2017 LEADERSHIP AND ENTREPRENEURSHIP INCUBATOR REPORT

March 2018
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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. Over the three-phased program, Asante Africa Foundation works closely with partner schools and community leaders to keep participants active and engaged through intensive training, workshops, after-school clubs, access to local coaching, and a variety of skill-building opportunities. Upon completion, participants have the necessary skills and a concrete plan to enter the job market, start their own business, and pursue higher education (LEI 5-Year Outcome Study, 2017).

The annual summit is one type of delivery model, as a part of the larger program. This report highlights the key activities and achievements of the 2017 Leadership Entrepreneurship Incubator (LEI) Summit. Held between December 4th to December 8th in Naivasha, Kenya, 85 students (55 girls and 30 boys) and 21 teacher facilitators (4 female and 17 male) attended the Summit. The project was supported by 15 Asante Africa Foundation staff and facilitators from across Kenya, Tanzania, and the United States.

The 2017 Summit had several unique and exciting inclusions to its program:

- **Nature Camp Setting:** As the LEI Summit focuses on elements of teaching participants, in the past we have utilized classroom settings. This year we decided to set up the Summit at a nature camp instead. We saw significant improvements in this context, as participants and facilitators felt less chained to the classroom environment. The atmosphere encouraged participants to express themselves more openly, build stronger relationships, and explore nature.

- **Corporate Opening Keynote:** Our opening keynote speaker was Joseph Loibach Etaan, an executive from Tullow Oil. He opened the week with a personal testimony of how he came from humble beginnings and through hard work and education, progressively sought opportunity, strengthened his knowledge and is now “paying it forward’ back to his home community and country. This corporate perspective was important; it allowed the young people to witness a successful role model who began from backgrounds and environments similar to theirs.

- **21st Century Skills and Digital Literacy:** One of our plenary speakers was Mr. Abdikadirr Ismail, the school principal from Mwangaza Muslim School from Samburu, Kenya. Mr. Abdikadirr’s mission is to work in the field of educational support for the disadvantaged, specifically targeting the nomadic, rural, and pastoralist...
communities. His accomplishments in digital literacy and integration, and teacher training have been rewarded by multiple organizations both in Kenya and internationally.

- **Teacher Competition:** In addition to being the plenary speaker, Mr. Abdikadirr Ismail also met with facilitators to discuss participant-centered teaching techniques and provide facilitators with the tools to embed LEI themes into existing state-guided curriculum. These skills were then put to the test in the form of a mock facilitation competition in front of the LEI students. The winners of the competition were selected by a vote of the LEI participants. By equipping the facilitators with the knowledge and the experience, they felt empowered and confident to return home and begin incorporating these topics into their curriculum with immediate impact.

- **Corporate Alliance and Partnership:** In the past year, Asante Africa Foundation has formed a corporate-nonprofit alliance with Tullow Oil in the Turkana region of Kenya. As part of this engagement, Asante Africa hosted 15 students from the Turkana region of KE, currently being sponsored by Tullow oil, in the phase 1 batch.

- **Recruitment Process:** 2 students from each of the ongoing Asante Africa Foundation sponsored school-based clubs were also enrolled at the Summit. The school-based program primarily delivers the Phase 1 content in a year-long school based club format. Some of these students were included in Phase 1 and Phase 2, based on the current status of the covered curriculum in their school-based clubs, as well as their role in those clubs.

- **Youth Led Business Competition:** For the first time at the LEI Summit, a youth-led business plan competition was organized to give participants a hands-on experience developing business models and delivering a successful business pitch. Phase One participants were divided into four teams and created a business plan, including writing up an action plan, which detailed the processes involved in setting up, running, and financing the business. The order of the winners was - School canteen concept - Overall winner, Barber shop - First runners up and Vegetable farming - Second runners up.

- **Pay-It-Forward Brainstorm Sessions:** Additionally, participants were provided an opportunity to discuss the income generation activities (IGA), community initiatives, and projects that have been initiated by their club and mentored by the facilitator teacher. On the first evening of the workshop, an informal debrief session was conducted wherein these participants were provided a unique opportunity to talk about their IGA activities, and other projects’ successes and challenges thus far.

This report is divided into the following major sections (i) program overview, design, and components, (ii) 2017 Summit details in regards to the specific student program components, recruitment of students and speakers, facilitator program components, LEI curriculum and associated activities such as business plan competition, home group activity, career exploration, etc., (iii) evaluation methodology, (v) summary of the survey results, PIF and IGA and lastly (iv) next steps, successes and challenges.

The first half of the report discusses the aspects of program overview, design, and components. Over the period of four days, seminars, workshops, and skills-building programs were facilitated on a range of topics, including personal development, entrepreneurship, health, financial literacy, life skills, and leadership skills. Monitoring and evaluating process focuses on three aspects of the program: 1) knowledge acquisition, 2) knowledge application, and 3) knowledge transfer.
Knowledge Acquisition: We collect data through digital surveys, offered in English and Swahili, administered at the beginning and end of the Summit. Overall, the data indicated positive trends in knowledge acquisition through the course curriculum.

- Ninety-eight percent (98%) of Phase One participants said that they created an action plan to help them reach the next steps of their career (a 14% improvement compared to their response in the pre-survey).

- Ninety-eight percent (98%) of respondents indicated that the workshop sessions and speakers addressed important issues they faced in their lives.

- Ninety-six percent (96%) of respondents felt the sessions helped them improve their job-readiness skills.

- One-hundred percent (100%) of Phase One participants felt the workshops taught them how to deal with challenges.

- In the area of entrepreneurship, 100% of Phase Three participants reported having made changes to their business plan during the week of the Summit and an additional 67% reported also having drafted a marketing plan.

- Top choices for favorite workshops during the week for the participants were “Mapping Your Dream”, “Career Speakers”, “Introduction to Finance, Savings, and Budgeting”, “Introduction to Entrepreneurship” and “Communication Skills for School Leadership”. Most of the participants responded that the Leadership and Entrepreneurship Incubator has helped them in improving leadership skills, job-readiness skills, learning how to deal with challenges, given more ideas for possible careers, and helped create a Pay-It-Forward plan.

Since the inception of the LEI Program, educators have approached Asante Africa Foundation about including a facilitator track for adults and teachers. In 2015, we formalized the teachers’ curriculum and conference. The broad goal is to scale an integrated, student-centered educational model, elevate quality of secondary school teaching, foster the development of critical thinking skills and improve youth learning outcomes. The educators’ program aims to build the confidence and toolkits of the teachers, so they can facilitate and mentor the various activities of the LEI Program in their own schools and communities. Teachers showed highly positive responses to their Summit experiences.

- Teachers indicated an 80-100% confidence post Summit, to teach/facilitate LEI Y1 curriculum, such as how to be a good leader, personal values, dream mapping, elements of entrepreneurship, elements of budgeting and stress reduction skills.

- As the Summit addressed the need for facilitators to act as guides to participants’ plans and not force their personal agendas, 24% facilitators indicated in the pre-survey they should not judge participants’ values. That figure increased to 42% in the Summit post-survey. In the same vein, there was a decline in facilitators...
who felt the need to compare their own values to those of their participants, showing an 8% decrease between the pre- and post-surveys.

- All participant teachers believed that they act as a good role model for their students and that they will apply all that they have learned in the classroom to help them be better role models.

- The top choices for the workshops for the teachers were similar to the students and included "Mapping Your Dream", "Career Speakers", "Introduction to Finance, Savings, and Budgeting", and "Introduction to Entrepreneurship". Additionally, the teachers also picked sessions related to "Exam Preparation" and "What’s Inside You/Your Values". Their choice of favorite workshop, aligned closely with their top choices of workshops which they felt were important in terms of giving students skills they will need in their lives beyond the classroom.

Knowledge Application: Participants applied their knowledge through a new concept we formalized this year: a business plan competition. We asked participants to develop a business model and deliver a successful business pitch to a panel of judges and their peers. Several of the successful business models included farming schemes, school canteens, and a barber shop. Both participants and facilitators found the business plan competition provided them with an enriching, more focused, flexible, and transparent way to design a business concept and apply it in a practical manner.

Knowledge transfer is a deliberate and measurable mechanism of Asante Africa Foundation's model through the Pay-It-Forward program to ensure program sustainability. PIF encourages students to share and apply the knowledge they've acquired at the Summit at home; developing their own school-based clubs, income generating activities, or community service groups. While simultaneously applying their knowledge and transferring their skills, they build their self-confidence and can become leaders in the community. Ninety-eight percent (98%) of Phase One respondents in the post-survey indicated they developed their own Pay-It-Forward initiative.

Asante Africa Foundation annually reviews LEI Summit operations to determine the successes and challenges faced by both participants/facilitators and staff. The overall purpose of this evaluation is to also assess the extent to which the Leadership and Entrepreneurship Incubator Summit brings about anticipated increases in knowledge acquisition, examining which factors proved critical in helping or hindering the execution of the annual Summit, and draw lessons for future programming.

Key findings include:

- Identify and understand the best method to disseminate course materials for students to use in the long-term (digitally vs. paper sources)

- Extend time allotted for surveys and number of tablets for digital surveys

- Determine how to refine program from a time-bound curriculum and to a mastery-based system

- Extend length of Summit to ensure all material can be covered in a comfortable manner for participants

This year was the first year that we had an official photographer, Mike Carter, also a Board member, attend the Summit. This was beneficial to document the events at the Summit,
notably so photographs could be included in donor reports and monitoring and evaluation reports. The photos are available at http://www.mikecarterphotography.com/2017lei.

Finally, with six years of youth who have historically participated and applied their skills; we initiated a longitudinal and comparative impact study in 2016. This independent impact study was initiated to assess the level of knowledge application and evaluate the impact of the LEI teaching and experience on the quality of life of participants; as well as, the program outcomes and long-term impact. Over 350 LEI alumni and control group peers were interviewed using a suite of evaluations tools.

Additionally, a statistical sampling of the LEI alumni over the last four years provided data on their PIF activities. The findings from these two efforts are summarized in the report published in 2017.
A. PROGRAM OVERVIEW

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.

Over the three-phased program, Asante Africa Foundation works closely with partner schools and community leaders to keep participants active and engaged through intensive training, workshops, after-school clubs, access to local coaching, and a variety of skill-building opportunities. Upon completion, participants have the necessary skills and a concrete plan to enter the job market, start their own business, and pursue higher education (LEI 5-Year Outcome Study, 2017).

To prepare for future jobs, entrepreneurship opportunities and community engagement, youth first need to develop the skills needed to contribute to a growing economy.

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

**Personal Development, Job Readiness, and Entrepreneurship.**
The multiple components of the LEI Program and follow-up activities include:

**Knowledge Attainment:***

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

**Annual LEI Summit:** Each year, Asante Africa Foundation Africa hosts a multi-day summit; alternating locations each year between Kenya and Tanzania. Students from the non-host country travel to the host country to participate in interactive workshops and seminars.

**Knowledge Application:** After initial training, the participants are tracked and supported throughout the year. The Asante Africa Foundation staff, teachers, mentors, alumni, and community leaders conduct monthly and quarterly follow-ups to ensure the youth are supported to implement their action plans.
**Knowledge Transfer:** The youth who have implemented their action plans and actively applied their knowledge typically have initiated youth clubs, leadership clubs and small business enterprises in their schools and communities. This is an ingrained element of all programs hosted by Asante Africa Foundation, referred to as **Pay-It-Forward (PIF).**

The Community Engagement (Pay-It-Forward (PIF)) model has created a large-scale ripple effect in rural East Africa, with over 200,000 participants directly and in-directly impacted over the past seven years. Intended outcomes of the program include youth registered NGOs, income-generating activities, cross-border initiatives and school-based programs. As participants become facilitators, they support and provide guidance to younger participants, helping them to take risks, face their challenges, and gain the confidence to become agents of change in their communities.

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**HOW IS LEI UNIQUE?**

*LEI is preparing participants for future economy with a focus on skills critical to the success of a global workforce.*

The LEI Program builds upon existing academic curriculums, to provide participants with the skills needed to address challenges in their communities. It encourages participants to identify their dreams and construct deliberate and thorough plans to achieve those dreams. Opportunities are created through community engagement and stakeholder collaboration, as participants become active participants in fostering development.

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**CROSS-BORDER COLLABORATION**

The Summit alternates sites between Kenya and Tanzania each year, providing participants the ability to develop long-distance relationships with their peers. Exposing participants to new cultures and ideas enables them to gain new perspectives on their circumstances. The cross-border collaboration establishes ongoing relationships between the two countries, allowing the participants to be more receptive to understanding the other’s culture and the unique challenges they face to staying in school. When successfully implemented, these skills will foster cultural awareness and open avenues for comprehensive development locally, by applying new approaches to old problems.
BECOMING ACTIVE CHANGE AGENTS - KNOWLEDGE TRANSFER (PAY-IT-FORWARD)

A key pillar of the LEI Program is Community Engagement and Knowledge Transfer in the form of a “Pay-It-Forward (PIF)”. The program creates a ripple effect of development in communities where participants apply the knowledge they’ve acquired in income-generating activities, school-based clubs, or community service projects. Participants need to collaborate with their peers, parents, and facilitator to implement these plans. The Pay-It-Forward approach actively applies knowledge transfer to create positive change for communities. Projects like these benefit both the participants who attend the programs, as they gain leadership experience, and those impacted by the projects, as ideas of change permeate through the community. Over time, participants build confidence in their ability to design, manage and lead projects as they share their knowledge with others.

PEER TO PEER MENTORING

Some of the most fundamental lessons are not always shared by facilitator and mentors at the Summit, but originate with the participants themselves. LEI facilitates the spread of new ideas and enables collaboration through cross-cultural programs and exposes participants to a variety of potential career paths which broadens a participants’ job and entrepreneurial avenues beyond their local context.

FACILITATOR EMPOWERMENT

Asante Africa Foundation seeks to equip educators and school administrators with the skills necessary to help participants cultivate their business plans, community service programs, or income-generating activities. Facilitators are identified by their communities or schools to attend the Summit to provide experiential learning and how to integrate the LEI curriculum into their lessons seamlessly. Facilitators undergo the same lesson plans as the Phase 1 participants, because we feel that to facilitate a program, facilitators must experience it first. In the mornings, facilitators participate in the same classes taught to the Phase 1 participants, but the evening is spent breaking down those lessons from a facilitator’s perspective. The goal is to help youth advocate for their dreams, without solving the problems for them. The program typically only invites each facilitator for one year; unless they are being groomed to become master facilitators for Phase 1 participants in their schools. As such, we do not offer Phase 2 or Phase 3 curriculum for facilitators at this time.

PROGRAM GOALS

The objectives of the LEI Program are to:

- Build cognitive skills such as reasoning, critical thinking, communication and team building.
- Building cognitive skills facilitate linking academic success to future jobs and opportunities.
- Build leadership, entrepreneurship and employability skills while instilling an increased sense of self-confidence.
Youth develop personal and career goals and create action plans to support these goals.

Develop awareness of personal challenges that could “derail” plans such as health, personal safety, civic duty, and peaceful resolutions, while developing methods and strategies to stay on track and handle adversities.

Empower youth as they develop strategies for “Paying-It-Forward” within their schools and communities, helping generations who will come after them.

Foster income-generating project planning and financial skills, while developing entrepreneurial plans.

The outcomes we are striving toward in the long term:

- Increased number of youth saving for and pursuing advanced education
- Confidence walking into job interviews and negotiating for internships and/or jobs
- Increased number of higher paying jobs in the formal market sector
- Increased number of business plans applied at home, in local communities
- Increased confidence and number of project-plans seeking funds for business ideas
- Increased community advocacy and activity with youth leaders at the table

LEI CURRICULUM

The curriculum is divided into five sections covering topics we believe are crucial to developing a successful leader, entrepreneur, and global citizen. Personal development, entrepreneurship training, job readiness and employment, life skills and managing life challenges, and Pay-It-Forward.

- **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.

To broaden participants’ thinking, they are issued leadership and motivation textbooks to accompany their training workbooks. All training materials are distributed on a 16 GB memory stick for future reference and quick accessibility. Included on the memory stick is the full curriculum, photos of the Summit and practice books, to help participants continue their studies even after the Summit concludes.
B. STRATEGIC FIT WITH SUSTAINABLE DEVELOPMENT GOALS (SDGs)

The program actively supports the United Nations Sustainable Development Goals (SDGs) as we develop plans to prepare youth to be successful in a rapidly expanding East African economy. The Summit instills critical skills that participants employ when entering the job market, helping them break the cycle of poverty and foster resilience when overcoming personal and professional challenges. Most specifically, our program addresses the needs of **Goal 8**: *To promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.*

Investing in youth leadership and entrepreneurship also aligns with poverty alleviation, quality education, promoting gender equality and reducing inequalities, proving the holistic approach of the LEI Summit.

Participants learn and apply leadership and entrepreneurial skills as they absorb the curriculum and are eventually equipped with the tools and lessons to transition from the classroom to life beyond the classroom as self-confident leaders, entrepreneurs, and skilled workers. Through knowledge attainment, application, and community reinvestment, participants develop entrepreneurship skills and business competencies, while honing their leadership and life skills.
C. ANNUAL SUMMIT 2017

The following section outlines the major activities and outputs of the 2017 LEI Summit workshop.

PROGRAM COMPONENTS
The following is a summary of the various components executed during the 2017 LEI Summit. This year’s Summit was conducted from 4-8 December at the Natures Camp in Naivasha, Kenya.

PLENARY STAGE
Planning for the Summit began ten months in advance. In January and February, the Programs and M&E teams assessed available data from the prior year’s Summit, identify successes and failures of the previous year’s Summit and began the process of improving our template for optimized success. Just as we asked participants to debrief, Asante Africa Foundation used the months following the Summit to examine, analyze survey results and assess how the program could be incrementally improved. At the same time, we began fundraising efforts, identifying how we want to approach marketing and branding in the Country, looking for sponsors and develop an initial budgetary process.

The offices in Kenya and Tanzania identified how many participants/facilitators could be funded to attend, how and when to recruit participants and made changes to the curriculum. The final stages of planning the Summit involved the development of the daily schedule, arranging career speakers and organizing accommodations for the Summit.

STAKEHOLDER COLLABORATION
We believe that partnerships between public, private, and policy organizations can be leveraged to create beneficial outcomes to impact communities positively. The Asante Africa Foundation conducted educator leadership engagement meetings with District Education Officers, country-level education partners, school administrators and community leaders to create a strategy that incorporates our strategic goals, as well as the longevity of the program in the community. To reach our goals, we rely on partnerships and collaborations in the public and private sectors where we operate. In 2017, we focused on strengthening our organizational capacity, as we engaged with local and global business experts, educational partners and community leaders.

To strengthen the LEI Program, we look to partner with other like-minded organizations to build on our available resources, both in capacity and resources. Each year Asante Africa Foundation seeks to expand on the content it offers, by providing new and exciting challenges for the participants; this year it was the Business Plan Competition, to be discussed further.

IN-COUNTRY DONATION (CONSIDERATIONS)
The Asante Africa Foundation strives to incorporate local fundraising in our framework. This year, the teams in Kenya and Tanzania secured small in-country funding partners and individual
investors. Principal sources of funding came through financial contributions and in-kind donations from both East Africa and the USA. In light of this initiative, two business associates were deployed to help the Kenyan organization mobilize these endowments.

Due to the program’s successes, we witnessed an increased number of self-sponsored participants compared to previous years. If demand for the program continues to grow as such, we are optimistic we can become independently sustainable through this revenue generation model and continued partnerships with communities and private investors.

Financial contributions for this year’s programs came from different corporations, economic institutions, and individually funded participants (either through parents or NGOs).

**IDENTIFICATION AND SELECTION OF PARTICIPANTS/ SCHOOLS**

**PARTICIPANT IDENTIFICATION**
Participants of the Summit are identified by personal recommendations from Asante Africa Foundation Africa staff or participation in school-based programs. In Tanzania and Kenya, Asante Africa Foundation has more than 40 school-based leadership programs as a result of Pay-It-Forward campaigns initiated by Summit alumni and some sponsored by AAF as part of the school-based LEI Program. The staff at these school-based programs help to identify future participants for the Summit.

*Eligibility criteria for participants:*

- Strong school leadership, accessibility, willingness to partner and support project implementation, and a compelling prevalence of barriers to Youth Livelihoods Development.

- Form 3 Level for first-time participants and show excellent academic performance, discipline, innovativeness, and possess leadership qualities.

- Second and third-time participants are those who have engaged in Pay-It-Forward activities either at the school or community level.

Only the top percentage of participants attending in a given year are invited back to attend the following year’s Summit. The competitive nature of the LEI curriculum challenges participants to apply their acquired knowledge in their communities through successful Pay-It-Forward campaigns. Second and third year participants become mentors and team leaders, expressing their growing influence in the community.

One of the strengths is that participants
selected share similar characteristics of leadership potential. Due to the limited funds, we did not choose a control group (nonparticipant) to measure the internal validity of the results.

In the past year, Asante Africa Foundation has formed an alliance with Tullow Oil in Northern region of Kenya. This corporate-nonprofit alliance is intended for furthering the goals of the two entities in community building and early onset capacity building in the region. As part of this engagement, AAF hosted 15 students from the Turkana region of KE, currently being sponsored by Tullow oil, in the Phase 1 batch.

Two students from each of the ongoing Asante Africa Foundation sponsored school-based clubs were also enrolled at the Summit. The school based program primarily delivers the Phase 1 content in a year-long school-based club format. Some of these students were included in the Phase 1 and Phase 2 based on the current status of the curriculum covered in their school-based clubs; as well as their role in the clubs. For example, the club leaders from the school-based clubs were asked to join the Phase 2 batch, as they were certain to have covered and have competency in all the Phase 1 modules.

**SCHOOL IDENTIFICATION:**

As part of the school partner identification process, Asante Africa Foundation visits and conducts assessments in the schools recruited, which best meet the criteria for partnership. The schools chosen are identified based on the counties and regions Asante Africa Foundation currently works in and would like to deepen our programming. Communication to attend the Summit started in September and continued to the first week of November. This process involves visiting schools to carry out interviews with past participants, discovering who was involved in Pay-It-Forward activities and selecting them as returning participants for the second year.

Since we were introducing new participants through our partnership network, who are not part of Asante Africa’s scholarship program; we had to visit new schools and seek permission from the school authority, as well as the parents of the participants.

Those selected, received letters which they were to take home for their parents to sign to consent for their participation in the LEI Summit. The participants coming from Tanzania had to bring the necessary documents to facilitate their passport processing.

**DETERMINING OUTPUT FIGURES**

**LEI PARTICIPANTS FROM 2017**

2017 Details:

- 39 Secondary and 1 Technical college schools
- 85 total direct participants (34 TZ, 49 KE, 2 US)
- Female=55, Male =30
- 61 – Phase 1, 20 – Phase 2, 4 – Phase 3
- 21 Teachers attending Facilitator training (Female= 4, Male =17)
- 15 AAF staff & Facilitators across KE, TZ, and US
- 8 External Facilitators & Career Speakers
- 3 Observers Attendees
CAREER, ENTREPRENEUR AND KEYNOTE SPEAKERS

We searched for career and keynote speakers with stories to which the participants could relate. As we evaluated candidates’ CVs and employment histories, we looked to incorporate small-scale businesses where young business owners adapted to their surroundings.

Each speaker had the goal was to motivate the participants and instill a sense of conviction that no matter their circumstances, they can have meaningful lives. This year, we were pleased to have a subset of the career speakers who were LEI Summit alumni returning to share their stories of success. All of the alumni also interact as our school-based clubs’ regional supervisors. Their motivation is part of their Pay-It-Forward action plans, to remain engaged and an active participant of the program in their communities and at the Summit. The small group sessions allowed participants the opportunity to interact with speakers and gain insight into the motivation, challenges, and successes of their careers.

2017 speakers included:

Geoffrey Mutua, an accountant from KPMG
Anna Grace Rwheumbiza, a gender rights lawyer at Tamasha
Madison McKenzie, a UN Facilitator for UN-Global Citizen
Alfred Arita, a business coach from BAFE-Africa
Angela Mwende, a journalist
Ruth Mwanzia, an entrepreneur from Afri-Bizz Academy
Erna Grasz, the CEO of Asante Africa Foundation
George Wachuiri from Optiven
Timothy Mbilinyi, an artist and a veterinarian technician, LEI alumnus
Benjamin Leimoi, a bee farmer
This year’s opening keynote speaker was Joseph Loibach, the Strategic Partnership Manager from Tullow Oil. Truly an inspiration for Summit participants, Mr. Loibach embodies the core values of the Leadership and Entrepreneurship Incubator program. Despite growing up in destitute poverty, Joseph was determined that he could shine through his hard work and determination.

He began his career as a manual laborer, loading cement bags onto the back of a UNICEF truck and worked his way up in the UNICEF ranks; eventually running logistics at a Sudanese refugee camp. Determined to finish his education, Joseph made the decision to return to school and finish his degree. He spoke about the importance of education, networking, harvesting opportunities, the necessity of hard work, the value of perseverance and not giving up.

One of the plenary speakers was Mr. Abdikadirr Ismail, the school principal from Mwangaza Muslim School from Samburu, Kenya. Mr. Abdikadirr’s mission is to work in the field of educational support for the disadvantaged, specifically targeting the nomadic, rural, and pastoralist communities. His accomplishments in digital literacy and integration and teacher training have been rewarded by multiple organizations, both in Kenya and internationally. In Kenya, he was selected to train his fellow teachers and Curriculum Support Officers on the new Competency Based Curriculum. Internationally, he participated and won during the Educator Exchange (E2) Global Conference sponsored by Microsoft. His interest in speaking to participants stemmed from his desire to share his own journey as a teacher and mentor.

Quote: “I enjoyed every bit of the program. Dream mapping came out top for me, but I also enjoyed the entrepreneurship by the participants as they thought, collaborated, and developed real-life business plans.”

TEACHER PATRON | FACILITATOR PROGRAM
The goal is to expose teachers to the foundations of the LEI curriculum and actively engage with them on how to guide participants as they create their own clubs. Mornings were spent working through the Phase 1 curriculum and afternoons are spent teaching facilitation details of each module and learning objectives.

This year, Mr. Abdikadirr Ismail worked with facilitators to discuss participant-centered teaching techniques and provide facilitators with the tools to embed LEI themes into existing state-guided
curriculum. Mr. Abdikadirr did not simply lecture the facilitators, he put them to the test to see if facilitators could deliver the revised curriculum. He created two teams of teachers who were responsible for delivering new lessons to participants. The student participants voted on the teachers that presented the new materials best. By equipping the facilitators with the knowledge and the experience, facilitators felt empowered and confident to return home and begin incorporating these topics into their curriculum with immediate impact.

**NEW BUSINESS PLAN COMPETITION**

For the first time at the LEI Summit, a youth-led business plan competition was organized to give participants a hands-on experience developing business models and delivering a successful business pitch. Phase 1 participants were divided into four teams and created a business plan, including writing up an action plan that detailed the processes involved in setting up, running, and financing the business. The plans followed the Stanford Business Model Canvas (https://canvanizer.com/new/business-model-canvas) that guided participants to focus on 9 integral steps in creating a business:

- **Customer Identification** - Who are the customers? What do they think? See? Feel?
- **Value Proposition** - What's compelling about the proposition? Why do customers buy, use?
- **Channels of Delivery** - How are these propositions promoted, sold and delivered? Why is it working?
- **Customer Relations** - How do you interact with the customer through their journey?
- **Revenue Streams** - How does the business earn revenue from the value propositions?
- **Key Activities** - What uniquely strategic things does the business do to deliver its proposition?
- **Key Resources** - What unique strategic assets must the business have to compete?
- **Key Partnerships** - What can the company not do so it can focus on its key Activities?
- **Cost Structure** - What business major cost drivers? How are they linked to revenue?

Phase 1 participants were to design a business plan they can start at their school. Participants were divided randomly into 10 groups. Potential business ideas were written out by AAF staff and regional facilitators and placed in a container. One student from each group randomly selected a card and, together with the group, designed a business plan using the criteria from the Stanford Business Model Canvass.

**Some of the business models included;**

1. Vegetable Farming
2. Chicken Farming
3. Bee Keeping
4. Barber Shop
5. School Canteen
6. Goat Rearing
7. Artisanal Work
Once they laid the foundation for their business plans, they pitched their ideas to their fellow classmates and a panel of judges. The judge’s panel consisted of 2 teachers, 2 Asante Africa staff and moderator Mr. Abdikadirr Ismail; who graded the plans based on criteria from the Business Model Canvas. The judges’ panel scores were collated and combined with votes from their participating peers. By working collaboratively, participants applied the practical knowledge gained during the Summit to real-world scenarios. The winning business plan received an award and leadership books/materials.

The order of the winner was as follows

1. School canteen concept - Overall winner 23/30 marks
2. Barber shop - First runners up 19/30 marks
3. Vegetable farming - Second runners up 17/30 marks

These business plans are both educational and profitable in the long-term. As we will discuss, past programs have been applied to create success in communities, as business plans are put into action when participants return home.

The green grocer won the competition. They created a green grocer right outside of a boarding school, making smoothies from local produce. Participants worked during their own time, marketing their plan as a Tiki Hut, having established their menu, their costs, and work hours. This team had the most successful pitch.

When surveyed, participants found the competition very enriching; as it provided them with a more focused, flexible, and transparent way to design a business concept they could easily identify with.

PEER LED - HOME GROUP DEBRIEFING
The first night participants arrive at the Summit, they are divided into more intimate Home Groups with an assigned a youth facilitator. New participants and their facilitator get together, conduct ice-breakers to get to know one another, decide team names, and complete a pre-survey, without any preconceived notions of the program. Twice daily, the home group leader convenes small break-away sessions to discuss topics covered in the meetings. Participants are given a more personal environment to share positive and negative attributes about the day’s activities and discuss where they struggled.

In Home Group, participants show their dream maps, discuss how they aim to achieve their goals, determine potential struggles to accomplishing their goals and develop a Pay-It-Forward plan. Over time, these small groups tend to stay more connected with one another through WhatsApp and Facebook Messenger groups, providing sustained peer leadership linkages once participants leave the Summit. Both participants and facilitators benefit from Home Group debriefing, as participants become more versed in expressing leadership components and facilitators become more comfortable interacting as leaders, both with the Home Groups and program organizers.

CAREER EXPLORATION
As part of the LEI curriculum, participants break into smaller groups and discuss business opportunities in a more intimate setting. Career leaders, successful businesspeople and prominent community trailblazers volunteer their time and efforts to speak with participants. These discussions
provide participants with real insights and help them expand potential career opportunities and directly pose job-related/industry-related questions to the experts who can best answer them. We included a variety of professionals in these consultations to highlight the breadth of prospective careers participants could achieve. Business entrepreneurs, gender rights advocates, farmers, artists, facilitator, and brand experts are some of the past speakers included in the Summit.

Previously, the Summit’s career exploration was coupled with an industrial exposure trip. However, this year we decided to have our career experts help participants and facilitators draft business proposals. The career experts were able to provide direct guidance and insights to the participants as they applied the knowledge gained to a real-world business plan.

**PARTICIPANT MATERIALS**

Each year, participants are provided LEI Summit memorabilia and access to the resources offered during the week. participants received T-shirts, a reading book, a notebook, pens, and pencils. This was the first year that we provided course materials on a 16 GB memory stick. Having access to these resources ensures that education continues once the Summit concludes. This year we also bought Trevor Noah’s book, Born a Crime, for the participants and numerous other inspirational African reading materials.

**CERTIFICATION**

Upon program completion, participants are awarded certificates of participation as peer educators for their Pay-It-Forward initiatives. These certificates represent a mark of quality that proves participants have achieved a certain level of leadership and entrepreneurship skills. With these certificates in hand, potential employers or universities can be confident in a participant’s abilities to show business acumen and leadership. It is a proud moment for the participants involved.
In monitoring and evaluation, we systematically employ both qualitative and quantitative methods. The qualitative focus is on students’ success stories and shifts in perceptions, personal career insights and community engagement. The qualitative focus measures the youths’ creative abilities and innovation in problem-solving within their environment. The quantitative focus is the collection of data, indicating personal growth and improved performance, as well as increased community (school and village) engagement; including advocacy, knowledge transfer, and entrepreneurship initiatives.

LEI PROGRAM MONITORING

The LEI monitoring process begins at the selection of youth to be enrolled into the programs and continues years beyond program completion. Based on the developed criteria, Asante Africa Foundation staff collaborates with schools and other partners to select and train students in the required modules. Prior to the training, a participant self-evaluation is administered to assess student self-awareness and understanding in the expected topics of leadership, entrepreneurship, goal setting and job readiness. After the training, the students complete a post-training survey to understand the level of knowledge acquired. The survey investigates shifting perceptions, personal career insights and increase and improvement of creative abilities and innovation in problem solving. In 2015, the transition from the paper-based to digital surveying significantly improved time and accuracy of data collected.

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

Overall, the logic model of the LEI Program covers a range of activities from early stages of Knowledge Acquisition in the short term, Knowledge Application & Transfer in the mid-term and finally Program Impact in the long term. This report primarily addresses areas of Knowledge Acquisition and Application & Transfer. Our recently published 5-year study highlights the observed longer term impact. The Knowledge Acquisition & Application is measured on a regular basis, while the longer-term assessments will be performed periodically every 2-3 years using both a sample of the LEI alumni and a control group.
The preliminary findings were analyzed during the Summit, and subsequent assessments continued into early 2018. Participants completed a pre-Summit survey before the Summit began to provide baseline data and completed a post-Summit survey at the conclusion of the Summit. The purpose of this evaluation is to determine the knowledge acquisition by the participants, both students and teachers, during the course of the summit and is discussed in this section. Additionally, community reengagement (PIF) and income generation activities (IGA) by the LEI alumni are also recorded during the year in order to assess the short and longer-term outcomes of the intervention. The results of this assessment and feedback from the participants guide continual improvement of the LEI Program and strategic investment in the LEI Program overall.
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. 88 participants participated in the pre- and post-intervention surveys which were administered offline on 40 tablet devices with keyboards. The goal of the surveys is to evaluate the participant’s overall change in knowledge acquisition, attitude, and beliefs before and after the event. The surveys, deployed in both English and Swahili language options, included a range of multiple choice, select one, and text questions, configured in an intuitive and user-friendly way with large buttons and automatic advancement to the next question. The pre-intervention survey was administered the first day of the Summit to participants in their Home Groups before lessons began. The post-intervention surveys were completed the final day of the summit. The survey data was uploaded to the Kobo server. From there, data was transferred and exported to Excel for analysis.

**Evaluation Methodology**

Program development for the LEI Summit is a continual process and it is paramount to the success of participants that Asante Africa Foundation adapts and addresses these demands to provide an enriching Summit. Data from both quantitative and qualitative evaluations contributes to this process, collected through process and output evaluations. The qualitative data measures participant perceptions of the curriculum, their ability to creatively solve problems, innovation within their communities, and personal career insights. Quantitatively, we collect data based on personal performance, community engagement, knowledge attainment, application of Pay-It-Forward initiatives.

Conducting evaluations and accumulating qualitative and quantitative data ensures AAF identifies “lessons learned” and adapts the program to improve future interventions. Historical data is gathered from preceding years’ surveys and interviews conducted with participants and community stakeholders. Recently, we began incorporating more input from Home Group leaders during their debriefing sessions. In addition to the digital surveys employed, participants also complete focus groups and one-on-one interviews to better assess the program.

By measuring before and after the Summit, the survey notes changes in knowledge, attitudes and behaviors related to leadership and entrepreneurship, as well as subject-specific life skills session content. The post-survey also gathers insight on participant satisfaction of the program which enables evaluators to factor this into next years’ program design.
E. SURVEY ANALYSES SUMMARY

The LEI survey questions are broadly categorized based on the areas outlined in curriculum objectives. The outcomes are divided by these key objective areas of most interest. In this section, we provide the main highlights from these surveys.

PERSONAL DEVELOPMENT

LEADERSHIP, SELF AWARENESS

Part of the LEI curriculum covers topics like what it means to be a leader, which helps participants reconcile their own capabilities with pre-conceived notions of leadership. We surveyed participants on whether they felt they were good leaders. Several students had trepidations about whether or not they were a leader during the pre-survey but once they completed the curriculum, many of them believed themselves to always be leaders in their environment, equipped with the lessons from the Summit.

Almost 76% of the Phase 1 participants also mentioned in the pre-surveys that they had exercised leadership in some capacity in the past. When asked to describe their leadership role in the past, many of them included their role in the school in this capacity. For ex. as a house captain, class prefect or class secretary. A very insightful response was obtained from a girl participant who said “I was a head girl in my primary school. I dealt with different kind of students, but I taught myself to handle them differently”.

Several students also mentioned their leadership roles in the Asante Africa Foundation school-based club and its operational and income generation activities. One of them also mentioned being a youth leader in his/her church and helping to clean the environment.

CONFIDENCE EXPRESSING OPINIONS

Leaders express a varying array of characteristics, strength in voice, to both elders and peers, is a crucial one. We surveyed Phase One participants about their confidence in expressing their opinions to both their elders and their peers and found mixed results. We asked participants during the pre- and post-surveys if they were comfortable expressing their opinions to their friends and peers. 74.5% indicated they always were confident and 25.5% of respondents sometimes felt confident expressing their opinions to their peers. In the post-survey, 88.2% of respondents felt confident expressing their opinion to friends and peers and 11.8% felt confident sometimes. In both the pre- and post-surveys, no student indicated that they were never confident to express their views with their peers. This response is insightful, as it points to the increased ability of participants to feel more confident interacting with their peers once they establish their Pay-It-Forward initiatives at home.
During the pre-survey, 61.8% of respondents said they always express confidence, 36.4% said they sometimes express confidence and 1.8% said they never express confidence when expressing an opinion to elders. Responses during the post survey, 68.6% expressed they were always confidence when expressing their opinions to their elders, 23.5% sometimes have the confidence to express their opinions to their elders, and 7.9% never have the confidence to express their opinions to their elders. This is interesting, as we expected an increase in the number of participants who always felt comfortable expressing their opinions with elders, but we were not expecting such a drastic increase in the number of participants who never felt comfortable expressing their opinions to their elders. Looking to the future, we will need to incorporate more modules in how participants can bolster their confidence when working with their elders.

DREAM MAPPING / ACTION PLAN

Most of the Phase 1 students responded in the pre-and post-surveys (> 95%) that they had a plan to achieve their dreams. When asked if they had strategies or ideas to help you deal with the challenges in pursuing their dreams, a 19% improvement was observed, with 73% saying “yes” in the pre-surveys and 92% in the post-surveys. When asked if they had created an action plan to help me reach the next steps toward my career, the “yes” response improved from 84 to 98%, showing a 14% change. Overall, the students exhibited high confidence after the Summit to tackle the next steps towards their career goals.

LIFE SKILLS

Raising awareness for gender equality is a key principle of the Asante Africa Foundation and an integral part of the LEI Summit. For example, we asked respondents if girls deserve the same opportunities as boys, we observed a high affirmative baseline of > 90% and a further 3.8% increase in “yes” responses during the post-surveys. While slight, it indicates a growing number of participants, both boys and girls who view gender equality as important. As several participants come from patriarchal cultural backgrounds, the greater exposure to gender equality initiatives will foster continued acceptance of equality across the board.
**JOB READINESS**

In the post-surveys, the participants were asked if the LEI Summit helped them improve their job-readiness skills: a CV, interviewing, marketing oneself, confidently preparing, dressing appropriately, and a professional presence. Over 95% of the participants felt that the skills gained during LEI will better equip them for seeking jobs of their interest.

**ENTREPRENEURSHIP**

![Graph showing I think being an entrepreneur is a career for me](image)

When evaluating Phase One responses about entrepreneurship, the number of participants who indicated they “strongly agreed” that being an entrepreneur was a valid career option for them dropped 17.4% in the post-survey. At the same time, the number of participants indicated they “somewhat agree” that being an entrepreneur is a possible career path rose from 16.4% in the pre-survey to 29.4% in the post survey. This is attributed to participants learning about the basics of entrepreneurship and realizing that it does not align with their dream map.

![Graph showing Understand Risk and Benefits of being an Entrepreneur](image)

This improved understanding of what it means to be an entrepreneur is also reflected in their response to the question of whether they understand the risks and benefits of this career path; there is > 10% improvement in the “strongly agree” response and almost equivalent decrease in the “somewhat agree” responses.

**FEEDBACK FROM PHASE 3 STUDENTS**

There were a small number (4) of Phase 3 students present at the summit this year. While it is not realistic to do an analysis over such a small group, we provide here a short
summary of the learnings from their pre/post surveys. Overall, we anticipate the Phase 3 students to have higher skills in all the areas of LEI Program. At this stage of the program, the focus is on their ability to take tangible steps towards their career goals, have improved leadership and facilitation abilities in order to engage with the community and be able to do effective PIF activities.

In the area of entrepreneurship, 100% of them reported having made changes to their business plan during the week of the Summit and an additional 67% reported also having drafted a marketing plan. 25% of Phase 3 participants had submitted a CV in the past year, however, none of them have acquired jobs yet. In the post-surveys, 67% also said that they had an “Advocacy Plan” for a Community Based Organization.

Overall there is high confidence in the Phase 3 students in their ability to be a leader and be a change maker in their community as reflected in the 100% affirmative responses in the pre-and post-survey questions such as “I believe I am a good leader”, “I believe I am able to take action to support my community and improve society”, and “I have the necessary skills to manage a team.” 50% of Phase 3’s reported having leadership roles in their school or community during the past year. One participant mentioned having become president of the student council. 25% reported that they had earned some money in the past year. When asked in the post surveys, “What were the most important skills you learned this week that will help you be a good leader?” they listed a series of skills: Budget, Business Planning, Being Charismatic, Commitment, Dream Mapping, Entrepreneur, Facilitation Skills, Having a Vision, Personal Brand, Project Planning and Dissemination, Saving, Spiritually, Talents Identification, Wisdom.

**STUDENT WORKSHOP ASSESSMENT**

Additionally, the workshop participants were requested to provide feedback on their assessment on the different workshop sessions and its overall benefit to them.

Phase 1 students were asked if “The workshop sessions and speakers addressed important issues that I face in my life”, 66% responded “a lot” and 33% “some”, while 100% Phase 3 said “a lot”. Further, they were also asked to list their favorite workshops during the week. The top choices were ”Mapping Your Dream”, “Career Speakers”, ”Introduction to Finance, Savings, and Budgeting”, “Introduction to Entrepreneurship” and “Communication Skills for School Leadership”. Nearly 100% of the Phase 1 & 3 participants responded that the Leadership and Entrepreneurship Incubator has helped them in improving leadership skills, job-readiness skills, learn how to deal with challenges, given more ideas for possible careers, and helped them create a Pay-It-Forward plan”.

We are currently processing the Phase 2 data and any new significant findings will be reported in a follow-up document.
TEACHER SURVEY

Teachers who were attending the training were asked to describe their thoughts on some of the behavioral characteristics of a good leader. There was near unanimous consensus on the notion that a good leader uses their personal strengths and abilities with 95% indicating they agree. However, while 100% of the teachers from the pre-survey believed that a good leader inspires others, strangely only 63% of the post-teachers believed that a good leader inspires others. In a similar trend, we see that while only 5% of the pre-survey respondents indicated that a good leader works from an office 32% of the post survey respondents believed that a good leader works from an office. It will be instructive to determine what the teachers’ interpretation of the question was; as it seems highly unlikely that their response would deteriorate after the workshop.

When surveyed about their personal values, facilitators indicated their top personal values were honesty, hard work, respect, discipline, and integrity are the most important. Additional values included accountability, courage, family, and competency.

As value determination is a key pillar in the LEI curriculum, we surveyed facilitators on their personal values and how they reconcile their values in relation to their participants’. Participating facilitators were asked to identify the features that teaching personal values comprises of – to which 95% of the pre-survey teachers chose defining values, increasing to 100% of the post-survey answers. There was a slight increase from respondents in the need to prioritize values, from 81% to 84%. As the Summit addressed the need for facilitators to act as guides to participants plans and not force their personal agendas, 24% facilitators indicated in the pre-survey they should not judge participants’ values. That figure increased to 42% in the post-survey. In the same vein, there was a decline in facilitators who felt the need to compare their own values to those of their participants, showing an 8% decrease between the pre- and post-surveys.

All participant teachers believed that they act as a good role model for their students and that they will apply all that they have learned in the classroom to help them be even better role models. Most of the teachers said that they would like to lead by example and motivate and encourage their students, when asked on how they would like to act as a role model for their students. Others
mentioned efforts like guiding their students through their problems and providing prompt feedback when necessary; along with working hard along with their students and loving them and helping them with their academics, leadership and disciplinary skills.

When teachers were asked if they can teach students how to identify and achieve their dreams, while 86% (18 out of 21) said they could help their students pre-Summit, 100% of the 19 post-survey respondents said they could help students to identify and achieve their dreams. Some of the ways that teachers would help their students identify and achieve their dreams is define what a dream is and then guide and counsel them towards achieving their dreams and goals. They would work with the students to identify their areas of interests, understand their values, aspirations and challenges and then work with them step by step to work towards their goals.

Additionally, teachers showed improved performance in responses to a series of questions included to gauge the improvement in their knowledge and skills in areas of facilitation, exam preparation, financial literacy, mentoring of youth entrepreneurs and career guidance.

**TEACHER WORKSHOP ASSESSMENT**

Teachers were asked in the pre-survey "What do you think would be the most important thing to learn this week at LEI for you as a teacher? (Pre-Q48)" and “How much do you think you benefitted from participating in the teacher’s training at LEI (Post Q48)”. The top 3 interests were to improve their business planning, entrepreneurship and teaching skills and 79% felt after the workshop that the workshop curriculum had benefitted them. 68% also said that the workshop had addressed issues that they face as a teacher.

The top choices for the workshops for the teachers were similar to the students and included: “Mapping Your Dream”, “Career Speakers”, “Introduction to Finance, Savings, and Budgeting”, and “Introduction to Entrepreneurship”. Additionally, the teachers also picked sessions related to “Exam Preparation” and “What’s Inside You/Your Values”. Their choice of favorite workshop closely aligned with their top choices of workshops that they felt were important in terms of giving students skills they will need in their lives beyond the classroom. Lastly, when asked how comfortable they feel to facilitate or teach various modules that they were exposed to during the workshop, the response was very positive with > 80-100% confidence.

<table>
<thead>
<tr>
<th>Pre-Q48</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business planning</td>
<td>21%</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>21%</td>
</tr>
<tr>
<td>Improve teaching/directing skills</td>
<td>21%</td>
</tr>
<tr>
<td>Dream Mapping</td>
<td>16%</td>
</tr>
<tr>
<td>Integration of ICT</td>
<td>11%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-Q48</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some</td>
<td>21%</td>
</tr>
<tr>
<td>A Lot</td>
<td>79%</td>
</tr>
</tbody>
</table>

Here is a table showing the preparedness of teachers to facilitate or teach various modules:

<table>
<thead>
<tr>
<th>Prepared to facilitate or teach</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to be a good leader</td>
<td>95%</td>
</tr>
<tr>
<td>Personal values</td>
<td>95%</td>
</tr>
<tr>
<td>Dream mapping</td>
<td>100%</td>
</tr>
<tr>
<td>Elements of entrepreneurship</td>
<td>95%</td>
</tr>
<tr>
<td>Elements of budgeting</td>
<td>100%</td>
</tr>
<tr>
<td>Elements of saving money</td>
<td>100%</td>
</tr>
<tr>
<td>Career options that do not require a university degree</td>
<td>100%</td>
</tr>
<tr>
<td>How to be a global citizen</td>
<td>84%</td>
</tr>
<tr>
<td>Test taking skills</td>
<td>100%</td>
</tr>
<tr>
<td>Stress reduction skills</td>
<td>100%</td>
</tr>
</tbody>
</table>
PAY-IT-FORWARD INITIATIVE

Participants create self-sustainability as they take direct ownership of Pay-It-Forward initiatives. They are encouraged to share the lessons learned at the Summit and apply them in their communities. Such efforts include; peer-mentorship, youth-based community service, business development lessons, and leadership modules. As participants implement these initiatives at home, communities see the direct benefit of the Summit's goals as public confidence rises, best-practice methods are shared, and community members collaborate to achieve common goals.

In order to fully equip participants with the skills necessary for their Pay-It-Forward programs to succeed, participants attended workshops on how to create action plans to help participants reach the next steps in both their PIF initiatives and their career. During the pre-survey, 16.3% of participants did not have an action plan created. By the end of the Summit, only 2% of respondents felt they didn’t have a proper action plan in place.

For the advanced students, 75% of them also mentioned that were actively performing PIF activities, but they also listed a series of challenges in this role including lack of adequate time at school, poor participation, lack of funds, and sometimes lack of trust due to the young age of the student. They, however, also showed enterprise to tackle these challenges, for ex. one participant said "The problems I faced during the paying forward project are such as lack of financial support, awareness of the addresses, time management and lack of materials. But what I have done to overcome them is that I asked for help from my academic master and with him we organized the students who had willing to support our club to contribute some amount of money. Also, we emphasized students to adhere on the things which we tried to teach them and give importance of it to them. The contributions we got enabled us to buy some materials such as notebooks, T-shirts, pens, preparing notes and other consumptions. Also, the academic master gave use the day to perform our seminars as the part of school timetable which is Saturday. Conclusively that is how I managed to overcome some obstacles I faced although always new happens."

100% of the teachers in the post-survey said that they were now part of the Pay-It-Forward projects as compared to 86% of the pre-survey respondents.

As the year progresses, the Asante Africa Foundation Africa team will continue to follow-up with the participants to identify any PIF activities that have been initiated. A year-by-year record of this, for as many alumni participants that can be reached, is maintained. For a detailed summary of this activity, please refer to the 5-year outcome study published in 2017 (https://asanteafrica.org/wp-content/uploads/2016/12/LEI-5YR-outcome-study.docx..pdf)
INCOME GENERATING ACTIVITIES

Knowledge Transfer is critical to sustainability. As we seek to instill a sense of long-term development and growth in participants, a critical factor in strengthening after-school clubs. Participants took the knowledge gained in the classroom and applied it to their after-school income generating activities. Several participants implemented their initiatives which contributed to their success and helped their communities. Among the school based projects include:

Mashati Secondary school (TZ) - Runs a banana orchard
Horombo Secondary school (TZ) – Veggies garden
Kelamfua Secondary school (TZ) - Veggies garden
Arusha Technical College (TZ) - Electronics shop
Translife Club Masikonde Secondary school (KE) - Leadership training

INCOME GENERATION ACTIVITIES (IGA) DEBRIEF FROM ASC PARTICIPANTS

As mentioned in the recruitment section, several of the Phase 1 & 2 participants for this year's Summit were recruited from Asante Africa Foundation Africa sponsored school based LEI clubs. As part of their school-based club activity, each of these participants are involved in a IGA that has been initiated by their club and mentored by the facilitator teacher. On the first evening of the workshop, an informal debrief session was conducted where these participants were provided an opportunity to talk about their IGA activities, successes and challenges thus far. The activity was facilitated by an alumnus, Emily Thurania and the club teacher from Mashati secondary school. The alumni and the club teacher randomly picked 5 KE and TZ clubs out of the total 16 from both KE and TZ, in interest of time, to present using flipcharts. The discussion included how they run their clubs in school, the benefits of their club including acquisition of new knowledge and skills. For example, they mentioned the use of computer and projector to build their ICT skills such as, the knowledge on how to make budget and saving, be independent by establishing our own projects. They discussed the amount they earn from their projects, and how they are now able to use some of this income to help the needy in their communities.

Most of the schools/students are running projects such as vegetable garden projects, barbershop, kiosk and movie shows, where they have obtained capital through contributions from all members and the support from the school management (Head of school and the club patrons/matrons). Ex. Mkuzi Juu Secondary School provided a plot of land for the club to run their vegetable garden. The schools were also able to present their
budgets, sales and expenses they incur during implementation of project activities.
They also presented the challenges which were similar for all the school clubs. They included:

- Shortage of teaching and learning equipment, such as; computer, books (they are scarce)

- Collision of time table, where by some other activities are being introduced in the school, items that were not previously on the main school timetable and sometimes those activities collides with our school timetable

- Shortage of power supply (The schools has electricity but sometimes the power goes off so they are not able to use the electronic facilities that they were given as a club.)

- Shortage of water supply in those schools which are doing the vegetable growing projects. Sometimes they go through tough times during the dry season as they do not get enough water for irrigation of vegetables.

- Shortage of equipment used in our project, e.g. pesticides, filter, water cane and hoses

- Unequal contributions by the students.

A complete review of these activities will be provided with the report of the School Based LEI program in June 2018.
F. NEXT STEPS

To ensure the continued success of our LEI Summit, several plans to increase the delivery of the curriculum are being designed and implemented. Areas of enterprise being modeled include:

- **Payment for Service** – “teaching workshops”
- **Self-sponsorship** to attend local and cross-border LEI programming
- **Significant corporate partnership** – sponsorship or underwriting of program
- **Subsidized programming** by School District Level
- **Deepening the business model** competition model at the annual Summit – having students from school-based programs preparing their business plan models early and presenting their pitches at the Summit
- **Revert to a longer program**
- **Rectify how best to present curriculum** – shifting from print to digital where possible

The team is also planning to expand programs at a deeper community level, fully funded from corporate sponsors or government, to meet the needs of a larger number of youth in a low-cost way. At the community level, these programs will identify and meet the needs of communities, providing resources and identifying leaders locally. This effort will help focus on delivering the three-module curriculum, balancing curriculum delivery between cost, quality, and an increased number of youth reached.

In the future, Asante Africa Foundation would like to step away from the concrete mastery level delineation of Phase One, Phase Two, and Phase Three class concept. As the program continues to grow, more participants will absorb the Phase One curriculum during school-based programs, established as a part of the Pay-It-Forward initiative, rather than at the LEI Summit.
Annually, we reflect on the previous years’ performance and adapt the foundations of the Summit where gaps or shortfalls exist. For each challenge we identify, or are in the process of identifying, we adapt and mitigate the problem to optimize the LEI model using unique, impactful, and cost-effective approaches.

WHAT WORKED

As the LEI Summit focuses on elements of teaching participants, we used classroom settings in the past. However, this year we decided to set up the Summit at a nature camp instead. We saw significant improvements in this context, as participants and facilitator felt less chained to the classroom environment. The atmosphere encouraged participants to express themselves more, build stronger relationships, and explore the grounds. Facilitators commented that the nature camp provided a less restrictive setting to engage with participants and they commented regarding how participants displayed more confidence at the camp. In the future, we are looking to continue to implement this setting for the Summit. In keeping with the nature camp theme, a donor paid for the participants to go on a boat ride to see hippos. For many, it was their first time being on a boat, let alone seeing a hippo! Shared experiences like this deepen the relationships among participants.

Our recruitment strategies on targeting a more diverse group of participants and facilitators worked, and we had our most diverse class to date. By having a more varied group, encourages a deeper, richer learning experience for participants. Some of those recruited were from a particular district where Asante Africa is attempting to foster a new business partnership with Tullow Oil. We worked with the government of Turkana, in rural Kenya, and jointly selected five pilot schools to implement our model and incorporated them in this year’s Summit. Expanding business partnerships like this will help ensure the longevity and sustainability of the program through locally-run models.

This year was also the first year that we had an official photographer, Mike Carter, also a Board member, attend the Summit. It was beneficial to document the events at the Summit, notably so photographs could be included in donor reports and monitoring and evaluation reports. Also, as part of the memory stick that participants received, Asante Africa uploaded the photos for participants to have access to as well.
CHALLENGES AND IMPROVEMENTS

BLENDED ACCESS TO COURSE MATERIALS

This year was the first year that we provided participants with course materials on a 16 GB memory stick. We recognize that many participants may not have access to a computer readily and as such there are some hurdles to using these materials. The long-term benefit of having the memory sticks ensures access to course materials. In the short-term, most participants do not have immediate access to such resources and couldn’t learn from them in the moment. Despite this, most participants do have access to local internet cafes/computer cafes where they can view these materials. Looking to the future, we could possibly counter this issue by loading information on a microSD card instead of a memory stick. Most participants who attended the Summit have a smartphone with microSD ports; if we loaded this information onto a microSD, they could input it in their phone.

CHALLENGES OF DIGITAL SURVEYS

There was marked improvement in the distribution of the digital survey compared to previous years. This year, there was a more than 50% increase in the number of tablets for participants to use, drastically cutting down on overall time allotted to complete the survey. Several participants who came from the school-based clubs had exposure to the tablet technology in their respective schools, increasing the speed at which participants responded to the survey. By our estimates, these participants completed the survey in an average of 25 minutes, compared to the approx. 45 minutes in the previous year.

In response to challenges faced during the 2016 LEI Summit, Asante Africa Foundation ensured there were more facilitators available to help participants complete the survey. In addition to Asante Africa staff, there were 8 regional facilitators to help participants in both English and Swahili. The survey was offered in both English and Swahili and several Tanzanian participants indicated that the translations helped them clearly understand the questions.

Though the digital surveying improved Asante Africa’s efficiency, response rate, and integrity of evaluating the one-week LEI intensive, there were still a few challenges:

- Two factors contributed to time limitations as participants completed their surveys;
  - Digital illiteracy for some of the participants and some participants lacked the language skills required to complete the survey. While some participants had exposure to tablets in their home schools, not all participants had used any digital technology in the past and struggled with using the tablets and working through the survey.
  - Some participants lacked the English skills to understand the questions being asked and how to respond adequately. These participants took a long time to complete the surveys and required significant coaching. A Swahili version of the survey was also included in order to assist the student with language challenges.
✓ Purity of New students Pre-survey: The initial plan was that participants who came from school-based clubs would automatically participate in the Phase Two curriculum. However, several participants from these school-based clubs were placed into the Phase One curriculum and repeated material. Participants from school-based clubs had already completed a Phase One survey at home and were already exposed to the content from the lessons.

✓ Insufficient Tablets: The number of tablets was insufficient given the allocated time and number of participants being surveyed. As a result, many participants requested further coaching from other participants to move quicker through the survey, potentially influencing their responses and compromising the evaluation.

ACCURATE PARTICIPANT PLACEMENT

One of the crucial elements of the LEI eco-system model is the role of school-based educational modules. Ideally, these Asante Africa Foundation Africa designed modules, when completed over the course of a year, will replace the Phase 1 curriculum for participants at the Summit. As such, those participants should automatically join the Phase 2 curriculum at the Summit. However, we found that several participants who completed these school-based programs had to repeat the Phase 1 curriculum, rather than join the Phase 2 class. In order for Asante Africa Foundation to fully comprehend the effects of the after-school clubs as a feeder program to the Summit, more comprehensive data must be collected and the schedules of the two projects be appropriately aligned to avoid repetition.

GRADUATED STATUS

Participants arrive at the Summit with different LEI curriculum foundations and we are working to more seamlessly and correctly place participants in the appropriate curriculum based on their previous studies. As we apply the Phase One curriculum more locally through school-based clubs, we can reach participants earlier and more regularly than an annual summit. Each year, the Phase One participants make up our largest class and if we can deliver the curriculum through school-based clubs, we can reduce logistical challenges, target our funding, and provide more nuanced and locally specific training. The team is considering splitting the Phase 1, 2, and 3 participants by geographical location:

• **Phase One (1)** – Ward and district level training
• **Phase Two (2)** – National level workshops with deeper training
• **Phase Three (3)** – East Africa Summit and deepest learning
For purposes of evaluation, it is important to note that participants who engage at the Summit having already completed portions of the curriculum will answer their pre- and post-surveys differently from their counterparts who are learning the curriculum from the beginning. Survey responses could differ from their peers as they may feel the information redundant or they have already completed their dream maps. These would be valuable variables of study in the future. In addition, the inclusion of control respondents from schools with no Asante Africa Foundation intervention should be incorporated to fully understand the impact of the curriculum on participants.

**LENGTH OF SUMMIT**

This year's Summit was condensed from eight days to four days to minimize costs. In the future, we will ensure a minimum of six days to cover the curriculum extensively and including the crucial element of Industrial Tours. Participants indicated that they didn’t have enough time to develop their dream maps and work with facilitators and career experts to refine their education. Also, because the industrial visits were phased out in favor of the business plan competition, participants weren’t as exposed to the diversity of career jobs and alternatives.

**CONCLUSION**

A core value of this organization is Innovation and Adaptation. This year was an excellent Summit for many reasons and we continue to learn as a team.

Our success is determined by our ability to create a program which adapts and addresses the shifting demands of an ever-globalized world. In responding to these changes, we refined and optimized the objectives of the program to meet the needs of participants and communities; leading to significant improvements in curriculum, program design, and program execution.

The lessons learned from the 2017 LEI Summit will help the Asante Africa Foundation teams address the demands of changing needs.
Appendix
LEI PROGRAM CURRICULUM

PHASE ONE CURRICULUM OBJECTIVES:

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>SUB-TOPIC</th>
<th>OBJECTIVES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSONAL DEVELOPMENT</td>
<td>Personal Best</td>
<td>1. To understand that Leadership is within the capacity and experience of everyone.</td>
</tr>
<tr>
<td></td>
<td>Leadership Experience</td>
<td>2. To understand what leadership looks like in action</td>
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<td></td>
<td>3. To appreciate similarities of leadership across varying contexts and circumstances.</td>
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<tr>
<td>Personal Values- What’s Inside You?</td>
<td></td>
<td>1. Identify their core values.</td>
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<td>2. Reflect on how they are modeling their values as leaders.</td>
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<td>3. Explore how they can consistently act in alignment with their values.</td>
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<td></td>
<td>4. To guide students in examining their lives and articulating their beliefs and values</td>
</tr>
<tr>
<td>Communication Skills</td>
<td></td>
<td>1. Participants will understand the reasons people perceive things different.</td>
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<td>2. Participants will design their future methods of communication more effectively.</td>
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<td>3. Participants will know that both verbal and non-verbal means of communication are Important.</td>
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<tr>
<td>Dream Mapping</td>
<td></td>
<td>4. Build essential skills such as reasoning, critical thinking, communication, and team building.</td>
</tr>
</tbody>
</table>

1. To help students discover and define their dreams.
2. To help students draw a map that they can use to achieve what they were created to do.
<table>
<thead>
<tr>
<th>JOB READINESS PREPARATION SKILLS</th>
<th>Discover your career</th>
<th>Hands on Projects/Industry Exploration</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. To expose them to opportunities they might not be aware of.</td>
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<td>2. To examine how their dreams are in line with the lessons learned from the industrial visits.</td>
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<td>3. Learn emerging trends in manufacturing and agriculture industry.</td>
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<td>4. Expose student with practical Income generating activities (IGA)</td>
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<td></td>
<td></td>
<td>Introduction to Finance Savings and Budgeting</td>
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<tr>
<td></td>
<td></td>
<td>1. Define budget and explain its use in meeting financial goals and facing emergencies</td>
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<td>2. Understand why people save and its importance</td>
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<td>3. Understand different methods of saving.</td>
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<td>4. Learn how to make savings grow.</td>
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<tr>
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<td></td>
<td>Introduction to Entrepreneurship</td>
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<tr>
<td></td>
<td></td>
<td>1. Identify and apply the elements of entrepreneurship and to entrepreneurial processes</td>
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<td>2. To recognize the importance of entrepreneurship and identify the profile of entrepreneurs and their role in the economic growth</td>
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<td>3. To use the entrepreneurial mindset and behave responsibly an ethically in their roles as entrepreneurs</td>
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<td>4. To creatively analyze the business environment opportunity.</td>
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<td>Human Rights</td>
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<tr>
<td></td>
<td></td>
<td>1. Have a basic understanding of Human rights</td>
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<tr>
<td></td>
<td></td>
<td>2. Understand sexual offences, Abuse and how to protect them from abuse</td>
</tr>
<tr>
<td>PAY IT FORWARD</td>
<td>PIF at School Level/Family Level</td>
<td>1. Understand the concept of Pay it forward and its importance.</td>
</tr>
</tbody>
</table>
# Phase Two Curriculum Objectives

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sub-Subtopic</th>
<th>Objectives: -</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Development</strong></td>
<td><strong>Team Leadership</strong></td>
<td>1. General:</td>
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<tr>
<td></td>
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<td>- Participants will understand the relationship between their leadership orientation and performance in their schools.</td>
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<td>2. Specific:</td>
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<td>- Participants will identify how their personality influences their ability to guide others, fellow and parents.</td>
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<td>- Participants will identify how to develop and execute their vision for their studies.</td>
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<td>- Participants will brainstorm on how to maximize efforts of the &quot;significant others&quot; in the pursuit of their vision/dreams.</td>
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<td></td>
<td>- Participants will identify how to build and empower an effective team of fellow, students and parents.</td>
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<tr>
<td></td>
<td><strong>Dream Mapping Revision</strong></td>
<td>1. To reflect on how well they have followed their dreams.</td>
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<td>2. To understand how to balance personal goals&gt;Academic and Life goals.</td>
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<td>3. Reinforcement of goal setting.</td>
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<td>4. To outline the challenges they are facing while mapping their dreams and learn how to overcome them.</td>
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<td>5. To outline additional support they need in order to achieve their dreams.</td>
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<td></td>
<td><strong>Self-Management</strong></td>
<td>1. Gain knowledge of how to increase output by effectively managing time.</td>
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<td>2. To gain knowledge of how to balance between personal life and other leadership responsibilities.</td>
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<td>3. Learn on how to prioritize and art of delegation</td>
</tr>
<tr>
<td><strong>Job Readiness</strong></td>
<td><strong>Resume writing</strong></td>
<td>1. To enable participants to develop skills around writing curriculum vitae and job application letter.</td>
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<td>2. To make learners understand how to conduct themselves during job interview.</td>
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<td>3. To make participants aware of possible questions to be asked in an interview and how to answer the questions</td>
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<tr>
<td></td>
<td><strong>How to get to university in Kenya and Tanzania</strong></td>
<td>1. To introduce learners to different requirements to get to the university</td>
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<tr>
<td></td>
<td></td>
<td>2. To expose students to different courses offered in major universities in East Africa and their requirement</td>
</tr>
</tbody>
</table>
| **Industry Exploration** | 1. To learn how to customize their action plan with the lessons learned from the visit.  
2. Learn emerging trends in manufacturing industry. |
| **ENTREPRENEURSHIP** | **Advanced Finance Savings and Budgeting** | At the end of the session the participants should be able to:  
1. Explain what a personal budget is.  
2. Discuss methods and tools available for creating, using and adjusting a personal budget.  
3. Discuss how income might be allocated.  
4. Mention tools that are helpful for constructing a personal budget.  
5. Describe guidelines to use when allocating money for a budget  
6. Explain methods available for following a budget.  
7. Explain basic concepts of Personal budgeting. |
| **Deeper Entrepreneurship** | 1. Participants to be able to know the concept of business plan and how to develop business plan.  
2. Participants to be able to know how the small organization can be funded/get loan.  
3. Participants to know how to work and find markets for their business.  
4. Participant will know how to use the available local resource to set up an Income Generating Activity |
| **LIFE SKILLS** | **Global Citizenship** | 1. Define Global Citizenship by identifying distinct characteristics of a global citizen.  
2. To engage students in a guided inquiry into the meaning of Global Citizenship and its relationship to National Citizenship.  
3. Explore the connections among global citizen, citizenship in general and globalizing influences in the modern world. |
### Human Rights - Legal Knowledge

1. Have a basic understanding of Human Rights
2. Understand sexual offences, abuse and how to protect them from abuse

### PAY IT FORWARD

**PIF at Community Level**

1. To understand the concept of paying it forward to the community.
2. To understand the procedures of starting a CBO

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### PHASE THREE CURRICULUM

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>SUB-TOPIC</th>
<th>OBJECTIVES: -</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERSONAL DEVELOPMENT</strong></td>
<td><strong>Advocacy/Community Engagements/Formalizing CBOS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>JOB READINESS</strong></td>
<td><strong>Personal branding</strong></td>
<td>1. Definition of personal branding</td>
</tr>
<tr>
<td></td>
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<td>2. To create personal brand vision</td>
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<td>3. To define your audience in personal branding</td>
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<td>4. To build your brand and spread it</td>
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<td></td>
<td></td>
<td>5. How to connect with mentors</td>
</tr>
<tr>
<td><strong>Improved job readiness</strong></td>
<td><strong>skills. Business Level Communication</strong></td>
<td>1. Understand different types of business information</td>
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<tr>
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<td>2. Be able to present business information effectively</td>
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<td>3. Understand the issues and constraints in relation to the use of business information in organizations</td>
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<td></td>
<td></td>
<td>4. Know how to communicate business information using appropriate methods</td>
</tr>
<tr>
<td><strong>How to secure a business loan</strong></td>
<td></td>
<td>1. Learn the criteria for securing small business loans</td>
</tr>
<tr>
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<td></td>
<td>2. How to use loans obtained diligently and return the installments on time.</td>
</tr>
<tr>
<td><strong>ENTREPRENEURSHIP</strong></td>
<td><strong>Developing a marketing plan/financial plan</strong></td>
<td>1. To be able to understand the components of a business plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Be able to make a business plan</td>
</tr>
<tr>
<td><strong>Deeper Entrepreneurship</strong></td>
<td><strong>A career option</strong></td>
<td>1. Explain the criteria for acquisition and allocation of funds</td>
</tr>
<tr>
<td></td>
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<td>2. List and explain the personal and family sources of funds</td>
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</tbody>
</table>

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ASANTE AFRICA FOUNDATION
| INDUSTRY EXPLORATION | 1. To explore the possibilities of securing a job in the interested field  
2. Get recommendations for internships. |
|----------------------|--------------------------------------------------------------------------------------------------|
| LIFE SKILLS          | TOT-Facilitation Skills.  
1. Understand who is a facilitator  
2. Competencies of a facilitator  
3. Characteristics of a facilitator  
4. Differentiate between a facilitator and a trainer. |
| Team development and managing group dynamics | 1. Describe the nature of conflict in teams  
2. Define types of conflict and describe how each manifest in a team  
3. Identify reasons why team members struggle with conflict  
4. Describe how a team leader can manage conflict within the team  
5. Summarize my key learning, with recommendation for an intervention that may work in a group conflict situation |
| PAY IT FORWARD       | Developing effective community/advocacy strategies  
1. Scholars will be able to plan a personal community project in areas such as human rights, economic empowerment, corruption  
2. Scholars will be able to network within their community to find support for their community project  
3. Scholars will be able to write a vision for their community  
4. Scholars will be able to access funds for a community project |
5. Scholars will be able to organize and manage a community project
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>SUB TOPIC</th>
<th>OBJECTIVES: -</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSONAL DEVELOPMENT</td>
<td>Personal Best Leadership Experience</td>
<td>1. Be able to facilitate Personal Best Experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Be able to use different activities, brain teasers and videos</td>
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<td></td>
<td></td>
<td>3. To help students have a clear understanding of the concept and how to apply it</td>
</tr>
<tr>
<td></td>
<td>Personal Values – What’s Inside You?</td>
<td>1. Be able to facilitate Personal Values</td>
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<td></td>
<td>2. Be able to use different activities, brain teasers and videos</td>
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<tr>
<td></td>
<td></td>
<td>3. Help students have a clear understanding of the concept and how to apply it</td>
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<tr>
<td></td>
<td>Time/ Self-Management</td>
<td>1. Be able to facilitate Time/self-management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Be able to use different activities, brain teasers and videos</td>
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<tr>
<td></td>
<td></td>
<td>3. To help students have a clear understanding of the concept and how to apply it</td>
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<tr>
<td></td>
<td>Communication Skills/For school Leadership</td>
<td>1. Be able to facilitate communication skills</td>
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<tr>
<td></td>
<td></td>
<td>2. Be able to use different activities, brain teasers and videos</td>
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<tr>
<td></td>
<td></td>
<td>3. To help students have a clear understanding of the concept and how to apply it</td>
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<tr>
<td></td>
<td>Dream Mapping</td>
<td>1. Be able to facilitate Dream Mapping</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Be able to use different activities, brain teasers and videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. To help students have a clear understanding of the concept and how to apply it</td>
</tr>
</tbody>
</table>
| JOB READINESS PREPARATION SKILLS | Discover your career | 1. Be able to help students discover their careers and what they would like to become in future  
2. Be able to use different activities, brain teasers and videos  
3. To help students have a clear understanding of the concept and how to apply it |
| --- | --- | --- |
| Hands on Projects/Industry Exploration | 1. Be able to connect with different individuals and institutions that exposes students to different career opportunities  
2. Be able to understand the logistics of organizing industrial visits through school trip |
| ENTREPRENEURSHIP | Introduction to Finance | 1. Be able to facilitate Introduction to finance  
2. Be able to use different activities, brain teasers and videos  
3. To help students have a clear understanding of the concept and how to apply it |
| | Savings and Budgeting | --- |
| Introduction to Entrepreneurship | 1. Be able to facilitate Personal Best Experience  
2. Be able to use different activities, brain teasers and videos  
3. To help students have a clear understanding of the concept and how to apply it |
| LIFE SKILLS | Human Rights | 1. Be able to facilitate Human Rights  
2. Be able to use different activities, brain teasers and videos  
3. To help students have a clear understanding of the concept and how to apply it |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
</table>
| Reproductive Health          | 1. Be able to facilitate Reproductive Health  
2. Be able to use different activities, brain teasers and videos  
3. To help students have a clear understanding of the concept and how to apply it |
| Healthy Living                | 1. Be able to facilitate Best Healthy Living  
2. Be able to use different activities, brain teasers and videos  
3. To help students have a clear understanding of the concept and how to apply it |
| How to Succeed in your Exams  | 1. Be able to facilitate How to Succeed in Exams and use different approaches aimed at helping students succeed in exams  
2. Be able to use different activities, brain teasers and videos  
3. To help students have a clear understanding of the concept and how to apply it |
| Public Speaking-Debate        | 1. Be able to facilitate debating sessions in their schools  
2. Be able to use different activities, brain teasers and videos to help students have a clear understanding of the concept and how to apply it |
| PAY IT FORWARD                | 1. Be able to facilitate PIF  
2. Be able to use different activities, brain teasers and videos to help students have a clear understanding of the concept and how to apply it  
3. To identify different pay it forward projects in their schools and communities |
## SPEAKERS LIST

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>ORGANISATION NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geoffrey Mutua</td>
<td>Accountant</td>
<td>KPMG</td>
</tr>
<tr>
<td>Angela Mwende</td>
<td>Marketing &amp; Journalism</td>
<td></td>
</tr>
<tr>
<td>George Wachuiri</td>
<td></td>
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</tr>
<tr>
<td>Alfred Arita</td>
<td>Business Coach</td>
<td>BAFE-AFRICA</td>
</tr>
<tr>
<td>Ruth Mwanzia</td>
<td>Entrepreneur</td>
<td>AFRI-BIZZ ACADEMY</td>
</tr>
<tr>
<td>Timothy</td>
<td>Artist and Vet Tech</td>
<td>Alumni - Asante Africa Foundation</td>
</tr>
<tr>
<td>Anna Grace Rwehumbiza</td>
<td>Gender Rights Lawyer</td>
<td>TAMASHA</td>
</tr>
<tr>
<td>Madison McKenzie</td>
<td>UN Facilitator</td>
<td>UN - Global Citizen</td>
</tr>
<tr>
<td>Erna Grasz</td>
<td>CEO, Engineer</td>
<td>Asante Africa Foundation</td>
</tr>
<tr>
<td>Joseph Loibach</td>
<td>Strategic Partnership Manager</td>
<td>Tullow Oil</td>
</tr>
<tr>
<td>Abdikadirr Ismail</td>
<td>Tutor/Facilitator</td>
<td>School Principal-Mwangaza Muslim</td>
</tr>
</tbody>
</table>

LEI AGENDA OUTLINE - Available upon request