr>
<th>Key Components</th>
<th>Key Activities</th>
<th>Key Outputs 2017-2018</th>
</tr>
</thead>
</table>
| 1. Identification and selection of schools | - Identifying schools within AAF strategic growth plan  
- Conduct stakeholders meeting (County Education Officers, School principal, regional coordinators)  
- Signing of MOU  
- Report Documentation | - 5 - regions were identified - Isiolo, Maralal, and Wamba (KE), Kilimanjaro and Tanga (TZ)  
- 3 to 4 schools were selected per region  
- 1 meeting conducted with the stakeholders at their respective institutions. |
| 2. Effective school-based leadership and entrepreneurship curriculum | - Have basic skills development content  
- Promote experiential and learning by using interactive and technology tools  
- Encourage tailored local material, case studies and role models  
- Implementation of the curriculum at the school and community level | - 7 modules covered within 7 months  
- Regional coordinators, LEI coordinators or alumni visited each school on a regular basis  
- 870 students enrolled.  
- 10 school clubs with written business plans. Rest 8 will provide their plans in the next school year.  
- 9 schools with initiated business plans and on-going IGA activities. |
| 3. Training of patrons and Club leaders | - Trained on Report writing and data management  
- Facilitation skills  
- Record keeping  
- Encourage basic leadership and entrepreneurship training for teachers  
- Promote entrepreneurship educator’s network | - 47 participants completed training; 17 teachers, 26 club leaders.  
- 1 training workshops conducted in both KE & TZ.  
- 1 Laptop/ Workbooks /Tablet distributed in each school after the training |
| 4. Girl-led leadership clubs | - Establish a leadership club in each school  
- Club will be girl-led  
- Club with a governance structure, practises and sustainability  
- Clubs run by the students, with teachers as mentor. | - 17 clubs established by all the club participants in each school.  
- All clubs were girls-led.  
- 41 girls, 28 boys in leadership positions.  
- 14 male and 3 female teacher mentors. |
| 4. Certificate of celebration/graduation ceremonies | - Certificates designed for student/patron with topics covered  
- All schools meet in a central location for the graduation ceremony or individually at school locations  
- Testimonials and feedback | - 870 students and 17 teachers received their completion certificates. |
PARTNERSHIPS AND STAKEHOLDER ENGAGEMENTS

Partnerships between public, private, and policy organizations are leveraged to create beneficial outcomes to impact communities while creating sustainable, locally owned programs.

Asante Africa Foundation delivers our best results by engaging local experts, educational partners, and community leaders to become stakeholders and create a strategy everyone believes in. We conducted leadership engagement meetings with district education officers (DEOs), country-level education partners, and school administrators in their respective institutions to develop an approach that incorporates our strategic goals, while simultaneously building out the sustainability of the program in the schools. These partnerships ensure that ownership of programs is understood at the local level, actively involving the voices and possible concerns of the community. The role and responsibilities in these partnerships are developed and contextualized to the local governance and community structures. The table below provides a snapshot of the partnership arrangements that were defined for effective program delivery.

<table>
<thead>
<tr>
<th>PARTNERS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asante Africa Foundation</td>
<td>- Asante Africa Foundation will finance contextualization and development of educational content, materials, and resource development.</td>
</tr>
<tr>
<td></td>
<td>- Fund staff time, salaries, and resources needed for the program objectives and success.</td>
</tr>
<tr>
<td></td>
<td>- Fund Tools, data collection, trend analysis, and suggest program optimization based on data and evidence.</td>
</tr>
<tr>
<td></td>
<td>- Documentation jointly funded will be the property of all parties involved.</td>
</tr>
<tr>
<td>County/District Education Officer,</td>
<td>- Support in School selection Process</td>
</tr>
<tr>
<td>County Quality Assurance Officer</td>
<td>- Approval of AAF curriculum to operate with in schools</td>
</tr>
<tr>
<td>District Community Development Officer</td>
<td>- Reporting all AAF activities, results to the districts quarterly meeting</td>
</tr>
<tr>
<td>School Principal</td>
<td>- Representative of school administration, support development of youth club and long-term governance.</td>
</tr>
<tr>
<td>School/Club Patron</td>
<td>- Life skill representative/advisor/maintains records of all club members</td>
</tr>
<tr>
<td>Asante Africa Regional Coordinators</td>
<td>- Support in delivering the curriculum/reports to AAF program coordinator/weekly report.</td>
</tr>
<tr>
<td>Students/Club members</td>
<td>- Active engagement is required.</td>
</tr>
</tbody>
</table>

REGIONAL COORDINATORS AND ALUMNI MENTORS

In Kenya, employment of regional based coordinators was utilized to effectively manage the activities in the remote and rural locations of the schools. The regional coordinators were previously trained in the Asante Africa program and come from the regions they served. In Tanzania, LEI alumni were effectively leveraged to provide support for the project governance and also provide valuable mentorship and encouragement to the student club members.

In Kenya, based on AAF-Kenya’s strategic growth plan, schools from Isiolo, Maralal, and Marsabit and Laikipia counties were selected. One major factor to be considered was whether in those regions there were AAF alumni, who have successfully been trained on AAF curriculum. This was a way of creating employment opportunities for Asante Africa Foundation alumni and feed into our Pay-It-Forward model. We hired 3-regional coordinators; Amos Lekairab-Maralal, Geoffrey Lemalasia-Wamba, and Emiliy Thuranira-Isiolo. Having regional coordinators is unique to Kenya, as the schools
are more dispersed than in Tanzania. Their responsibilities included maintaining communication with the schools and ensuring successful implementation and monitoring of the clubs.

In Tanzania, Asante Africa employed LEI alumni to visit schools and work directly with the clubs. All eight schools in Tanzania were visited by Asante Alumni (Lepilali Ngoilenya and Doreen Mmasa) who trained students on different club sessions, shared their success, challenges in their lives towards achieving their dreams and how did they solve them, motivated them towards hard working and achieve their dreams, the students were inspired by the visits since they met successful young adults that shared their life experiences.

**SELECTION PROCESS OF SCHOOLS**

*In Tanzania, 12 schools were shortlisted and ranked based on the selection criteria using a point system. The top ranked 8 schools in Kilimanjaro and Tanga regions were selected. In Kenya, staff selected 8 schools from Isiolo, Maralal, and Marsabit and Laikipia counties utilizing AAF-Kenya’s strategic growth plan.*

Stakeholder engagement with headmasters and district education officers (DEOs) provided insights into schools that would benefit the most from the program and also ensure the programs’ successful and sustainable application. The following criteria was developed for school selection:

- Secondary school, easily accessible and in safe environment
- School to be in rural marginalised community
- Students have ideally not received trainings on Leadership Entrepreneurship and life skills.
- Students/Teachers from the school have attended LEI summit in the past years
- The school has solar energy/electricity
- The school has relationship with Asante Africa through various programs such as ICT, GAP, ITT or Scholarships
- 100% ownership of the project by the school administration
- School met the outlined requirements to operate a school-based leadership club

Given the remote deeply-rural location of the selected regions in Kenya, a selection process of the school was not viable. Schools that had adequate student enrollment in the desired classes to establish clubs were identified and targeted for enrollment in the program. An exception was also made to include some primary schools in the program to broaden the delivery of the program. 80% of administrators approached were very responsive to the clubs, pledging their maximum support. However, all the schools were systematically assessed based on the selection criteria in order to define the baseline for each school. A prominent issue faced during the school identification process was finding schools with sustained electricity/solar, requiring us to create partnerships with neighboring primary schools equipped with electricity. In the event that the facilitators could not find a nearby school with power, we hired a generator. The digital smart start kit provided by Asante Africa Foundation filled a critical gap on lack of IT infrastructure in several schools.

Please see appendix A.1 for all the tables detailing the school selection and assessment process.

A MOU was signed by AAF and the relevant stakeholders, formalizing objectives of the after-school club, year end targets, level of support from the schools, and teachers inclusion for the application of the curriculum. AAF ensured that every headmaster clearly understood and agreed with the terms and conditions on how to support and sustain the clubs, manage unforeseen challenges, ensure the stability and sustainability of the program, as well as maintaining clubs’ equipment.
RECRUITMENT OF CLUB MEMBERS

The 17 selected schools had a target of up to 60 club members in each school and a gender ratio of 70% girls:30% boys in each club.

Asante Africa Foundation staff, school teacher mentors, and early club members helped with the recruitment, identification, and registration of club participants. With the objective of having a diverse set of members to collaborate and promote learning, the club members were recruited under the following criteria for girls and boys:

- 70% girls, with the first year of leadership roles held by girls, and 30% boys.
- Students with a range of academic performances.
- Students who have previously engaged in “pay it forward” community projects.
- Students who have participated in income-generation projects or have tried to save money to help their families or themselves.
- Students with leadership experience, such school prefects or classroom monitors.

In Tanzania, **446 students** (329 girls and 115 boys) members were recruited from eight schools, each club with a total of ideally 60 participants, 45 girls and 15 boys. The gender balance was maintained if the total number of participants changed for a given school.

In Kenya, **426 students** (264 girls and 163 boys) were registered in the program from the nine schools. While the same gender ratio was targeted in the schools, some accommodations had to made to account for limited student enrollment in the schools and special conditions in the school. For instance, in co-ed schools, the boys demanded to be included in the clubs because they felt they were being segregated against if they were not given access. Because of this, allowances had to made to the 70%:30% girls to boys’ ratio in the club. It was overall 60%:40% across the 9 schools, but in some cases for individual schools the percentage of boys was equal or higher than the girls.

Please see appendix A.2 for a detailed breakdown of the enrollment and gender distribution for each school.
TRAINING OF YOUTH AND
TEACHER TRAINERS (TOT’S)

In both Kenya and Tanzania, a three-day training seminar for training of the trainers was conducted focusing on facilitation skills, curriculum content, survey administration, report writing and data management.

The distribution of the Digital Smart Start Kit - workbooks, laptops, and projectors to clubs was an exciting moment for participants as it was many students’ first time seeing some of the equipment in person.

Successful student club leaders and stand-out participants from the school-based clubs were also invited to attend the 2018 LEI summit workshop in Dec 2017, where they would learn how to broaden their leadership and entrepreneurial reach and ensure continued longevity and knowledge transfer.

The successes of the LEI Program stem from the ability of facilitators to make the curriculum contextually specific for the regions AAF operates. Before this can begin, AAF trains club members, alumni, and teachers/patrons on the basic structures of the LEI curriculum. In both Kenya and Tanzania, AAF engaged with these groups to ensure every club was equipped and felt comfortable facilitating the LEI curriculum in their schools. During the three-day workshop, representatives from each school practiced how they would deliver the content, revising their presentation with peer feedback. This process ensured that facilitators understood and could provide content appropriately. Club leaders and alumni played a critical role in implementing curriculum contents to the club members, while the teachers assisted with challenges that arise and provided advice to overcome them. The schools were also mentored routinely by LEI alumni, young people who have graduated from our multi-year Program and are trained as master facilitators. These Master Facilitators also as regional coordinators in some cases, across the multiple schools in a single school district.

For many students and teachers, this was their first time ever using a computer and projector. Because students and teachers were using a new technology, their enthusiasm for the curriculum content also swelled and they looked forward to interacting with fellow students at their local school-based clubs. However, this also increased the amount of time needed to demonstrate use of training materials; this factor will need to be accounted for in future training session planning. The trainings were incredibly beneficial as they boosted the self-esteem of both club leaders and school facilitators as they built their leadership capacity.
DISTRIBUTION OF DIGITAL SMART START KITS

Each club received one laptop, one projector, and five curriculum workbooks for LEI curriculum to help facilitate course content. Participants expressed delight and enthusiasm in learning how to use these tools to help them learn better, explore new subjects, and watch videos of how leadership and entrepreneurship themes are expressed around the world. The ability to open up the classroom through the application of technologies like laptops and projectors was invaluable for participants, as they could broaden their experiential learning through interactive tools. The technology also provided a new platform to delve into academic subject matter like physics, chemistry, biology, and mathematics.

DELIVERING EFFECTIVE LEI CURRICULUM

Club members and facilitators met weekly to learn the curriculum content based off of the LEI framework model and also included diverse activities to broaden their learnings, by inclusion of career speakers and hosting a business plan competition. LEI alumni, acting as role models, facilitated select sessions.

During the course of the sessions, club members with the help of their leaders, also developed business plans to implement in their respective schools.

In addition to their weekly sessions, clubs also had the ability to diversify the activities to cover the content. This included inviting career speakers to learn directly from the successes and failures of business men and women, hosting a business plan competition to create innovative businesses, and educational field tours to expose club participants to a variety of possible careers.

The aim with initiation of the income generation activities (IGA) within the clubs, was to help generate income that will be used to support their personal needs, an essential element of our program as it builds participants’ capacity to implement their income generating ideas in their communities and expanding the application of the LEI Program knowledge.
The following 7 sessions were facilitated within the clubs:

<table>
<thead>
<tr>
<th>M</th>
<th>Module</th>
<th>Module Description</th>
</tr>
</thead>
</table>
| 1 | Personal Leadership | - Defining leadership – African women role models  
- Understanding values and learning from your core  
- Your dream, plan for it |
| 2 | Personal Development: Tools to Implement Your Plan | - Working through challenges – thinking differently  
- View conflict as a platform for innovation and improvement  
- Examine the role of consequences in problem-solving and decision-making  
- Personal budget, savings goals and development of saving habits  
- Developing tactics to say “NO” to peer pressure  
- Time management |
| 3 | Academic Support | - Academic tutoring in various subjects (math, physics, sciences, English are typical areas)  
- Math, science, English supported activities – Khan Academy tutoring, debates and competitions  
- Formation of English Debate Competitions and Science Competitions across schools |
| 4 | Taking Care of the “Engine” – Respecting Your Body | - Body changes, health and sexual maturation  
- Myths and realities of pregnancy and STDs, HIV/AIDS  
- Sexual and gender violence and Human Rights  
- Substance Abuse |
| 5 | Job Readiness – Career and Money | - Innovative thinking and creativity  
- Money management, financial planning, and business planning  
- Project planning and milestone management  
- Resumes, Professional Etiquette  
- Career and Industry Exploration – local business speakers and field trips to local businesses |
| 6 | Entrepreneurship more than income, creating jobs | - Creating a business plan and marketing plan  
- Business level financials  
- Human Centered Designs  
- The life cycle of running your own business  

Income Generating Model used Teach a Man to Fish Model  
([https://www.teachamantofish.org.uk](https://www.teachamantofish.org.uk))  

Business Planning - Stanford Business Model Canvas  
| 7 | Global Citizenship – You in the world at large | - Paying it forward plans  
- Youth’s role in eliminating corruption - Ethical behavior and leadership  
- Local advocacy, social changes, and global impact  

Curriculum developed from UN Global Citizen program |
YOUTH-LED SCHOOL SESSIONS –
WITH YOUTH MENTORING AND SCHOOL VISITS BY ALUMNI

For the past ten years, Asante Africa Foundation has trained thousands of youth to be influential leaders and entrepreneurs in their communities. As they develop their skills, they have the passion for transforming future generations into change agents, sharing their acquired skills through Pay-It-Forward initiatives like working with current AAF participants.

AAF coordinators and alumni visited all schools and trained participants on specific LEI modules, shared their successes and challenges faced toward achieving their dreams, and how to solve them. Alumni insights on how to stay motivated inspired students to remain actively seeking their goals and provided additional support networks to participants. The importance of using coordinators and alumni, rather than club teachers and staff, is due to;

- **Cost effective:** they live where the school-based clubs are operating.
- **Avoid time inconveniences:** The alumni are not constrained with other activities as teachers and staff
- **They are the role models:** They inspire their fellow students to learn and work hard to reach where they are, shares the same path and techniques to the students and apply them to acquire what is supposed to be acquired

_Doreen Mmasy and Lepilali Ngoilenya, alumni, with students from Sunga Secondary Tanga and Bustani Secondary in Kilimanjaro_
MONITORING AND EVALUATION

Shown below is the Theory of Change model for the LEI Program.

Impact
Actively Engaged Youth as Change Agents to Improve Social well being and Economic prosperity at Local and National level

Outcomes
- Youth created jobs and secured employment
- Communities and institution led by competent and skillful youth leaders
- Youth Practiced Entrepreneurial skills through initiation and management of IGA
- Wider community & schools engagement through Pay it Forward.

Intermediate Outcomes
- Youth's Life skills and Critical thinking Improved
- Gained Knowledge and Skills in leadership
- Gained skills in Entrepreneurial and Job Readiness
- Increased understanding & commitment in Community Engagement

Outputs
- Youth with skills to develop and implement action plans
- Youth with awareness and skills to protect and manage their lives
- Youth trained on Personal Development and Leadership
- Youth empowered and prepared for Entrepreneurial Career
- Youth trained and empowered on Job Readiness
- Community Reinvestment | Pay-It-Forward concept assimilated by participants

Inputs
- Process
  - 1-week Summit
  - After school Clubs
- Tools
  - Participatory Curriculum
  - Textbooks
  - Trainings
  - Workshops
  - Activities
  - Career Site Visits
  - Career speakers
- Focus area 1 Personal Development
  - Leadership development
  - Financial Literacy
  - Human rights awareness
  - Goal Setting
- Focus area 2 Job Readiness
  - Resume / Interviewing
  - Industry Exploration
  - Project Planning
  - Professional Etiquette
- Focus area 3 Entrepreneurship
  - Ideation
  - Human centered design
  - Financial modeling
  - Business Planning

www.asanteafrica.org
This theory of change shows the inputs of process, support, tools, and program focus areas designed towards desired outcomes in key areas of youth skill development, namely leadership, employment and entrepreneurship. It 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.

The monitoring process began during regional identification and school selection to be enrolled into the program, based on the developed criteria. We collaborated with schools and other partners to select and train students in the required modules. Regular follow-ups are done with the students while in schools by the regional coordinators, programs managers, alumni and club patrons to ensure the curriculum is delivered per the set criteria. 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.

Monitoring was done through school visits and phone calls with the alumni and club patrons to get feedback on the status of projects. During these calls, the status of the training sessions, any income generating activities initiated and started by students, savings groups started, and any obstacles that hinders any of club activities and get sorted out. Additionally, class room observation was done twice a year by the program coordinator and staff through school visits and observe the sessions trained by the Alumni, peer club leaders and the club patron, the observer was to observe the following:

- Facilitation skills applied by the alumni, peer club leaders and patron
- Students participation, level of confidence and understanding of the sessions
- Observing and visit any of the IGAs started by club members
- Are the sessions exciting and liked by the students?
- Challenges encountered throughout implementing their different projects and trained sessions
- Recommendations and what they would prefer to do differently

The impact of SBCs is assessed using a both qualitatively and quantitatively through formative, process and impact evaluations. We track the progress at the individual level, school-based club level, and the youth community level. The formative evaluation allows us to improve our program by reviewing historical program information and identifying “lessons learned” to apply to future interventions. The impact evaluation provides data on the immediate outcomes and short-term impact of the program.

Changes in student knowledge, behavior’s and attitudes were evaluated using pre-post intervention surveys and focus groups/interviews with stakeholders. Pre-survey (baseline) are completed by the club members on the first day prior to commencement of the club activities and post-survey (endline) upon completion of the curriculum, using a digital KOBO COLLECT form on Android tablets (More information regarding the survey content and delivery is available in the appendix A.3). Secondary indicators such as their academic performance were also recorded to ascertain if the club involvement had improved their performance in classes. Results from the quantitative assessments will be provided in a follow-up report.

www.asanteafrica.org
The uniqueness of our model is to learn by doing. Strong leaders and entrepreneurs transform themselves and their peers through their club activities, and particularly income generating activities. All the Girls’ led clubs followed a structured governance model with 41 girls and 28 boys in leadership positions across the 17 schools.

Each club followed a club governance model for planning, staffing, functioning and logging of the club’s activities. Some key elements that governed the structure of the clubs were that:

- The club be youth led, with the teacher patron as a coach, but that the club not be led by teachers.
- Plan for continuity of the club after the first year, by having both senior and junior students in the leadership roles, to enable a handover as the senior students graduate.
- The clubs be girls-led.

Leadership clubs used a leadership structure with the following roles:

- **President**: Assist in facilitating the curriculum content, key representative, leads the club and act as spokesperson
- **Vice President**: Assisting the Presidents in various duties or be in charge when the president is absent
- **Secretary**: Writing minutes notes, reminding the club date of gathering and taking attendance
- **Treasurer (optional)**: Collecting and keeping track of club money
- **Public Relation Officer**: Publicity and campaigning to add more members in club
- **Club Advisor / Teacher Mentor**: Advising the club on various strategies to run the club and how to implement different projects

The gender distribution between the leadership roles was contextualized to the local school clubs’ requirements and clubs were provided flexibility to define it. In Tanzania school clubs for example, it was mandatory for a top leader and the secretary to be a girl, vice president to be a boy. And the rest of the club leaders were determined by their ability to lead, they were not determined by gender. While, in for the mixed schools in Kenya, it was decided that the four leadership positions would be split evenly for both girls and boys, with the president / chair-person always being a girl student.

**INCOME GENERATING ACTIVITIES (IGAs’)**

All 17 school clubs developed business plans to initiate IGA’s in the clubs. 9 schools have successfully initiated longer term business plans and currently have on-going IGA activities. The other 8 schools will start the activity in the coming school year. There was strong support from the school for the IGA. Agriculture and retail were the most preferred IGA amongst the school clubs.

The clubs demonstrated ingenuity in picking the projects, coming up with models for sustained operation and long-term planning ability by using near-term small budget projects to generate starting capital for long-term large projects on their wish list.
Each club discussed and came up with a business idea whereby, as a club, they would all participate in developing the business plan centered on a needs assessment within the school and surrounding community, available resources, implementation, marketing, selling strategy in order to sustain and generate a profit. This idea was strongly received by club teachers, club members and head of schools and collectively agreed to support it.

Utilizing the learnings from the club training sessions, the clubs built business models and began implementation of their income generating activities. The application of club models and monitoring/evaluating the clubs varied between Tanzania and Kenya. The program in Kenya began later and was slower to create and implement their business plans, because the LEI Program started from scratch. As such, these income generating activities are still in their infancy. All 9 schools have established a business plan, 1 school has started the implementation phase, while the rest 8 schools plan to start implementation in the next school year. In contrast, all the 8 school clubs in Tanzania initiated in their business plan development as well as implementation during the project cycle and currently have ongoing IGA activities. Some examples of successful income-generating activities are in the section highlighted below. More examples are listed in the Appendix A.4.

For example, Headmasters and teachers highly encouraged IGAs by supporting the clubs to fulfill their needs. In some schools in Tanzania, headmasters provided backing by giving plots of land for the students to start their vegetable garden. The headmasters from Rangwi, Mkuzi Juu and Bustani Secondary school all provided a plot of land for the club to start their vegetable garden and Tsh 40,000 as a startup capital. Over time, the gardens became prosperous enough for clubs to sell their produce at the market, topping up the club’s capital.
SCHOOL-SPECIFIC INCOME GENERATING SUCCESS STORIES

BUSTANI SECONDARY SCHOOL (TZ) – Agriculture, Vegetable and Groundnuts Garden
Club members from Bustani Secondary school came up with three ideas on income generating activities - Vegetable garden, Chicken rearing and Selling ground nuts and popcorn

How did they arrive to the ideas?
As club members, they discussed together on what project would fit them best, with limited time they have so they can be able to focus on their studies and maintain their club projects. They considered what resources they have access to that would support their project from the three business ideas they came up with vegetable garden, selling popcorn and ground nuts.

From the idea on vegetable and groundnuts they considered the following factors:

- There is high demand for vegetables from school and community around
- The school orders vegetables from outside source, they saw as an opportunity to become the suppliers
- The head of school supported the by giving them a plot where they could start their project
- Water is available around school
- Students starve during break time and there is no lunch in school, they came up with the idea of selling ground nuts, popcorn and baobab

How does each club member participate in the project?
The club leaders divided the club members into groups where they gave each other’s duties what to do when and what time, they had a separate day for the project and a day for the sessions. Tuesday was the day assigned to the day for the project where the group is responsible to perform certain tasks such as watering or weeding they do it and Wednesday was the day for learning the sessions

What capital was used to start the project?
20,000 Tsh (200 USD) was used as start-up capital, which was used to buy seeds of varieties of vegetables they did not incur other expenses as they were provide by school management example a piece of land was offered by school management, they used school equipment such as hoes, they used school water, and school watch guard.

How did they get the starting capital?
The capital was obtained from member’s contribution, each member was to contribute a sum of Tsh 500

Profit gained so far and how do club members benefiting from the project
A total of Tsh 124,000 was gained as profit, and club members expect to use the profit to support students with poor living condition who cannot support themselves, they expect to use the money to visit orphanage centers and sick people.

How do clubs plan to sustain their projects?
They are expected to plant seasonal vegetables since they don’t stay in school during holidays. The school management including head of school and patron provides support in ensuring their project run throughout the school year. They are also planning to start chicken rearing project and writing a proposal asking for support, while continuing to raise funds by member contribution and their current projects.

Challenges obtained through out running their IGA.
- Insects that destroys vegetables.
• School timetable has been tight which makes it difficult for us to meet often to discuss the status of our projects and club activities in general.
• Shortage of capital to start the project of chicken rearing. They have started other small projects to raise money for our upcoming project in the meanwhile.

Club members from Bustani Secondary school preparing the farm before planting their vegetable garden and after when harvesting them.

Students from Bustani Secondary School with their project on popcorn and ground nuts.
KILEMACHO SECONDARY SCHOOL (TZ) – Retail – Kiosk and Video Shows

In Kilemacho secondary school, three projects were proposed – a school kiosk, school video show and poultry (chicken keeping), of which the first two have been implemented. The club started a kiosk in the school that sold various school supplies catering to urgent needs of the students and teachers during school hours. Stock included rim papers used for weekly tests, pens, pencils, sanitary pads etc. No food articles were permitted in the school kiosk. The club additionally hosts movie shows, using the laptop/projector on some week nights for other school students generating income from ticket sales.

How did they arrive to the ideas?
They first considered resources around them both physical and financial resources.
- Where the school is located they have shortage of water and land is not suitable for them to start a vegetable garden.
- Chicken keeping was a bit expensive and needed more money to start and members contribution could not fit their budget, so it was shelved until more capital could be accumulated.

What Capital that was used to start the project?
Capital was raised from collecting membership fees and from an interest-free loan to top up from the money that they raised. Each member to contributed Tsh 500 shillings monthly.

How does each club member participate in ensuring their project run successfully?
Since they sell articles at a kiosk and need to be in class at the same time, they agreed the kiosk will be opened during break time and lunch time so that they can have a break to sell their goods. Among themselves, they selected two students responsible to sell the materials and provide feedback to the teacher and club members. The teacher helps them to keep records of products in an excel sheet on the laptop provided as part of the start kit, detailing what was purchased, sold, sell price. This helps them to have proper records and plan stocking and ordering of new supplies.

What profit is gained and how do club members benefit from the profit?
So far, they have gained a profit of Tsh 47,200 from the kiosk and video show. They have plan to save their money and use it when they complete form four to go and start various projects at home while waiting for their form five results, thus expanding the scope of the income generating activities to new communities.

Success from the project
They have been able to sell their existing products to the school, teachers and students support them and provide orders to the teachers for the goods that are not in the shop, to be included in the future.

How do they sustain the project?
The principal is supporting them by seeking loans to add more goods in the shop and add another project for them to gain more income to support their kiosk.

Challenges faced while running their business
- Capital is still small to meet their market goods
- Not enough videos for the video show

The shop from Kilemacho Secondary school showing different products that they sell and a budget on how they arrived at their business.

www.asanteafrica.org
MKUZI JUU SECONDARY SCHOOL (TZ) – Agriculture – Vegetable garden

The club members, after evaluating different kinds of project that they could start and came up with vegetable garden as their IGA.

How did they arrive to the idea?
During training they were trained on how to initiate different business ideas they applied the knowledge that the club leader and the teacher had received during the training and came up with vegetable garden.

How does each club member participate in the project?
They have distributed duties to each class, example class (form) one has to water the garden, class (form) two have to weed, class (form) three have to harvest and look for the market to sell the product.

What capital was used to start the business?

<table>
<thead>
<tr>
<th>Details</th>
<th>Quantity</th>
<th>Price @</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeds</td>
<td>3pcs</td>
<td>3000</td>
<td>9000</td>
</tr>
<tr>
<td>Fertilizer</td>
<td>7kg</td>
<td>1500</td>
<td>10,500</td>
</tr>
<tr>
<td>Pesticides</td>
<td>¼ kg</td>
<td>3500</td>
<td>3500</td>
</tr>
<tr>
<td>Nails</td>
<td>1½ kg</td>
<td>3000</td>
<td>4500</td>
</tr>
<tr>
<td>Lock</td>
<td>1</td>
<td>2500</td>
<td>2500</td>
</tr>
<tr>
<td>Emergency</td>
<td>5%</td>
<td>17,000</td>
<td>17,000</td>
</tr>
<tr>
<td>Total capital</td>
<td></td>
<td></td>
<td>47,000</td>
</tr>
</tbody>
</table>

Capital used was 30,000/= shillings fulfilling to initiate the plan. So far, the grown vegetables sold for 51100/= shillings, generating a profit of 21100/= shillings.

How did they get the capital?
Each club member contributed 500, from 60 members they collected 30,000. It was used to buy seeds and other supporting material, while a plot of land and water was offered by head of school. The vegetables were sold to students, teachers and community members around school.

Challenges encountered while implementing their project
• Shortage of water supply
• Shortage of equipment used in the project such as hoes, pesticides and water canes

Mkuzi Juu Secondary School Vegetable garden before harvesting and after harvesting
Lolokwe Secondary school in Kenya has also initiated a vegetable garden and chicken farming.

The 35 club members determined these to be most suitable activities based on their assessment of the available resources and demand in the community. Leveraging the strong relationship with the local Catholic church, the diocese provided participants with the land to carry out their projects. In addition, they also donated the club a greenhouse. All proceeds from their project is being ploughed back giving enough time to have a stable capital base.

Wamba Girls Secondary School has expressed interest in starting liquid detergent business that they intent to sell to their fellow students and neighboring schools.
Graduation ceremonies were conducted to conclude the Phase 1 training, attended by school participants as well as friends and family. It provided an opportunity for the club students to highlight their skills and IGAs to the parents and community members attending the ceremony.

All club members who completed the curriculum earned a certificate, which certifies participants having achieved a foundational of leadership and entrepreneurship training. Student can utilize these certificates in their portfolio to potential employers or universities to demonstrate the participant’s business acumen and leadership capabilities. It was a proud moment for the participants involved.

In Kenya, issuance of the certificate took place regionally where schools within that region met on the agreed date. Teachers and newly recruited students gathered on this special day to celebrate their achievements and share challenges.

In Tanzania, a single ceremony was conducted for all the 8 schools with beneficiaries, and their parents, District Education Officers as the guest of honor, headmasters, and club patrons. Everyone gathered in one school to congratulate youth on becoming leaders and change makers within their schools and the community. The parents, families, and friends were able to see how the participants mapped and recognized their dreams, how they learned to innovate ideas by looking at the problems surrounding them and transform them into opportunities. During the Ceremony students, were able to present different IGAs that they initiated at their schools and home, discussing how they came up with the ideas, and how they secured capital to start up their business, highlighting achievements and successes gained out of leadership clubs. Also, the discussed the challenges they encountered during phase one of project implantation and how problems can be solved. Teachers and headmasters shared project successes. The sharing of these stories from the students and teachers gave a clear picture to parents on what is happening at schools and what their children are engaging in. In turn, this made parents become more supportive of future projects and made sure the skills their children are developed and are shared with the community.

Daniel Lengali - Graduation Story

Daniel Lengali is a recent graduate of the LEI Program at the Samburu Mixed Secondary School in Kenya. He credits the LEI curriculum with helping him overcome his obstacles in the classroom, developing a dream map, and exposing him to ICT tools like a computer for the first time.

Daniel improved his mindset when approaching academics by understanding the power of the mind; “before the war is won on the battlefield, it must be won in the mind first.” This mantra helps him approach his obstacles from different perspectives and challenges him to utilize his critical thinking skills. With the LEI
curriculum, he focused on creating a dream map to help guide his career prospects, planning out each step meticulously. The application of the laptop and projector at the club was his very first time using these materials, but he credits these new technologies with making learning simpler while providing an enjoyable variety of content.

SIGNIFICANT ACHIEVEMENTS

*Overall the program received positive feedback from the schools and club members.*

The implementation of leadership and entrepreneurship leadership clubs in the local schools was observed to result in positive outcomes for students, teachers and the community at large, as a result of gaining knowledge and skills from the program.

**USE OF THE “DIGITAL SMART START KITS”**

The use of digital tools attracted more students and eased the mode of curriculum delivery, academic support, and additional life skill content. Because most schools lack textbooks, teachers are now using the same digital tools and equipment during the school day to teach their lessons, highlighting diagrams, educational videos, and lesson plans. The same equipment is then used by the clubs during their sessions. This motivates both teachers and students as teachers are able to access additional content from the leadership curriculum, and the students receive a well-rounded understanding of academics and how they apply to situations outside of the classroom. Teachers cited these benefits to the use of digital tools:

- **More focus on listening:** this made students concentrate and listen carefully what is being projected, providing different visuals increased their attraction to focus on what is being discussed and increased their understanding compared to normal teaching in class by using chalk and blackboard

- **More interactive learning:** since the students could also learn through videos, pictures, makes groups presentation in front of class and project what is being presented. This helped them achieve the objectives on what should be learned by the end of the session

- **Academic support:** of the seven sessions presented, exam preparations helped the Form Two and Form Four to prepare for their final exams both club members and non-club members. Teachers using the projectors and laptops to illustrate different subjects topics in class rather than using chalks this makes students enjoy the sessions and understand better which helps improve academic performance

- **Learning a lot in 45min-1hr:** the club is provided with maximum of 2hrs per month. Within one hour, a lot can be captured, since it does not require the alumni to write all the notes on the board but they are projected and everybody can read out of it.
KEY FINDINGS FROM FOCUS INTERVIEWS

Through school visits, and a series of interviews with the school management, DEO, students and parents. The following outcomes were noted.

Increase in the level of confidence among girls: After the intervention, girls showed a more positive spirit, felt more confident speaking publicly, and have a more defined approach to their goals in the future. Through assigned presentations and their roles as club leaders, each girl had to give a speech in front of her peers and many cited that exercise as a key factor in their confidence building. Additionally, they expressed greater gender equality as they learn about the topic. When given the platform to be equals, young girls realized their agency and become change agents in their communities.

“I am now more confident to converse with a large group and make presentations before them since I am not scared any more as before, as the club leader I have to stand up in front of my fellow club members and provide feedback every week this made me become more strong and confident.”
- Girl student from Shimbi Secondary School, Tanzania

“Through this club I have also realized that it’s not only boys who have the right to education but both boys and girls have equal rights in education, example from our club girls are large in numbers compared to boys this gives me more confidence that girls can also do better.”
- Girl student from Sunga Secondary, Tanzania

“As a member of the school-based leadership club, I have learned basic computer skills from the digital tools that was provided to us. I have the courage to start my own business from the entrepreneurship skills I have learned. I am glad I can do exams without fear.”
- Girl student from Wamba Girl’s Secondary School, Kenya

Leadership skills resulting in strong school leaders in the school clubs: Students have become effective leaders after acquiring skills and successfully leading their fellow students.

“Through leadership session we have been able to become good leaders, 75% of school leaders comes from our club including head girl, head boy, and other leaders from the school.”
-Club leaders at Bustani Secondary School, Tanzania, presenting during certification ceremony.

“I have enjoyed the session on leadership, we had good traits of leadership among us, but we could not recognize them until after learning the session I apply the skills by being a good leader in my school.”
-Girl Student-Rangwi Secondary School, Tanzania

“I have a great feeling that my students are transformed through topics they have been going through. Whatever you have acquired is just an idea, you need to put it into practice. Do something with the knowledge you have gained.” -Club patron at Wamba Girl’s Secondary School, Kenya

Students starting different projects at home and school: Through entrepreneurship skills students learn to recognize the skills gained can be employed in various aspects of entrepreneurship rather than waiting for employment opportunities. This will enable them to cope with the environment where we have unemployment issues as they forge their own paths of prosperity.

Through entrepreneurship sessions, students created different business ideas by looking at community problems and turned those problems into opportunities, Through the learning of entrepreneurship skills as part of the LEI curriculum, students were able to run different income generating activities with in schools where by the profit
generated supported the vulnerable children in the community. Through the skills gained students were also able to start individual projects at home that supported their school fees and their families in general.

“Being a member of leadership and entrepreneurship club made me realize that getting an employment is not only a result after completing my studies, I can also get employment through self-employment by starting different projects example I can start chicken rearing or vegetable garden since they are the projects that I can manage by myself.” -Student from Sunga Secondary, Tanzania

“Through the topic of entrepreneurship, I was able to start my own project of selling groundnuts by budgeting the money that I get, the profit that I get have been able to settle various family problems, I have also gained skills on how to handle customers by speaking nice to them this have helped gaining more customers and gaining more profit. I thank so much Asante Africa foundation for enabling me how to save and why I am saving and for what uses.” -Student-Sunga Secondary School, Tanzania

Through various income generating activities initiated by club members, such as vegetable garden, students also gained specific knowledge and skills on how to plant vegetable form preparing the garden, planting, harvesting and selling.

“The use of laptops and projectors improved students’ ability of learning and understanding: Before the intervention, schools relied on using chalk, chalkboards, and old books for learning. However, after the introduction of the AAF digital toolkits, the digital technology helped facilitators guide sessions to help students learn better. The computer projector increased students’ participation, keeping all students actively engaged and focused on the lessons. In addition, students were able to watch inspirational videos and more digital media to learn. Because other students wanted to experience this, the technology attracted far more members to join the clubs than initially anticipated. In one school, teachers and club members have used the toolkits as a source of income to the clubs by starting video shows on Friday’s after class where students pay an entry fee of 500/= Tsh to watch the video.

“I enjoy so much the use of laptops and projector that we have in our club, first it is motivating us to in learning since we learn more by seeing practically example we can see pictures and videos which we cannot see when the teacher is teaching by using chalks, it has also makes us understand more on our class subjects.” -Student- Sunga Secondary School, Tanzania

“Student’s performances have improved to a great extent after using projectors and laptops in learning.” -Club leader’s presentation from Bustani Secondary School, Tanzania

“The use of computers and projectors as learning tools have benefited a lot of students, not only the club members but also the rest of school as well. Teachers have been using the digital tools in teaching various subjects in class such as English, Geography and Biology. Students have become so interested in learning, they are attracted to subjects that were less interested.” -Teacher patron- Mraokeryo Secondary School, Tanzania

“The laptops and projectors help in teaching and learning process for students especially in illustration of diagrams and pictures. Students find it refreshing to look at actual pictures during the lessons.” -Teacher from Lukozi Sec School, Tanzania

www.asanteafrica.org
Exam Preparation Assistance: The sessions on exam preparation received a large response from the club members. AAF-Kenya requested the need for more career speakers from the Ministry of Education or exam markers to help enlighten them on how to best approach exam questions, especially in the sciences.

These learnings are being adapted and leveraged in the next project cycle to improve the effectiveness of the program.

**CHALLENGES EXPERIENCED IN PROJECT**

*While the project was a definite success and the program goals were achieved, several challenges were encountered, since this was the first attempt of the school-based delivery model of the LEI curriculum.*

Future phases of the school-based club projects will look to alleviate and work on creative solution to overcome these challenges.

**Student Retention**: Several club members transferred schools or dropped out if they were unable to pay their school fees.

**Inadequate funding**: Because each school chooses its own clubs, the capital and resources required to start the club may vary. Many clubs indicated they faced a shortage of funds and equipment to run their projects and in order to feel more secure in their IGA endeavors, club leaders cited that an influx in capital would help. Club leaders, patrons, and community organizers in both Kenya and Tanzania indicated that ensuring the projects had enough seed capital to implement their projects was the biggest struggle. Kenya proposed that each proposal be slated for 2-year budgets as opposed to 1 year. In addition, AAF-Kenya cited the necessity for more employees/regional coordinators and potentially providing stipends for school patrons who take on their duties cost-free. The addition, cameras to be distributed would also help clubs document their progress easier. Students themselves indicated they would also like a hard copy of their course books so they can review topics during their breaks.

**Harsh Weather Conditions**: During the implementation of several vegetable garden income generating activities, participants faced severe ecological setbacks due to the ongoing drought. In Kenya, the drought was followed by severe flooding during the rainy season, hampering both gardening IGAs and the ability of participants to attend school due to flooding. If participants could not attend school, they could not complete their LEI curriculum in a timely fashion. In Tanzania, the shortage of water drastically reduced produce yield and clubs had to recalibrate their projected revenues from produce sold.

**Time Constraints**: Clubs faced issues establishing a timetable that accommodated all interested participants. For example, in some schools, sports teams and co-curriculum activities took place at the same times as AAFs school clubs, which made it difficult for all interested students to participate.

**Limited Time to Reconnect and Discuss Topics**: After sessions end, it was difficult to reconnect with participants as they dispersed after class. This was solved by organizing group discussions in each school and planning a session solely designed to answer curriculum questions left to participants after every session.

**Insecurities**: Due to recent bouts of insecurity in Kenya, we need to ensure the safety of our staff and club participants. The increased levels of insecurity imply we may need to partner with security agents/police in the region to guarantee the safety of staff and participants.

**Poor Infrastructure**: The physical infrastructure of the communities and the schools hampered the delivery of course curriculum in several ways. As a result of heavy flooding, many roads and schools were inaccessible by vehicle, resulting in delayed curriculum delivery on allocated days. In addition, many of the schools we work with are newly established,
lacking guaranteed electricity, water, and ample room. As schools require electricity to run the projectors and laptops, the delivery of curriculum needed to come from partnering clubs at schools with continual access to electricity.

**Changes in Government Requirements:** The government of Kenya announced strict policies barring third parties from accessing schools. All activities introduced to schools must be approved by the Ministry of Education. This calls for us to have our curriculum reviewed and approved by the ministry of Education and secure quality assurance letters.

**PROGRAM IMPROVEMENTS AND FUTURE PLANS**

*This project demonstrated after-school clubs are an effective, sustainable, and low-cost way for schools to take ownership of their students’ success. The next cohort of schools and students will seek to generate a ripple effect of empowered youth, where the girls’ leadership and entrepreneurship (LEI) club leaders will mentor the new school clubs. School based clubs will be initiated in 20 new schools while also maintaining the existing 17 clubs.*

AAF experienced a great demand for this program in the community schools than could be catered to. The success of the current program was evident to surrounding communities and both Kenya and Tanzania teams have been approached by other schools to implement similar leadership and entrepreneurship clubs.

In Tanzania, the class infrastructure was limited and could not handle more than 80 participants at a time, but there was greater interest in some schools. In order to ensure participants were provided quality learning, limited the number of participants in each club was necessary based on the class infrastructure constraints.

In Kenya, currently there are 20+ schools in the waiting list across Narok, Maralal, Wamba, Turkana and Isiolo.

**AAF-Kenya plans to also provide each school with 5 hard copies of the LEI workbooks** to be kept in the school library as source material for participants. In addition, each school will get access to a Rachel+ hotspot device to expand access to online course material.

**Each income generating activity will also receive additional seed capital of 50,000 shillings per business plan in order to kick start the businesses.** Because of the vastness of the region in which AAF-Kenya operates and the value regional coordinators bring to our team, we are increasing their stipends from 11,500 to 15,000 as it is their full-time job. Finally, during the training phase, we will increase training days from 3 to 5 to ensure participants feel comfortable with the content they are delivering.

While goals were defined and agreed upon at the organizational level, Kenya and Tanzania teams were able to adapt their implementation model to best address the local challenges and leverage the local resources to achieve these goals. This resulted in several unique solutions, which were then consolidated at the end of the project as common program learnings to be adapted cross-border in order to make the program more effective.

Some examples included;

(i) Kenya adapted the concept of regional coordinators to improve program coordination and provide additional support to the clubs.

(ii) Tanzania, introduced intermediate discussion sessions during the curriculum delivery, to facilitate additional time for the students to assimilate the content.

(iii) Given the more mature interactions of the Tanzania schools with AAF, allowed for developing more systematic tracking tools for the IGAs, which can be used as a template going forward.
SUSTAINABILITY OF THE CLUBS

Maintaining the viability and ongoing sustainability of the clubs after the conclusion of the project is critical to the program’s success. The program seeks to ensure sustainability by leveraging the income generation activities and leadership skills of the students, their commitment to pay it forward by mentoring the new students joining the clubs as well as active school administration engagement.

For the clubs to sustain and remain active, AAF model relies on the schools taking ownership of the projects. To ensure sustainability in the project, the goal was for the clubs take a two-year approach to their initiation and continuation. During the first year, club leaders would be those who were trained as facilitators of Level 1 curriculum. The following school year, they would mentor new club leaders, ensuring a smooth transition from one team to the next.

Discussion were held with teachers, students, and headmasters on how each school ensures the longevity of their clubs. They were cognizant of the challenges they could face and discussed a number of ways to tackle future challenges;

- Keeping the students actively, being supportive, counselling and guiding them, updating students with materials and all curriculum activities they can conduct e.g. projects and class activities
- Making sure club members are not engaged with other school activities during club sessions and holding club leaders becomes responsible in providing feedback
- Recruit more club members yearly and guide them to participate in club activities
- Close follow up of the club activities and sessions, taking attendance of club members and motivate them to participate in club sessions
- Making sure all the club members participate in clubs project from developing ideas to implementation
- Making sure that all club members participate in all club activities after class hours
- To encourage and support them by using school facilities that they need for their project to sustain their project

To ensure sustainability after completion of the project, AAF and program stakeholders came up with different strategies and recommendations to enable sustainability and better implementation for future project cycles:

- **Stakeholder involvement**: There is need to involve all stakeholders before commencement of the project. This will facilitate adequate planning, ownership of the program by the school administration and help us avoid risks we might have overlooked.
- **Club mentoring and content delivery by experts**: Conferring with experts who are well equipped and trained with the knowledge to teach and lead students on the program to bring additional mentoring to the clubs. Involve experts, national examiners, on delivery of academic modules.
- **Inter-club interaction**: Plan a trip once a year to nearby schools for club members get exposure and exchange ideas, share the success and how one another is able to tackle different obstacles that interfere during implementation.

www.asanteafrica.org
• **Interschool Competition**: Organize competition for all the schools that have initiated and implemented different IGAs with in their schools by prizing the best schools as to motivate the rest of schools to do better.

• **Career Day**: Implement a regional career day that exposes participants to a variety of different career opportunities that extend beyond their immediate surroundings. These discussions will highlight individuals’ journeys to their success and how they overcame challenges.

• **Pay It Forward**: Scaling to nearby schools by using students and teachers who have benefited from the program: demand for the program is high in neighbouring schools that have benefited from the program. Since we can’t move to all schools at once due to resources, we can leverage our graduates and teachers with little resources to spread the knowledge and skills to other schools since it is highly demanded.

• **Parental Engagement**: Involving parents during the initial stages of implementation to support their children, and ensuring they aware of what their children receive from schools so they can be active participants and implement this in their communities as well.

• **2-year funding cycle**: 2 years of funding will help in closely monitoring and addressing challenges and implementing lessons learned during the first phase.

• **Avoid scheduling conflicts with other school activities**: Identify a specific day allocated for club sessions to avoid interfering with other school activities.

• **Solar energy back-up**: Provision of solar panels to schools that have no electricity, to avoid students moving to nearby schools in order to access technology.

Several of these recommendations are already being adapted in the next 2018 project.

**SUMMIT VS. SCHOOL BASED DELIVERY MODEL**

*Going forward it will be insightful to determine the relative impact of the wide exposure model of the intensive centralized learning summit model vs. modularized locally delivered model at school level.*

**Following 2016 Summit it was discussed on how to reach greater numbers by bringing content and curriculum to younger teens earlier and more locally.** Additionally, this would enable wider impact with lowered travel costs. The team is considering the potential solution of splitting the level of learning of participants by geographical location: Phase 1 curriculum – Ward and district level trainings, Phase 2 Intermediate – National level workshops with deeper training & Phase 3 Advanced – East Africa Summit and deepest learning.

The LEI summit provides a small number of students wide exposure of students from different regions, countries, industrial visits, and career speakers. It also provides them a network that they can learn and be inspired from. However, the summit model does not allow for deep discussions or opportunities to assimilate and apply.

The school-based model, provides a protected conducive environment for the students to go slower, integrate the learnings and also apply the learnings to their leadership, entrepreneurial and school academic activities and be able to receive feedback and make improvements through the duration of the year-long project. However, it is limited in its ability to provide cross country exposure that is vital for the global citizens of tomorrow.

We will seek to assess the relative knowledge acquisition and application of the students from these two delivery models in a tracer study in 2019/2020.
A.1 School selection and assessment details.

Shown below is the rankings assigned to all the 12 schools that were considered based on recommendations from the DEOs. Out of these, 8 schools were then selected for the program.

Ranking the schools according to their priority/need
1= Poor, 2= Fair, 3= Average, 4= Good 5= Best

<table>
<thead>
<tr>
<th>CRITERIA OBSERVED</th>
<th>NAME OF SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Balozi Mshan gama</td>
</tr>
<tr>
<td>School has no project related to LEI</td>
<td>5</td>
</tr>
<tr>
<td>The school has existing after class club activities</td>
<td>5</td>
</tr>
<tr>
<td>The organization have not invested in any of the club</td>
<td>5</td>
</tr>
<tr>
<td>School has LEI participants in the past three years</td>
<td>5</td>
</tr>
<tr>
<td>The school is in need</td>
<td>5</td>
</tr>
<tr>
<td>The school has other operating Asante Africa projects</td>
<td>2</td>
</tr>
<tr>
<td>Willing to select one teacher to act as a guide</td>
<td>5</td>
</tr>
<tr>
<td>The school has electricity/Power</td>
<td>1</td>
</tr>
<tr>
<td>Have ICT infrastructure</td>
<td>1</td>
</tr>
<tr>
<td>Set out at least one hour twice a month for students to meet</td>
<td>5</td>
</tr>
<tr>
<td>Strong school Management/Good Cooperation</td>
<td>3</td>
</tr>
<tr>
<td>School Commitment</td>
<td></td>
</tr>
<tr>
<td>Students have permission to meet to their respective clubs</td>
<td>5</td>
</tr>
<tr>
<td>Allows Alumni to visit the clubs twice a month</td>
<td>5</td>
</tr>
<tr>
<td>Provision of safe learning space by the school i.e. hall, desks</td>
<td>1</td>
</tr>
</tbody>
</table>
### Ensuring club activities are included in school calendar

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
</tr>
</thead>
</table>

### Sustain the clubs without Asante Africa Efforts

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>5</th>
<th>5</th>
<th>4</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>5</th>
</tr>
</thead>
</table>

### Willing to sign MOU

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
</tr>
</thead>
</table>

### Location of the Districts

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>4</th>
<th>4</th>
<th>4</th>
<th>4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
<th>5</th>
</tr>
</thead>
</table>

#### TOTAL

| 68 | 87 | 85 | 84 | 78 | 94 | 90 | 89 | 75 | 79 | 83 | 91 |

### List of schools according to their position (TZ)

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Marks scored</th>
<th>position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunga Secondary</td>
<td>94</td>
<td>1</td>
</tr>
<tr>
<td>Bustani Secondary</td>
<td>91</td>
<td>2</td>
</tr>
<tr>
<td>Shimbi Secondary</td>
<td>90</td>
<td>3</td>
</tr>
<tr>
<td>Mraokeryo Secondary</td>
<td>89</td>
<td>4</td>
</tr>
<tr>
<td>Mkuzi Juu Secondary</td>
<td>87</td>
<td>5</td>
</tr>
<tr>
<td>Rangwi Secondary</td>
<td>85</td>
<td>6</td>
</tr>
<tr>
<td>Lukozi Secondary</td>
<td>84</td>
<td>7</td>
</tr>
<tr>
<td>Kilemachi Secondary</td>
<td>83</td>
<td>8</td>
</tr>
<tr>
<td>Kisale Secondary</td>
<td>79</td>
<td>9</td>
</tr>
<tr>
<td>Mtae Secondary</td>
<td>78</td>
<td>10</td>
</tr>
<tr>
<td>Makkidi Secondary</td>
<td>75</td>
<td>11</td>
</tr>
<tr>
<td>Baloz Mshangama</td>
<td>68</td>
<td>12</td>
</tr>
</tbody>
</table>

After the assessment of 12 schools, top 8 schools were selected.

### Kenya school assessment table

<table>
<thead>
<tr>
<th>School Name</th>
<th>Region</th>
<th>Electricity/Solar</th>
<th>Classroom</th>
<th>Computer</th>
<th>Projector</th>
<th>Public/Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Paul Kiwanjani</td>
<td>Isiolo</td>
<td>yes</td>
<td>yes</td>
<td>No</td>
<td>No</td>
<td>Public</td>
</tr>
<tr>
<td>Waso Secondary</td>
<td>Isiolo</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Public</td>
</tr>
<tr>
<td>Mwangaza Day Girls Secondary</td>
<td>Isiolo</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Public</td>
</tr>
<tr>
<td>Uhuru Day Mixed Secondary</td>
<td>Isiolo</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Public</td>
</tr>
<tr>
<td>Ledunookwe Secondary</td>
<td>Wamba</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Public</td>
</tr>
<tr>
<td>Wamba Girls Mixed Secondary</td>
<td>Wamba</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Public</td>
</tr>
<tr>
<td>Wamba Day Mixed Secondary</td>
<td>Wamba</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Public</td>
</tr>
<tr>
<td>Leder Mixed Secondary</td>
<td>Maralal</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Public</td>
</tr>
<tr>
<td>Mwangaza Muslim Day Secondary</td>
<td>Maralal</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Public</td>
</tr>
<tr>
<td>Shaba Mixed Secondary</td>
<td>Maralal</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Public</td>
</tr>
<tr>
<td>Maralal Deb Primary</td>
<td>Maralal</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Public</td>
</tr>
</tbody>
</table>
### A.2 Club Enrollment

#### Tanzania School Club Enrollment

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>REGION</th>
<th>DISTRICT</th>
<th>CLUB MEMBERS PROJECTED</th>
<th>CLUB MEMBERS ACTUAL</th>
<th>FEMALE</th>
<th>MALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunga Secondary School</td>
<td>Tanga</td>
<td>Lushoto</td>
<td>60</td>
<td>60</td>
<td>45</td>
<td>15</td>
</tr>
<tr>
<td>Rangwi Secondary School</td>
<td>Tanga</td>
<td>Lushoto</td>
<td>60</td>
<td>57</td>
<td>44</td>
<td>15</td>
</tr>
<tr>
<td>Mkuzi Juu Secondary School</td>
<td>Tanga</td>
<td>Lushoto</td>
<td>60</td>
<td>60</td>
<td>45</td>
<td>15</td>
</tr>
<tr>
<td>Lukozi Secondary School</td>
<td>Tanga</td>
<td>Lushoto</td>
<td>60</td>
<td>48</td>
<td>26</td>
<td>12</td>
</tr>
<tr>
<td>Kilemacho Secondary School</td>
<td>Kilimanjaro</td>
<td>Rombo</td>
<td>60</td>
<td>59</td>
<td>45</td>
<td>14</td>
</tr>
<tr>
<td>Bustani Secondary School</td>
<td>Kilimanjaro</td>
<td>Rombo</td>
<td>60</td>
<td>46</td>
<td>46</td>
<td>17</td>
</tr>
<tr>
<td>Mraokeryo Secondary School</td>
<td>Kilimanjaro</td>
<td>Rombo</td>
<td>60</td>
<td>63</td>
<td>34</td>
<td>12</td>
</tr>
<tr>
<td>Shimbi Secondary School</td>
<td>Kilimanjaro</td>
<td>Rombo</td>
<td>60</td>
<td>59</td>
<td>44</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>480</strong></td>
<td><strong>446</strong></td>
<td><strong>329</strong></td>
<td><strong>115</strong></td>
</tr>
</tbody>
</table>

#### Kenya School Club Enrollment

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>REGION</th>
<th>UNIQUE ID</th>
<th>CLUB MEMBERS(projected)</th>
<th>ACTUAL CLUB MEMBERS</th>
<th>FEMALE</th>
<th>MALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wamba Girls Sec School</td>
<td>Wamba</td>
<td>400-460</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>Wamba Mixed Sec School</td>
<td>Wamba</td>
<td>461-511</td>
<td>50</td>
<td>50</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>Lolokwe Secondary school</td>
<td>Wamba</td>
<td>512-547</td>
<td>35</td>
<td>35</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>St Paul Kiwanjani Sec School</td>
<td>Isiolo</td>
<td>548-608</td>
<td>50</td>
<td>50</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Uhuru Mixed Sec school</td>
<td>Isiolo</td>
<td>609-659</td>
<td>50</td>
<td>42</td>
<td>28</td>
<td>15</td>
</tr>
<tr>
<td>Waso Sec School</td>
<td>Isiolo</td>
<td>660-720</td>
<td>60</td>
<td>61</td>
<td>32</td>
<td>29</td>
</tr>
<tr>
<td>Mwangaza Muslim Sec</td>
<td>Maralal</td>
<td>721-781</td>
<td>60</td>
<td>45</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>Ledero Sec School</td>
<td>Maralal</td>
<td>782-832</td>
<td>50</td>
<td>27</td>
<td>27</td>
<td>29</td>
</tr>
<tr>
<td>Samburu Mixed Sec School</td>
<td>Maralal</td>
<td>833-883</td>
<td>60</td>
<td>56</td>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>475</strong></td>
<td><strong>426</strong></td>
<td><strong>264</strong></td>
<td><strong>163</strong></td>
</tr>
</tbody>
</table>
A.3 Administering Pre- and Post- Surveys

To measure the success of the program, we administered digital surveys to all participants. The digital surveys were designed using Kobo Toolbox, a free and open-source tool developed by the Harvard Humanitarian Initiative. The tool is designed specifically for field data collection in challenging environments and used by development agencies around the world. The goal of the pre- and post-surveys is to evaluate the participant’s overall improvement in knowledge acquisition, attitude, and beliefs before and after the program intervention. The surveys included a range of multiple choice, selection, and text questions, configured in an intuitive and user-friendly way with large buttons and automatic advancement to the next question.

In Tanzania, out of 480 students, 200 students filled out tablet-based the pre- and post-surveys through random sampling. For the first time, this activity was done with tablets rather than papers to simplify the data collection and cleaning process. Because this was the first time for many participants using tablets, this kept students concentrating on the tablets and fill the questions longer than we anticipated. All the club participants indicated they wished everybody could touch the tablets and fill the questions but only a sample of 25 students /club were selected to fill the survey digitally. 100% polling is being considered in the next project cycle. In Kenya, out of 426 students, 60% of students filled the pre- and post-surveys. Just like Tanzania, substantial time was spent administering the surveys as most students were not conversant with the tablets and took longer to work through the surveys.

A.4 IGA clubs in Tanzania (Additional Information)

RANGWI SECONDARY SCHOOL
Kind of IGA: As a club they came up with the idea of vegetable garden where they planted varieties of vegetables

How did they arrive to the idea?
From their school they have conducive environment which can support various projects but for the start they decided to start with vegetable garden which was easy for their start, later on they came up with idea of planting cabbages since it was the season and it has high profit after selling

What capital was used to start the business?
The club members were given 20,000 as a starting capital by Head of school together with a piece of land and 2kg of Manure, they gained 91,000 from the vegetables sold, they bought cabbage seeds of 30,000 to plant after harvesting the first round and remain with 41,000.

<table>
<thead>
<tr>
<th>Details</th>
<th>Quantity</th>
<th>price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUKUMA</td>
<td>10g</td>
<td>2500/=</td>
<td>2500/=</td>
</tr>
<tr>
<td>MNAVU</td>
<td>10g</td>
<td>3000/=</td>
<td>3000/=</td>
</tr>
<tr>
<td>CHAINISE</td>
<td>10g</td>
<td>2500/=</td>
<td>2500/=</td>
</tr>
<tr>
<td>MAGROTE</td>
<td>10g</td>
<td>2500/=</td>
<td>2500/=</td>
</tr>
<tr>
<td>VIGMAX</td>
<td>200ml</td>
<td>3500/=</td>
<td>3500/=</td>
</tr>
<tr>
<td>FAMAZEBO</td>
<td>1/4</td>
<td>3000/=</td>
<td>3000/=</td>
</tr>
<tr>
<td>MBOLEA</td>
<td>2kg</td>
<td>1500/=</td>
<td>3000/=</td>
</tr>
<tr>
<td>5%</td>
<td></td>
<td></td>
<td>20000/=</td>
</tr>
</tbody>
</table>
Challenges faced during implementation of the project
The changes of seasons, during dry season there was scarcity of water, that club members were forced to go a distance to look for water.

SUNGA SECONDARY SCHOOL
Kind of IGA started: They started a project of cultivating Irish potatoes

How did they come up with the idea?
After gaining the knowledge of entrepreneurship club members under the supervision of their Guardian teacher came up with business plan which was to commence a school shop which was considered as plan A because it had various challenges to get capital for running a school shop, this plan was kept pending and came up with plan B to plant Irish potatoes.

How does each club member contribute to the project?
They have arranged duties for each club member and each one knows their responsibility.

What capital was used to start the project and how did they get the capital
A total of 45000 shillings was used as starting capital which was obtained through member’s contribution and head of school offered them a plot, members of the club were to contribute 1000 but due to their economic status not all made to 1000 some were able to contribute 500

<table>
<thead>
<tr>
<th>MATERIAL</th>
<th>QUANTITY</th>
<th>PRICE</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>potato seeds</td>
<td>3 buckets</td>
<td>@ 10,000/=</td>
<td>30,000/=</td>
</tr>
<tr>
<td>fertilizers</td>
<td>7 kg</td>
<td>@1500/=</td>
<td>10,500/=</td>
</tr>
<tr>
<td>Pesticides</td>
<td>0ne bag</td>
<td>5000/=</td>
<td>5000/=</td>
</tr>
<tr>
<td>TOTAL EXPENSES</td>
<td></td>
<td></td>
<td>45,500/</td>
</tr>
</tbody>
</table>

How club do club members gain from the profit obtained
Club members have decided to save the profit that they gain from selling potatoes so to get the required budget for starting a school shop.
Challenges obtained
• Lack of capital
• Some of the students give less contribution when there is contribution

Students from Sunga Secondary at their project

SHIMBI SECONDARY SCHOOL
Kind of IGA started: They started a project of Barbershop

How did they come up with the idea?
They found out there is a problem of students coming to school with long hair, and the school policy is all students should trim their hair to be smart, most of them stay away from the saloons which becomes difficult for them to and trim their hair, they planned to start a project on barber shop as a solution to the problem,

How does each club member contribute to the project?
They have selected a few with the skills on how to trim people and some collect the money that is paid, and the rest makes sure the school environment is clean after they are done with their activity.

What capital was used to start the project and how did they get the capital
A total of 100000 shillings was used as starting capital which was obtained through member’s contribution and some from the loan that was borrowed. Out of the project they have achieved by gaining profit and being able to pay their debt, students learning how to trim their fellow students they can get jobs from various saloons, they have been able to budget and save with in clubs and individuals which have enabled them to start individual project at home project.