Girl-led Leadership & Entrepreneurship Club

Highlights – Kenya & Tanzania 2018-2019

Asante Africa Foundation
Phase 1 - Highlights
Asante Africa Foundation initiated the Leadership and Entrepreneurship Incubator (LEI) Program in 2010. The LEI Model blends youth workforce readiness skills with enterprise education, hands on and interactive learning provides information, toolkits, learning experiences and networks that in turn, increase their confidence in their own ability to identify social problems and find solutions. The students also gain 21st century skills critical to move into the workforce or transition to tertiary level education.

Since its inception in 2013, the School Based Club (SBC) initiative has become an integral element of the LEI Program, conducted within secondary schools as Pay-it-Forward (PIF) activities by LEI alumni, both students and teachers who attended the leadership summit, which becomes part of the students’ extra-curriculum activities enabling them become successful leaders and entrepreneurs. This self-start initiative has been the motivation and inspiration for over 38 similar Secondary School (High School) clubs across Tanzania and Kenya. In 2017, Asante Africa Foundation modified its delivery model to deploy the foundational phase 1 curriculum of the program by building SBCs in new schools in remote rural regions of Kenya and Tanzania.

In Spring 2018 Asante Africa Foundation received funding for establishment of 10 girl-led school-based clubs in Kenya and Tanzania respectively. This is a multi-phased intensive program with the first phase delivered in a local setting. During this period, students were exposed to foundation curriculum on personal development, entrepreneurship, job readiness and life skills, in a practical learning environment of SBCs.

During the 1-year club members will meet regularly to learn curriculum content they had predetermined as a group based on their needs and the interests of club members. In addition, students had the opportunity to host professional career speakers/debate competition with other schools and educational field tour. While it’s a youth led club, our regional coordinator/program assistant and teacher advisor assist in logistics and implementation of the project.
Summary of Beneficiaries

In 2018-2019, the LEI Program was implemented in a total of 21 secondary schools across 5 regions – Tanga region in Tanzania, Narok, Marsabit, Maralal & Turkana counties, in Kenya, reaching a total of 839 girls & 373 boys and. This was accomplished by training 20 teachers’ patrons / matrons as program mentors in SBCs along with support from Asante staff. The club size ranged from 50-60 members, most with 50-75 % girls. There were a couple of exception with 100% girls or boys in Kenya for an all-girls / all-boys school.

The unique feature of the program to leverage the youth alumni as stakeholders in the implementation and M&E process of the program was showcased at the 2018 Comparative International Education Society (CIES) as a roundtable discussion and received wide interest.

Key project goals

The overall goal of the project is to support the initiation of up to 10 secondary school girl-led clubs in Tanga, Tanzania and up to 10 secondary school girl-led clubs in Narok, Marsabit, Maralal and Turkana. These clubs will provide training and skill-building, with a focus on leadership, self-sufficiency, job readiness and entrepreneurial skills. By the end of the first year of the project, Asante Africa Foundation expects the following results:

   a. Tanzania Actual - 10 completed
   b. Kenya Actual - 7 completed
   c. Kenya in-progress - 4 in Turkana in process of completing Phase 1 content
2. TZ - 750 secondary school youth (75 youth per club over the total 10 clubs) will have completed leadership and life skills training. (Actual – 652)
3. 500 secondary school youth (50 youth per club x 10 clubs) will have completed the leadership and life skills training. (Actual – 560)
4. Students should have established Social Innovation (money-making/ income generation) projects based on the clubs’ entrepreneurial training. (Actual – 11, 9 in TZ, 2 in KE)
5. Club representatives attend the upcoming LEI Summit to teach, coach new youth on successes and downfalls. (Scheduled for December 2019)

The theory of change outlines the main channels through which LEI influences the future careers and life choices of the rural East African youth. It is guided by Asante Africa’s overarching hypothesis that young girls and boys will be able to make informed life and career critical choices, including those relating to marriage, education, and livelihood if they have the right information, understanding, and skills to navigate their contexts, and they are free from fear and violence, valued by society, and live in a supportive environment both within and outside home.

The basic program design is shown below:
<table>
<thead>
<tr>
<th>Intervention Area</th>
<th>Develop basic livelihood skills and integrating skills development into existing secondary school academic curriculum</th>
</tr>
</thead>
</table>
| Challenges        | - Inadequate integration of entrepreneurship in the education system  
                      - Limited practical and experiential opportunities  
                      - Lack of and/or limited orientation to enterprising attitudes, behaviors and skills among teachers  
                      - Limited leadership enhancing activities |
| Proposed solutions| - Multi phased intensive program exposing students in a practical learning environment that targets: *Personal Development, Entrepreneurship, Job Readiness, Exam preparation & Life skills*  
                      - Form a girl-led leadership clubs, and meet on a regular basis, providing an empowering and protected environment for the students to learn and practice the skills learnt  
                      - Host professional career speakers/debates competition with other schools  
                      - Educational field trips and peer learning |

**Project highlights**

The key components of the project included – (i) Identification and selection of schools, (ii) Stakeholder engagement, (iii) Effective school-based leadership and entrepreneurship curriculum, (iv) Training of patrons / matrons and club leaders, (v) Parental engagement and finally (v) Formation and effective function of the SBCs and Income generation activities. The project implementation is successively achieved through a collaborative effort between Asante Africa Foundation, Regional coordinators, Student club members, County / District Education and Quality Assurance, Development officials, and Head of schools and club patrons/matrons with clearly defined roles and responsibilities.

**School selection:**

In Tanzania, a total of 15 schools were selected in Lushoto district for assessment to run 10 SBCs in 2018. The schools were shortlisted as a result of implementing various AAF programs such as ITT, LEI, and ICT, and other nearby schools that were in need of the same program in their school. Schools were assessed through observing structured criteria’s that the team created, which included variables such as existing AAF programs, access to electricity, classroom, availability of computer, presence of strong management, nature of school public or private. The Management from Lushoto district Council including The District Education Officer, District Executive Director and District Community Development Officer supported the activity of school selection process by working together in identifying the schools that are highly in need with regard to the structured criteria. 10 secondary schools that best met the selection criteria were selected: Magamba, Ubiri, Mdando, Mlongwema, Malibwi, Shambaai, Mtumbi, Shita, Kwemaramba, Ngazi secondary schools.

A similar process was used in Kenya, and a total of 11 secondary schools were selected across 4 counties of Narok, Marsabit, Maralal, and Turkana: Suswa Girls, Moi Naikarra Mixed, Karare Mixed, Marsabit, Aic Moi Girls, Ngary Mixed, Maralal Mixed, Ngamia One Kochodin, RCEA Kapese Mixed, Uhuru Girls, AGC Lokichar Boys Secondary schools. Additional factors of road access and security threats to the regions was also included in the selection criteria.
**Stakeholder Engagement:**

Engaging all educational partners, local experts and community leaders contributes in achieving the best results and successfully address challenges that communities face. Stake holders meeting was conducted with all educational partners including District education Officer, Head of schools, Village leaders, District Executive Director and District Community Development Officer with the aim of introducing the program, discussing issues holding back youths and how can we all reach mutual agreement on the best way we can make the program successful. Stake Holders engagement was conducted twice, before program implementation to share heads up about the program and organization’s intention to work collaboratively to achieve the best results and after project implementation to the share learning’s, outcomes, challenges and recommendations. The project implementation is successively achieved through a collaborative effort between Asante Africa Foundation, Regional coordinators, Student club members, County / District Education and Quality Assurance, Development officials, and Head of schools and club patrons/matrons with clearly defined roles and responsibilities.

**School-based leadership and entrepreneurship curriculum**

*LEI SBC Modules included in the curriculum for Phase 1:*

**A) Personal Leadership**  
i) Defining leadership – African women role models  
ii) Understanding values and learning from your core  
iii) Define your dream, make a plan for it

**B) Personal Development**  
Tools to implement your plan  
i) Working through challenges – thinking differently  
ii) View conflict as a platform for innovation and improvement  
iii) Examine the role of consequences in problem-solving and decision-making  
v) Developing tactics to say “NO” to peer pressure  
vi) Time management

**C) Academic Support**  
i) Academic tutoring in various subjects (math, physics, sciences, English are typical areas)  
ii) Learning to take exams more effectively  
iii) Math, science, English supported activities – Khan Academy tutoring, debates and competitions  
v) Formation of English Debate Competitions and Science Competitions across schools

**D) Taking Care of the “Engine”**  
Respecting your Body  
i) Body changes, health and sexual maturation  
ii) Myths and realities of pregnancy and STDs, HIV/AIDS  
iii) Sexual and gender violence and Human’ rights  
v) Substance Abuse

**E) Job Readiness**  
Career, and Money  
i) Innovative thinking and creativity  
ii) Money management, financial planning, business planning  
iii) Project planning and milestone management  
v) Resumes, Professional Etiquette  
v) Career and Industry Exploration –local business speakers and field trips to local businesses

**F) Entrepreneurship**
i) Creating a business plan and marketing plan ii) Business level financials iii) Human Centered Designs iv) The life cycle of running your own business

**G) Global Citizenship**
You in the world at large i) Paying it forward – plans ii) Youth’s role in eliminating corruption - Ethical behavior and leadership iii) Local advocacy, social changes, global impact

**Training of patrons / matrons and club leaders**

In Tanzania, a five-day training of 10 peer club leaders, 10 teachers and 4 regional coordinators was conducted. In Kenya, a similar three-day training was conducted in July for Marsabit, September for Maralal & Narok and February for Turkana counties for 22 club leaders, 11 teachers and 4 regional coordinators. The training covered LEI Program year 1 curriculum content, facilitation skills, survey administration and ICT skills to use and facilitate the use of the provided digital smart start kits and content, reporting and data management. The training was conducted by the Asante Africa team and alumni. The peer club leaders, regional coordinators and teachers who received the training are collectively responsible for delivering the content as indicated on the school timetable with the quarterly follow up of AAF team to ensure the content is delivered well and to track results. In Kenya, challenges related to harsh weather, denial of permission letter from ministry of education, determining appropriate venue for training that would be approved for the student club leaders had to be overcome leading to some delays in the training.

Focus group discussions were conducted to get feedback on the effectiveness of the training/program as well as suggest areas of improvement for Asante Africa Foundation; listed are the main highlights from the feedback.

**Logistical feedback**

- The time for the sessions to be lengthened to allow for comprehensive training. The Practical (TOOLS TEST) session should be allocated more time than the theoretical sessions for understanding reasons.

- Patrons would like to be invited to other trainings organized by AAF for capacity building so that, they can be more productive on the LEI Program. Patrons should be made feel part and parcel of the programs for the program to be fully supported by them.

- The training for the patrons and the students should be different i.e. information relayed to students to be simple while the one for the patrons to be complex.

- The patrons needed flexibility in relation to the ownership of the electronic equipment in that, they can help other school club with the machines as long as they are available during LEI club time. The present principals suggested that, the electronic devices should be under their custody (as they are schools’ property which should under principal’s management)
• Patrons recommended to be put on check and close monitoring and evaluation of the school’s projects progress should be in place. They also recommended that, there should be ‘midterm’ evaluation and rating of the schools’ progress as far as LEI Program is concerned.

**Content Feedback**

• The training provided a platform for constructive interactions among the participants.

• The topics from the curriculum that got special mention in the feedback included, leadership, personal values, dream mapping, global citizenship, PIF & entrepreneurship

• The topic on the ‘TOOLS TEST’ was challenging as some of the participants were inexperienced in technology, making it difficult to understand the concepts of the topic.

**Recruitment of club members**

Club members were recruited through the collaboration of peer club leaders and club teachers, with the following criteria:

• Students with a range of academic performances.

• Students who have previously engaged in community projects.

• Students who have participated in income-generation projects or have tried to save money to help their families or themselves.

• Students with leadership experience, such school prefects or classroom monitors.

**Tanzania**

<table>
<thead>
<tr>
<th>No</th>
<th>School Name</th>
<th>Region</th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Shita Secondary School</td>
<td>Lushoto</td>
<td>45</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>Ngazi Secondary</td>
<td>Lushoto</td>
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<td>18</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>Kwemaramba Secondary School</td>
<td>Lushoto</td>
<td>46</td>
<td>14</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>Magambo Secondary School</td>
<td>Lushoto</td>
<td>50</td>
<td>26</td>
<td>76</td>
</tr>
<tr>
<td>5</td>
<td>Mlongwena</td>
<td>Lushoto</td>
<td>49</td>
<td>14</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>Ubiri Secondary School</td>
<td>Lushoto</td>
<td>63</td>
<td>26</td>
<td>89</td>
</tr>
<tr>
<td>7</td>
<td>Mdando Secondary School</td>
<td>Lushoto</td>
<td>45</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>Shambalai Secondary School</td>
<td>Lushoto</td>
<td>45</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>Mtumbi Secondary School</td>
<td>Lushoto</td>
<td>45</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>Malibwi Secondary School</td>
<td>Lushoto</td>
<td>45</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>479</td>
<td>173</td>
<td>652</td>
</tr>
<tr>
<td>No.</td>
<td>School Name</td>
<td>County</td>
<td>Girls</td>
<td>Boys</td>
<td>Total</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------</td>
<td>-----------</td>
<td>-------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>1</td>
<td>Suswa Girls Sec school</td>
<td>Narok</td>
<td>50</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>Moi Naikarra Mixed Secondary school</td>
<td>Narok</td>
<td>30</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Karare Mixed secondary school</td>
<td>Marsabit</td>
<td>30</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Marsabit Mixed Secondary school</td>
<td>Marsabit</td>
<td>30</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>Aic Moi Girls Secondary school</td>
<td>Maralal</td>
<td>50</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>Ngary Mixed Secondary school</td>
<td>Maralal</td>
<td>30</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>Maralal Mixed Secondary school</td>
<td>Maralal</td>
<td>30</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td>Ngamia One Kochodin Mixed Secondary school</td>
<td>Turkana</td>
<td>28</td>
<td>22</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>RCEA Kapese Mixed Secondary school</td>
<td>Turkana</td>
<td>29</td>
<td>22</td>
<td>51</td>
</tr>
<tr>
<td>10</td>
<td>Uhuru Girls Secondary school</td>
<td>Turkana</td>
<td>53</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>11</td>
<td>AGC Lokichar Boys Secondary school</td>
<td>Turkana</td>
<td>0</td>
<td>56</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>360</strong></td>
<td><strong>200</strong></td>
<td><strong>560</strong></td>
</tr>
</tbody>
</table>

**Distribution of material – Digital Smart Start Kits and Workbooks**

In all the schools the following material was provided as part of the digital smart start kit and - laptops, projectors, Rachel Plus and student workbooks were distributed to facilitate the curriculum content. The teachers and students were all approved to use the equipment.

*Students were excited to receive the projectors as it was their first exposure to such equipment in most cases.*

The smart start-up kits were provided for the following purposes: Facilitating LEI curriculum content during club sessions, Loading offline academic materials, Academic Research, Lesson plan preparation for the teachers, Revision for students on exercises and tests, Digital learning (Visualization) videos and audios from different experts on several academic fields.

A couple of challenges were noted during this process:
- Most of the schools in Maralal have no power connection- they were using nearby primary school facility.
- Most teachers in the training in Tanzania had not used Rachel plus device before and were not aware of its functions.
**Improved infrastructure:** The potential to receive digital kits also resulted in improvement of electrical/solar power infrastructural facilities in several schools in Tanzania. By supplying the digital content that uses electricity in schools contributed to changes in schools that did not have electricity, out of 10 schools that were launched in 2018 3 schools did not have electricity and current all the 10 schools have now power, 2 schools are connected with electrify and one is connected with solar. The school management did all what they can do by involving parents and local leaders for their support in order for the school to have electricity and let the equipment used by students which before there was no much pressure in making sure the schools have electricity.

"We have received devices including Rachel plus, Laptop and projector. The devices have been helpful since we had no any laptop or projector at Ngazi Secondary school. We are now proud at least the school have one laptop, through these devices made us push all the education stakeholders and TANESCO to connect electricity at Ngazi Sec School, which succeeded and today we have electricity at Ngazi Sec School and the students can now start learning using the devices" Teacher / Patron, Ngazi Secondary School.

**Simplified Teaching Process Through Smart Start Up Kits:** In addition to facilitating the implementation of the LEI Program, the smart start-up kit (Rachel Plus, laptop and projector) have simplified teaching process among teachers in class curriculum, since they use the equipment to conduct lessons in class. The content in Rachel plus helps them gather various notes to teach in class since they lacked libraries and enough teaching books, through projector they can teach by projecting pictures and videos which makes students concentrate more and listen effectively hence improves their understanding.

"I thank Asante Africa for providing us with the equipment which have been of a great help to teachers in notes preparation and teaching different subjects in class. In our school we lack resourceful materials such as books but through RACHEL PLUS have helped soften the education system and the clubs have increased student’s interest in learning and improved their academic performance” - Amani Club Patron, Mdando Secondary School.

"The equipment provided to us (laptops, projector and RACHEL PLUS) are really helpful to us we are using them to learn classroom lessons such as Biology, Geography and History. And they have brought changes we learn in deep because apart from listening the teacher we also see the contents in videos and pictures. Thank you very much Asante Africa Foundation GOD BLESS YOU.” - Club Patron
Effective function of the SBCs and Income generation activities

For Tanzania, the sessions began in July soon after receiving the smart start-up kit and completing the pre-survey process and each club was to start the first topic on leadership and personal development. The sessions were carried out by Regional coordinators and peer club leaders who received the TOT training with the background support of club patrons and matrons. All the sessions on the year one curriculum were covered by May 2019. Below is the work plan with all the sessions covered.

<table>
<thead>
<tr>
<th>Month</th>
<th>1st Week</th>
<th>2nd Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul-18</td>
<td>Personal Development &amp; Leadership</td>
<td>Personal Development &amp;Leadership</td>
</tr>
<tr>
<td>Aug-18</td>
<td>Presentations &amp; Discussions</td>
<td>Personal Values</td>
</tr>
<tr>
<td>Sep-18</td>
<td>Dream and Dream Mapping</td>
<td>Midterm-Holiday</td>
</tr>
<tr>
<td>Oct-18</td>
<td>Dream and Dream Mapping</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>Nov-18</td>
<td>Factors of effective Communication</td>
<td>Presentations &amp; Discussions</td>
</tr>
<tr>
<td>Dec-18</td>
<td>HOLIDAY</td>
<td></td>
</tr>
<tr>
<td>Jan-19</td>
<td>Introduction to Finance Saving and Budgeting</td>
<td>Budgeting and Importance, Reasons for Saving</td>
</tr>
<tr>
<td>Feb-19</td>
<td>Introduction to Entrepreneurship</td>
<td>Presentations &amp; Discussions</td>
</tr>
<tr>
<td>Mar-19</td>
<td>How to Succeed in your Exams</td>
<td>How to Succeed in Your Exams &amp; Healthy Living</td>
</tr>
<tr>
<td>Apr-19</td>
<td>Midterm-Holiday</td>
<td>Reproductive Health</td>
</tr>
<tr>
<td>May-19</td>
<td>Reproductive Health</td>
<td>Pay it Forward</td>
</tr>
<tr>
<td>Jun-19</td>
<td>HOLIDAY</td>
<td></td>
</tr>
</tbody>
</table>

Similarly, in Kenya, the training at 7 schools was conducted over a period of a year, with 4 schools in Turkana schedule to finish the sessions in March 2020. During the 1-year club members met weekly to learn curriculum content they had predetermined as a group based on their needs and interests of club members. Each topic was to be covered during the period of 1 year.

Entrepreneurial activities were also initiated in 11 of the SBC clubs during this year. More details are included in the subsequent Outcomes section of the report.

Listed below are some unique highlights of the implementation in the individual country’s cases -

**Design thinking workshop in Tanzania**

This training was conducted by Prof Mary Rayburn, Michigan Tech University. The training included 10 regional coordinators across various regions. The goal of the training was to improve the problem-solving skills to help them and other youth in their communities become innovative thinkers and solution providers to solve various problems that persist within their communities. This training helped youth to come up with multiple ideas that could solve a problem and pick up the most which will lead to innovative solution. The regional coordinators who attended the training were to go and implement the learning in their communities and provide training to other regional coordinators and alumni.
In-country youth leadership summit in Tanzania

The summit took place at Same Secondary School from 8th Sept to 11th Sept with 73 participants - 13 girls, 35 boys, 10 teachers and 15 regional coordinators. During the 3 days, the participants were equipped with leadership, entrepreneurship, health, STD/HIV awareness, practical learning such as soap making and cake making, financial literacy on budget and saving, and PIF. Different facilitators were invited including AAF Alumni, Government officials from Same District, NGOs facilitators and AAF team.

After the summit, the participants including teachers, students and regional coordinators shared the learning to 952 more students across 6 regions, through School Based clubs where they meet several times in a month after class hour and impacted more youths on leadership and entrepreneurship skills. Below is a list of schools where these regional coordinators students and teachers have had a PIF impact.

<table>
<thead>
<tr>
<th>Region</th>
<th>List of Schools</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morogoro</td>
<td>Vidunda Sec School</td>
<td>34</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Tomondo Sec</td>
<td>46</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Wami Sec School</td>
<td>63</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Dakawa Sec School</td>
<td>26</td>
<td>19</td>
</tr>
<tr>
<td>Kilimanjaro</td>
<td>Kwakoko Sec School</td>
<td>119</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Kibacha Sec School</td>
<td>92</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Bombo Sec School</td>
<td>46</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Dindimo Sec School</td>
<td>33</td>
<td>26</td>
</tr>
<tr>
<td>Mwanza</td>
<td>Green View Sec School</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td>Shinyanga</td>
<td>Mpers Sec School</td>
<td>56</td>
<td>44</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td><strong>539</strong></td>
<td><strong>413</strong></td>
</tr>
</tbody>
</table>

Parental Engagement in Tanzania

*A father who want the best for his two daughters, he helped them to recognize their dreams and what they would like to be in the future, one of the daughter want to be a teacher, but the father will make sure she does not only be a teacher but upgrade herself up to a lecturer. He has strategies on how the daughter can achieve her goals, he makes sure she gets the basic needs so that she performs well in her studies, attend extra tuitions and support her where she needs help.”*

– Parent (father) of an SBC student.

175 parents attended the SBC parental meeting, which was aimed at introducing the LEI Program objectives/goals and expected. During this session, feedback information was collected through having a participatory approached discussion (focused group discussion) FGD among the Asante Africa Foundation program leaders, students and parents so as to measure progress, understanding, identifying challenges hindering girls and boys in achieving their dreams and how can they be overcome, key areas that communities priorities and the narrative of the whole concept of program at school and village.
Parents were overwhelmingly impressed with the approach, the outcomes and more importantly the behavioral and attitudinal changes that have occurred in their children as a consequence of their involvement. From the discussion, it was established that there has been a considerable positive shift in student behavior and improvement in self-confidence in response to the program objectives. Shifts in student attitude to greater connectedness and involvement in projects/IGAs that have relevance not only for the school but also for the wider community have been observed.

Several existing challenges for the students, especially the girls, were identified during the discussion. These included challenges such as early marriage, being perceived as weak in the community hence creating inferiority complex and lack of confidence. Girls being assigned responsibilities at young age while in school for taking care of their families leading to lack of time for studies and cases of forced sexual activities looking for money to sustain their families. Lack of communication between the parents and students in regard to discussion career aspirations or health concerns was also identified as an issue.

Through the meeting and discussion with parents, it created awareness on what skills and knowledge are being imparted to their children so as to create independent youth who can address challenges in the communities and engage themselves in entrepreneurial activities so as to prosper socially and economically. With their involvement various strategies were discussed on how to help both boys and girls acquire education and achieve their dreams overcoming obstacles in their communities. Specifically, in regard to the girls members, most parents agreed to empower girls by emphasizing on education, protect them against all harmful practices in the communities, follow up to their academics and have friendly relationship as parents to their children so that they can have freedom in expressing themselves.

**Interschool interaction with facilitator / career speakers In Tanzania**

In Tanzania, one of the most requested features by our School Based Clubs is to have interschool meetings where they can meet another school’s SBC and experience new environment, meet new friends, exchange ideas, seeing each other’s projects and how each is one is succeeding towards their project.

Additionally, the SBCs were also provided facilitators who could motivate and inspire them work towards their dreams despite various challenges. Drop out and unintended pregnancy is a common challenge facing youths in Lushoto district, due to several reasons including poverty, lack of sufficient education on sexual and reproductive health among girls, early marriages and parental pressure. A facilitator and motivational speaker were provided as part of the training, who inspired them and educated them on issues related to early pregnancy, HIV/AIDS, cervical cancer and how they can succeed towards their dream.
Graduation ceremonies

Graduation ceremonies were conducted at the end of the trainings and the students were provided formal certificates stating successful completion for the LEI foundational training, enabling them to apply for opportunities as well as mentor other students. In Kenya, the ceremonies were conducted in individual Marsabit schools. Other will have theirs in September when schools reopen. The program was led by student club leaders and provided an opportunity to interact and share experiences of the program, challenges and how they were overcome. They also had a chance to showcase their talent and report on the IGA projects they had initiated. In attendance was the school Principals, teachers and Asante Africa CEO, Erna Grasz, regional coordinators and LEI Program Coordinator.

In Tanzania, all the schools gathered together in Lushoto for a graduation ceremony and also to showcase and compete on all the IGA concepts that were originated during the training. More details on the individual IGAs is listed in the outcomes section below.
**Monitoring and Evaluation**

The 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.

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 in their community, 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. A follow-up addendum will provide the analyses of the survey and outcome data.

**Salient Outcomes of the project**

**Knowledge Acquisition:**

**Classroom observation results from Tanzania**

A structured classroom observation tool to understand (i) how students were benefitting from the topics covered during the club session since inception, (ii) delivery fidelity from the regional coordinators in regards to use of appropriate techniques to promote innovation and creativity among students, and (iii) effective use of equipment by students. Listed below is summary of the results from these observations:

- **Student confidence:** In the beginning students were not confident to express themselves especially girls could not speak or present but as time went by they were becoming active. Using presentations and discussions as one of the facilitation techniques contributed to students activeness and confidence. Students reacted positively towards the topics due to relevance in their daily life. Students excited to learn the content which was novel and were observed to reflect on how to apply their learning in their lives.

- **Use of digital smart start kits:** The use of digital materials contributed a lot to students understanding because they paid attention and fully participated in asking and responding to questions. Students insisting to use the laptops and projectors in making presentations so as to know using the digital tools as well. 80% (8 schools) of the schools are using digital tools (laptop and projector) to deliver sessions in the club, the remaining 20% (2 schools) are still lacking electricity so the tools are not used but the schools and the district leadership are working closely to ensure that the remaining schools in the program are well equipped with power infrastructure so as to meet program objectives in the end.
• **Content feedback:** Dream Mapping, Finance & Saving, Leadership and Entrepreneurship were the most popular sessions.

<table>
<thead>
<tr>
<th>Session</th>
<th>Between 80 - 100%</th>
<th>Between 60 - 80%</th>
<th>Between 40 - 60%</th>
<th>Between 20 - 40%</th>
<th>Linear (Between 40 - 60%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dream Mapping</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance and Saving</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>85</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>85</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Development</td>
<td>75</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Change in observed behavior – Tanzania**

Some preliminary observations are made from the interviews and classroom observations in the change in behavior among the club members during the training phase.

**Confidence:** Confidence among girls was improved as the training progressed. The training content and delivery methodology, for ex. use of various facilitation techniques during training such as group discussions and presentation before class helped instil positive attitude and improved their confidence. It also provided them an opportunity to practise and improve their public speaking skills, which they had not had an opportunity to work on before.

"I had a challenge before I met Asante Africa, I had no confidence to speak in public and lacked creativity, but now Asante has built my confidence and I have become very creative on different projects and other things" – SBC girl student, 15 years old.

"I thank this club much have made my confidence improve and I believe that I can also share my opinions to others and be beneficial because before this I believed that its only men who can advise and give out opinions in order to bring development." - SBC girl student, 16 years old.

**Savings & Budgeting:** Students reported having gained saving and budgeting skills habits to support their personal needs such as school supplies and family needs.

"I had a challenge before I met Asante Africa, I did not know how to budget my money not only budgeting but also manage my time, Now this challenge has changed to opportunity because I can save money and manage time, I can set my timetable and afford anything from the project I have, Before I was asking support from my grandparents to buy school needs but now I manage on my own." – SBC girl student, 17 years old.

**Recognition of future career & dreams:** Students reported being able to recognise their dreams and come up with strategies on how to achieve them. Most of the students did not know how to set goals and foresee their future at the start of the training. These sessions enabled them to think about their study goals, career aspirations and career plans. They felt that now they have the awareness on what do they want to be in the future and more importantly what they can do if their plans fails.
“Since I have joined this club I have acquired different knowledge and different skills, I thank Asante Africa Foundation for innovating me to do something and dreaming to be someone.”
“I have learnt dream and dream Mapping, I have known that without dream and goals we can’t succeed in life, I have now understand and I have the skills to reach my goals. Example now my dream is to be an Entrepreneur and employ myself” – SBC students

**Entrepreneurial activities:**

**Learn by doing** makes the School Based clubs unique compared to other school based club by implementing into action what is taught during club sessions, in order to become successful entrepreneurs working on their ideas and changing challenges to opportunities. In Tanzania, 9 SBCs have initiated income generating activities and have received support from where they get support from the school management and parents to get capital for their projects. The profit gained is used to expand their businesses and support club members who can’t afford various school needs.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Type of IGA</th>
<th>Capital Used (Tsh)</th>
<th>Source of capital</th>
<th>Profit Gained (Tsh)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shita Secondary</td>
<td>Green Paper</td>
<td>35,000</td>
<td>Club members contribution</td>
<td>51,000</td>
</tr>
<tr>
<td>Ngazi Secondary</td>
<td>Veggies (Green tomatoes and Spinach)</td>
<td>35,000</td>
<td>Club members contribution</td>
<td>40,000</td>
</tr>
<tr>
<td>Kwemaramba Secondary</td>
<td>Green Veggies (Chinese, cucumber)</td>
<td>12,500</td>
<td>Money lend by the school</td>
<td>40,000</td>
</tr>
<tr>
<td>Mdando Secondary</td>
<td>Green veggies (Spinach and Chinese)</td>
<td>9,000</td>
<td>Club members contribution</td>
<td>16,800</td>
</tr>
<tr>
<td>Mlongwema Sec School</td>
<td>Maize</td>
<td>12,000</td>
<td>Club Members contribution</td>
<td>30,000</td>
</tr>
<tr>
<td>Magamba Secondary</td>
<td>Fishing Pond and spinach</td>
<td>200,000</td>
<td>Head of School and each student was to buy a fish specie</td>
<td>Not yet</td>
</tr>
<tr>
<td>Mtumbi Sec School</td>
<td>Cornflower</td>
<td>65,000</td>
<td>Club Members contribution</td>
<td>Due to climate change the cornflower were damaged by sun</td>
</tr>
<tr>
<td>Malibwi Secondary</td>
<td>Selling Tea in School</td>
<td>30,000</td>
<td>Club Members contribution</td>
<td>120,000</td>
</tr>
<tr>
<td>Ubiri Secondary</td>
<td>Carrots and Green veggies</td>
<td>150,000</td>
<td>Lend by the school</td>
<td>Not yet</td>
</tr>
</tbody>
</table>
Through entrepreneurship skills club members were not only able to start income generating activities in school but also at their home places they were able to start various projects such as chicken and vegetable garden, projects started at home is supported by their parents and guardians while in school.

The entrepreneurship skills did not only benefit students but also club patrons in school who attended Training of Trainers. They trained the students during the sessions but also worked on their ideas through the skills they gained, and started their businesses where they now earn additional income.

Kenya SBCs have also initiated the process for starting their IGA activities. Listed below are status updates from the KE SBCs.

1. **MOI Naikarra Secondary School in Narok:** The school is located in the rural parts of Narok County, students had difficulty getting to town to have their hair cut, members of the club agreed to buy the equipment’s not only to have their hair cut at affordable price, but to learn shaving skills that they can use to make money during holiday. The school administration gave them facilities to use for their project to be successful.

2. **Moi Naikarra Sec School:** Club members have started vegetable nursery garden. They intend to sell the seedlings to the community and teaching staff within the school.

3. **Ngary Mixed Secondary School-Maralal:** The school Administration helped in tilling the land and fencing in preparation for farming. The club intends to start a maize-farming project.

4. **Karare Mixed Secondary School in Marsabit County:** has initiated a chicken-raising project.

**Benefits observed due to IGAs and SBC program:**

- Students have gained knowledge on finance (saving and budgeting) through the IGA conception and initiation process in a safe collaborative club setting.
- Girls have improved confidence on issues and matters related to classroom abilities like answering and asking questions.
- Youth are knowledgeable on entrepreneurship and life skills. Some youth/students have been able to initiate their own projects at home due to skills they have acquired through the program. Examples include, chicken raising, farming, egg selling and tea/mandazi business etc.
- Digital literacy - Students have gained skills on how to use laptops and projectors for learning and research.
- The program has provided knowledge to youth on how they can become independent. Some students have initiated projects at home and even help out their parents in times of hardships when they couldn’t help their children with pocket money or school supplies.
- Teachers have gained knowledge on use of Rachel plus as a tool of learning and teaching as well research for materials and other issues that are beyond the classroom.

"Through our project of vegetable garden that we have started in school, we can now gain some profit, and the profit we use to buy sanitary pads to help students who lives far away from school once they are in their menstrual periods instead of going back home and lose their studies we support them and those who are not in the club they buy a piece costing 100 TZ shillings” – SBC club member and Head of school at Ngazi Secondary School

"It’s not only students are benefiting from this program offered by Asante Africa, but I as a teacher I have also benefited from the trainings on Entrepreneurship, after I attended TOT training as a club patron I also acquired lots of skills including entrepreneurship skills and realised that there are so many opportunities around us that we don’t utilise them, After the training I started my two projects one is a bee keeping project and a nursery school that is still in process.” - a club patron from Shita Secondary School.

Success stories:

Club members, teachers, school administration, and parents provided their feedback on the personal successes and overall successes of the program. We share some representative testimonials here.

"Before joining this club I did not know how to use a computer but I can now use a computer after practicing, I did not know how to save and the important of saving but I now save money for future use, I also did not have confidence before joining the club, I was a leader but during assembly I was shy to speak in front of the whole school I was biting my tongue, but now through this club I have gained confidence I can even contest for a leadership position, I was even scared passing in front of a group of my fellow students I did not believe in myself and lacked confidence but now I am very confident and can speak anything without fear”. - Girl club member - Mlongwema Secondary school.
Club Members:

'We have benefited a lot from the SBC club not only to the members of the club but the whole school because we have gained various skills, like I personally I have added more skills on how to be a good leader through the leadership session, we have skills on how to good and successful entrepreneurs due to economic empowerment and knowledge impacted to us on how to design various items and look for market for our products, also through this club we have been able to get laptop, projector and Rachel Plus which we are using them the to learn and get materials, inspirational videos. I also take science subjects these devices have made me to be more of a scientist and know how to achieve my dream of being an engineer. I thanks Asante Africa for impacting us with these skills and knowledge example on Sexual and Reproductive Health have attributed to reduction of early pregnancy in my school majority of girls were dropping out of school due to early pregnancy from the statistics at least 20 girls were dropping out of school each year but now it has reduce, I keep insisting other schools to maintain these clubs and also reach the primary girls and provide this awareness to young girls” – President of SBC club and Head girl to Shambalai Secondary School.

"Before joining the club I have been experienced various challenges such as misbehaving, lack of effective communication, budgeting and leadership but through Personal values I now behave properly and know how to live with people properly, and through leadership that we are taught in class I can stand as a leader before my fellow students and express my views confidently, on the issue of budgeting I am now capable of making my own expenditures by comparing with what I have so that I can use the capital effectively and save for emergence, Therefore this club is very nice it should be scaled to other schools since it has helped a lot of youth like us to overcome various challenges that we come across in our everyday lives” - SBC club member, Ngazi Secondary school.

"Before the formation of this club under Asante Africa Foundation, I experienced some challenges, the challenge I faced mostly on how to save and budget my money, I was spending all the money I was given as pocket money, example I was given 1000/= as pocket money and I could spend it all I did not know how to save, But after Asante Africa Foundation club was initiated here at school I joined and received the training, I now know how to budget and save my money. The knowledge have been very useful from now on when I am given 1000/= shillings I use 200/= shillings and save 800/= shillings. The money I save helps me in several things that I need at that time when I don’t have any other money. I thank Asante Africa for the skills they have impacted me with until I now know how to budget and save my money” - Girl club member – Ubiri Secondary School.
"I joined this club last year. Before I joined this club, I did not know techniques which I can use in order to achieve my dream. But in this club we have learn different techniques in order to achieve our dream such as studying hard, respect and working hard, what I advise to my fellow youth to practice what they have learnt. In Asante Africa clubs we learned entrepreneurship which can help us students to solve some problems, I thank Asante Africa for the skills to us students since they help us solve some problems like buying pens and exercise after we practiced entrepreneurship". Girl club member – Magamba secondary School

**Education Official:**

“The Asante Africa LEI Program has helped our students to become more creative. Example, there is a student at Shambalai Sec. School who knew about the open opportunities around her school area and the opportunity was water so she started a vegetable garden and she is selling up to 22,500 Tsh. This money helps her to pay for her tuition and dependency syndrome from the parents has now gone. I suggest that all parents to show cooperation to their children because they can do big things with the education they already have”. - Ward Executive officer – Lushoto

"I can see a lot of changes among the girls, they have gained confidence. Though, some parents don’t want their children to learn issues about puberty which is very vital and important for young girls and boys. I recommend that AAF should do parental engagement and talk about the program so as to give the parents awareness because many of them are affected by their norms and culture. More social workers are needed to tackle this”. - Ward Executive Officer - Mlola, 2019.

**Parents:**

"My daughters’ dream is to become a doctor because she likes to give first aid when people get hurt in school or at home. As a parent I advise and encourage her to put more emphasize on science subjects and choose friends that have dreams like hers but also to say NO to men because they will block her from achieving her dreams. Initially my daughter knowing her dream while very young and still in secondary school made me very proud and I know she will achieve because she is very dedicated and the Asante Africa Foundation is playing a big role in shaping her" - mother of girl club member
Looking beyond the immediate application of the LEI curriculum to a wider holistic nurturing of talents, in Kenya, in a leadership club sought to search for unique talents among the learners. A leading investigative journalist, one of the school’s Journalism club Tahidi Darubini reporters was one such student who inspired the club to initiate a Talent Show. The leadership club patron, and the Talent and Journalism club patron sought permission from the principal to register participants, conduct and adjudicate the much-hyped Talent Show. This was done meticulously and with utter flair and panache.

Different groups were enlisted to participate to show case their talents. These included groups and individuals performing modern dance, break dance, showcasing art and theatrical performance.

Modern Dance Team

Break Dance Artist

Theatrical performers

The Portrait Artist
What worked well

Annually, we reflect on the previous years’ performance and adapt the foundations of the School Based Clubs where gaps or shortfalls exist. For each challenge we identify, or are in the process of identifying, we adapt and mitigate problem to optimize the LEI model using unique, impactful, and cost-effective approaches.

- In Tanzania and Kenya alike, the recruitment of permanent Regional Coordinators contributed to successful completion of all sessions and changing behaviours and attitudes among students, sustainability of the clubs - after completion of all the sessions students will still gather together as the SBC is on their school timetable.
  - The regional coordinators have represented the organization in a respectable manner, created strong relationships with local officials, school educators, and parents of the youth we serve. We have been pleased with the results of the internal evaluation and feedback from our partners.
  - The use of Regional Coordinators enabled follow up to schools in every session which made sure all the content was covered in a timely fashion.

- Active stake holder’s involvement offered support in making sure the project objective was achieved and offer advice to any challenges that arose during implementation. Involvement of stakeholders before project implementation provided feedback on areas of improvement as well as adoption of the curriculum by partner schools.

- Engaging parents to apprise them of the LEI training impact on their children and how can they can support them to achieve their goal was very vital to the club members having familial support. Parents responded positively and became aware what to do to support their children for pursuing further education and career goals.

- Supply of digital smart start kits to all the SBC clubs created excitement amongst the students; they enjoyed learning and teachers enjoyed the use of RACHEL Plus for more content that they don’t have in school.

- Additionally, provision of digital tools, tablets for monitoring and evaluation processes worked smoothly and provided an efficient method of data collection.

- Provision of stipend to club patrons helped in covering their transport cost and airtime.

Challenges

While much of the success and achievement have been stated which showed how the goals were achieved, several challenges were encountered which can be intervened in the process of sustainability in collaboration with all the stake holders.

In Tanzania,

- Shifting/Transferring of club Patron/Matron: We have the best teachers selected to supervise the clubs but do not sustain throughout due to transfer and new teachers appointed becomes hard to catch up since they did not attend any training

- Most of the economic activity depended on is Agriculture where students practice the entrepreneurship skills by engaging themselves in various Agriculture activities but due to unstable weather condition leads to destruction of their crops where they had contributed
capital for hence discouragement

- Norms and traditions in the communities’ affects girls’ confidence: Girls are empowered in school on how to become confidence and boost their self-esteem but back in the communities they are still being instilled inferiority complex by undermining girls example in speaking before men and express their views.

- Parents still lack awareness on the important and value of education hence few parents showed up to the parental meeting, they mostly prioritise their economic activities compared to their children’s education

- Interference of school timetables to the clubs sessions: Some of the club sessions are cancelled due to other unplanned activities in the school that uses time from the club members schedule.

- Schools are located in remote areas with poor infrastructures which becomes hard for the Regional coordinators to access the schools during rainy season.

- Few club members contribute money for the project since not all students get support from their parents which make them not to implement best ideas that they agree as club members in practicing the entrepreneurship skills.

- Program timeline affected by school calendar and school activities. The project was to phase out in May but due to tighten of school timetable we could not complete all the activities on time hence expanding to another month.

**Similarly, in Kenya,**

- Club attendance was a challenge for a couple of critical reasons –
  - There were inconsistencies in club attendance because of Continuous Assessment tests, games and music festival preparations and other extra-curricular school activities.
  - Students are not able to attend club sessions on regular basis, because they are sent home for school fees.
  - Transfers of club members to different schools.

- Power outage and weak solar power system disrupts learning, requiring the need to provide hard copies to be used alongside the digital tools.

- The students filling out the pre-survey questions had a hard time understanding some questions such as the question on human rights issues even after being explained to therefore, session’s period was long. Some questions were also left unanswered by a few students as well as writing the wrong unique Identification numbers.

- Patron transfer to different school by the ministry of education hinders the progress of club activities after completion.

- Change of school calendar by the ministry of Education, as a result the club sessions are being interrupted by other school activities.
Sustainability

A core goal of the program is to create systems in the schools that the SBCs are initiated in to provide for sustained continuation of the SBCs post Asante intervention.

Listed below are some observations that helped the future sustainability of the clubs.

- Involving all stakeholders before implementation of project activities to seek their support in facilitating the planning and owning the program.

- Follow up after every two months by the Regional Coordinators to ensure clubs are still operating and motivate new members that joined the club.

- 2 years funding will help in close monitoring, address challenges and measure outcomes. Engaging with the school for more than a year to ensure program sustainability after the first cohort graduates.

- School management support for IGAs initiated by students.

- Patrons proposed that it would be helpful if digital cameras could be part of the assets for LEI program for photography during LEI club meetings for documentation. Also it would be more efficient for them if the modules content is converted from Microsoft world to Power Point slides by AAF staff before the beginning of LEI since that was a time-consuming activity.

- Parents to be aware on the skills learned by their children to offer support.

- Seed capital provided to the best winners so as to sustain their projects. Multiple recommendations were made to provide financial support for the IGA projects to increase the likelihood of growth and success, since funding is the biggest limiter to scale the projects.

Image shows club members being addressed by their Principal, Mr. Abdikarr Ismail, an internationally renowned teacher, from Mwangaza Muslim Secondary School with more than 60 members.

The new members joined after the first group graduated in 2018. This was a strong indicator that the approach is sustainable, and schools are owning the program with the support from the administration.
Next Steps

To ensure the continued success of our SBC program, several plans to increase the fidelity of the delivery of the curriculum are being designed and implemented.

In Kenya, the areas of the program being modified include:

- Approval of AAF Curriculum by the KICD (Ministry of Education)
- Introduce Career fair day that will have students from SBCs interact with invited guests.
- Increase the duration of the program from 12 months to 24 months with AAF support so that a second cohort of students is integrated with successful governance hand off.
- Through school to school mentorship, scale the program to other sub-counties within our area of operation.
- Create regional hubs where participants can showcase their work, meet investors and network with other like-minded youths.
- Revisit how best to present curriculum – having both print to digital.

In Tanzania, the proposed next steps were to:

- Adding more teachers and peer club leaders per school during Training of Trainers to avoid gaps once one teacher shift or transfer to another school. It was also agreed by all head of schools during stake holders meeting for the teachers who receives training to share knowledge and skills they have gained to the rest of the teachers back in school so as to be aware on what the program is it about and offer support in accomplishing the goals and change students attitudes.

- Changing in the modality of conducting parental meetings in school but shift to the community where they don’t offer support to their children academically and socially. Changing the modality of parental meeting to the communities in collaboration with local leaders will create more awareness within the communities on how to support their children and empower them to achieve their dreams.

- Involving all local leaders to the program not only at district level but at ward level to be aware about the organisation and it goals as well as what changes expected from the community after intervention. They can provide effective support in overcoming various challenges that can impede the implementation phase.