Transforming Vulnerable Girls to Entrepreneurial Women Through Leadership, Livelihood and Entrepreneurship Skills

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The YouthPower Learning-Young Women Transform Prize, was made possible through partnerships with USAID, the Volvo Group, and Standard Chartered. A prize competition was launched on March 7, 2018, for innovations that help remove barriers to young women’s economic empowerment. Through this prize USAID and its partners support youth-led or youth-serving organizations in developing countries in creating their own solutions to advance the economic empowerment of young women in their communities.

The winners were selected based on criteria that included a demonstrated understanding of barriers to young women’s economic empowerment, the originality and innovativeness of their activity that creatively addresses these barriers, and effective engagement of young people, particularly women, in their proposed activity.

Asante Africa Foundation, a non-profit dedicated to educating children and transforming worlds, was recognized for its innovative strategies improving young women’s economic empowerment. The Recognition Prize enabled Asante Africa Foundation to conduct a system-level evaluation of their Girl-Led Youth Leadership and Entrepreneurship Program. Critical focus was placed on long term impact of the program in leadership, job readiness, and entrepreneurship skills of youth through extracurricular, collaborative, hands-on activities, and active community engagement by encouraging the sharing of their knowledge within their communities.

This final report is part of Asante Africa Foundation’s ongoing commitment to evaluation and evidence based learning. The study was conducted in support with M&E and data analysis support from Kibandi Ng’ang’a and Alex Kimiri. Successful deployment of the study was realized in collaboration with the alumni of Asante Africa Foundation’s Youth Leadership and Entrepreneurship Incubator Program, partner schools, and district officials in Arusha, Kilimanjaro, and Tanga regions of Tanzania and Narok, Isiolo, and Samburu regions of Kenya.
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FINAL REPORT
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ACRONYMS

CBO Community-Based Organization

FGD Focus Group Discussions

HCD Human-Centered Design

IGA Income Generation Activities

ILO International Labour Organization

IRB Institutional Review Board

KICD Kenya Institute of Curriculum Development

KSH Kenyan Shilling

KY/KE Kenya

LEI Leadership and Entrepreneurship Incubator

LMIC Low- and Middle-Income Countries

M&E Monitoring and Evaluation

PIF Pay-it-Forward

PYD Positive Youth Development

SBCs School-Based Clubs

SDG Sustainable Development Goals

STATA Software for Statistics and Data Science

TSH Tanzanian Shilling

TZ Tanzania

UNDP United Nations Development Programme

YPL YouthPower Learning
Students in a brainstorming session at the LEI Summit, Tanzania, 2018
EXECUTIVE SUMMARY

It is well recognized that where a child is born, the educational opportunities and skill building afforded her will determine a majority of her future opportunities. Asante Africa Foundation has focused on the “off the paved roads” rural girls and disadvantaged youth, providing education, life-preparation knowledge, and entrepreneurial skill development to guide youth in tackling the many barriers they face. We believe that our unique model of “learn - do - teach” accelerates and deepens youth learning through extracurricular, collaborative, hands-on activities and develops youth agency through active community engagement “pay-it-forward” initiatives. We have recent evidence that youth who graduate from the Asante Africa Foundation’s Youth Leadership and Entrepreneurship Incubator (LEI) Program are better prepared to successfully transition from school to life beyond the classroom as self-confident leaders, small business owners, and skilled workers; widening their career choices and improving their chances of creating and sustaining successful businesses.

Women in rural East Africa face many constraints as entrepreneurs including financial, psychological, and cultural barriers, all of which impede female voice and agency. In addition to addressing the entrepreneurial and personal skills needed for job readiness, Asante Africa Foundation makes a conscious effort to provide girls with targeted opportunities and access to leadership development in our girl-led clubs and the use of digital technology.

The YouthPower Learning’s “Transform Young Women Prize” enabled Asante Africa Foundation to conduct a deeper system-level evaluation of our Girls-Led Youth Leadership and Entrepreneurship Program. Critical focus was placed on mid-term outcomes and potential longer-term impacts in active youth leadership, job readiness, and enterprise development skills being utilized by rural youth. In this study, Asante Africa Foundation undertook evaluation of three aspects of our program:

- Assessing efficacy and effectiveness of the multiphase LEI Program
- Identifying best practices for young women-led businesses
- Comparing effectiveness of school-based clubs and conference summits as program delivery methods.

The effort was guided by an external evaluation consultant and supported by Asante Africa Foundation’s field teams and alumni. This evaluation builds on a 5-year outcomes assessment of LEI participants against a control group conducted in 2016.

Initial Evaluation Findings

At the highest level, we observe that LEI participants are showing a clear, positive trend in improved academic performance, demonstrated and observed leadership attributes, and development of small businesses utilizing local assets. Utilizing the YouthPower Learning (YPL) Positive Youth Development (PYD) indicators, we are encouraged by increased positive identity and demonstrated higher-order thinking skills. More youth, both students and recent graduates, are actively goal setting, preparing themselves as employees or entrepreneurs as demonstrated by their active interviewing and business planning.

Results of the initial evaluation include:

- Increased academic performance: Teachers report higher outcomes in the areas of academic performance, class participation, and leadership in both boys and girls who participate in LEI.
• Youth are utilizing personal development skills: Both genders recognize time management, teamwork, and goal setting as highly relevant in supporting academics, pursuing higher education, and generating income through small enterprises.

• Young women ranked on par or higher than young males for higher-order thinking, such as decision making and information gathering. This suggests that when girls are provided access to knowledge and skill application opportunities they are seizing these opportunities.

• Engaged Youth Leaders; Strong responses across both genders were measured on understanding, using and teaching leadership. This indicates understanding of required skills and application towards leadership opportunities.

• Active male allies and advocate engagement are proving to be strong attributes of our program; Data show positive shifts in attitude by both genders towards women in leadership positions in school and communities. These are still traditional patriarchal societies where authority is not questioned easily. 95% of our youth responded that women can make equally good leaders as men and should have the same access represents a very positive generational and cultural change.

• Positive Identity: Youth from both countries are less positive that “general good in the world” with Kenyan youth exhibiting less positive confidence “things will turn out well for them.” Unlike other categories, there was a slight drop in female over male responses particularly among Kenyan females. Greater investigation is needed to understand why.

• Youth are actively applying savings, finance and budgeting skills to start enterprises, engaging in small business activity, seeking out sources of funding to start a business and generally realizing profits. Though numbers are still low on these activities, early learning and hands on practice of skills is critical as they move through higher academic levels.

• Young women are more dependent on their own savings to initiate enterprises than males. Girls are having to rely on their own savings to initiate new income generating projects whereas boys are more frequently funded by their families. This is not deterring the girls’ entrepreneurial activity. Girls are also reinvesting profits back into their business at rates higher than boys. These are highly-positive trends in communities where girls have historically had zero or severely-limited access to financial capital of any size.

• Employability skills are highly valued and used. Youth are valuing skills such as professional etiquette, resume writing, personal branding, and understanding what it means to be ‘job ready’. They are actively taking steps to apply their skills by seeking desirable jobs / internships, creating enterprise opportunities, and engaging within their community.

Recognition of Future Study

In an ongoing effort to remain relevant to the youth who are at the center of our programs, we seek to understand root causes and nuanced differences in their responses. While we observe differences between the two countries, we are greatly encouraged in the responses as compared to the national averages. Future work is required to:

• Better understand country and regional differences
• Better understand how levels of reported knowledge attainment are translating into action

Future work will utilize YPL PYD indicators to better understand the attributes we seek to evaluate and understand.
The quantitative and qualitative evaluations of this program are important to help us understand, improve, and accelerate our program effectiveness. We also recognize that every number and statistic tell a human story.

Through our years of “on the ground” experience, we know the constraints and challenges and dreams and aspirations of the youth we serve. More importantly, we have come to know their strengths and capabilities. Grace Manchuia, Magdalene Nashipae, and Simon Kinyanjui are a few of the bright, talented youth who are the humans behind the numbers.

Young women like Carolyne Sunte who are challenging long-held traditional views of women or Mercy Mwuara are forging new business pathways for women in rural Africa.

These youth have tremendous potential to change their futures, their communities, and their nations. They just need skills, support, and resources to launch. Asante Africa Foundation is proud to be on this journey with them.
In Sub-Saharan Africa, 10 million children drop out of primary school every year. These children, mainly girls who are not advancing their education, are often poor, live in rural areas, and are members of ethno-linguistic minorities. (WBO 2019). Unemployment rates in Tanzania (24% in 2017), and in Kenya (39.1% in 2017) are high and youth opportunities for formal employment are rare. Formal academic institutions have largely been blamed for producing individuals who cannot fit in the current job market. Students looking for opportunities are often disappointed due to lack of openings or the unwillingness of employers to absorb and train them. The social, economic, and political implications of such a large unskilled, under-educated youth population present both tremendous challenges and opportunities at the local, national, and global level.

Rural East African youth face greater challenges and are afforded fewer opportunities for economic participation and personal development than their urban counterparts. Resource-scarce rural communities often limit their basic knowledge and skills base are often not developed in ways that enable them to understand and reach their potential. Rural youth exiting a secondary education often inherit the financial burdens of their extended family due to being the most educated member of the family. They will typically have one of four options available to them: Advance their education, get a job, initiate an entrepreneurial effort, or be unemployed. Breaking the generational cycle of poverty requires skilled, educated workers and job creators. Preparing youth to participate in the global economy requires education in addition to traditional academics.

Youth must develop essential workforce competencies to be productive and develop an entrepreneurial mindset.

According to the McKinsey Global Institute,

“If Africa can provide its youth with the education and skills they need, this workforce will become the most significant source of rising global production and consumption.”

Asante Africa Foundation agrees. We are passionate that youth are at the center of future change and that enriched minds collectively create better solutions to whatever challenges their communities face. Therefore, our work addresses the root causes of why under-served youth are not in school and paves the way for success in the classroom and beyond. We support youth developing education, life skills, and strengthening their own resilience to overcome life’s challenges.

Our programmatic activities are structured around three key program areas tackling the needs of academic learning and a continuum of age appropriate life-skills development: Accelerated Classroom Learning, Adolescent Girls’ Advancement, and our Youth Leadership and Entrepreneurship Incubator Program. Youth participatory action, peer-to-peer mentoring, boy inclusion, and community/parental engagement are key components of every program.
Carolyne Sunte with Ms. Sopi Lukolo, school matron, reviewing MOU together, Ngamata Primary School, Kenya
Youth Leadership and Entrepreneurship Incubator (LEI) Program

Asante Africa Foundation has developed a progressive, three-phase, program that complements academics and strengthens non-academic skills. This program tackles rural life challenges with life-skills development which promotes social inclusion, creates social entrepreneurs, and stimulates the local economy. This economic development provides an alternative to urban migration.

Our three-phase approach to “learning – doing – teaching” empowers youth to practice proactive leadership and problem-solving design, mentoring, and facilitating. The Youth Leadership and Entrepreneurship Incubator Program has impacted over 300,000 secondary school-aged youth since 2010. See Appendix 1 for more model specifics.

Based on multiple years of data, two program decisions were made to shape the future of this program.

Multi-Year Program

1. In 2015, Asante Africa Foundation formalized the three-phased approach of curriculum and experiential hands-on learning with a local, national, and international lens.

Phase 1: Secondary School-Based Clubs Level
Providing Foundational Curriculum

School district level girl-led, school-based clubs (SBCs) provide a “safe space” environment for students to go slower, integrate learning, and apply skills to their leadership, entrepreneurial, and academic activities. Modules are selected by club members based on what is needed most with topics including social-emotional skills and personal development, financial literacy, and entrepreneurial tools.

Phase 2: Regional or National-Level Workshops
Providing Intermediate Curriculum

Regional and national-level workshops occur on school term breaks for upper secondary or recently graduated youth with deeper training in career readiness and business enterprise development. Topics include human-centered design, innovation development, business canvas model, and interview preparation.

Phase 3: East Africa Cross Border-Level
Summit Providing Advanced Curriculum

Asante Africa Foundation conducts a periodic East Africa Summit including a week-long business competition incubator. This program includes a deep topical focus on growing business enterprises, managing the marketing and financial linkages. The summit strengthens our community advocacy and broadens and deepens our East Africa youth network.
2. Asante Africa Foundation directed all school-based clubs to incorporate a Girl-Led leadership model in the first year of formation.

**Girl-Led, School-Based Clubs**

In many rural, patriarchal communities, girls continue to struggle with cultural norms that hold them back and do not provide them with the equal support their male counterparts receive. We also know that men and women inherently face different challenges, especially as leaders, business owners, or entrepreneurs. We made the decision to have all of our school-based clubs (SBCs) be girl-led for the first year of the program. While there are variations by country and club, each club is either governed by a full girls leadership team or a 65%-35% structure of shared leadership with boys with the club president being female. Both boys and girls participate in the club itself; active boy-inclusion as girl advocates and allies is a key component of all of our girls’ programs. This approach to girls’ leadership, including the inclusion of boys, closely aligns with SDG 5 targeting gender equality and women’s and girls’ empowerment. Once we identify local cultural challenges for girls, we contextualize the curriculum to address those challenges. We work to ensure that girls are mentored by local young women and surrounded by advocates and allies. Teachers and Asante Africa Foundation program staff also play a key role in mentoring and guiding our program youth and their school officials, parents, and community leaders.

**Evaluation Objectives**

This grant allowed Asante Africa Foundation the unique opportunity to conduct a system-level assessment of two key areas of our programmatic focus: evidence of outcomes and impact for youth of the LEI Program and best practices for girl- and women-led businesses and entrepreneurship. The effort was guided by an external evaluation consultant and supported by our team.

In 2016, we conducted a five-year outcomes assessment of knowledge acquisition and application levels of LEI participants against a control group. Recommendations and modifications were put forth and incorporated as appropriate. One design change was the multi-phased approach being formalized with the foundational curriculum taught through modules at a slowed pace. The third objective of this evaluation is focused on delivery approach.

**Objective 1: Evidence of Program Efficacy: Outcomes and Impact for Youth**

Collect quantitative and qualitative data measuring the outcomes, trends, and impact of the Youth Leadership and Entrepreneurship Program with respect to personal development and leadership, job readiness and employability, entrepreneurship and business enterprise preparation, and active civic engagement.

**Objective 2: Best Practices for Girl and Women-Led Businesses and Entrepreneurship**

Identify and document programmatic best practices supporting and enabling the advancement of girls’ leadership, employability skills and entrepreneurship, and successful women-led small businesses.

**Objective 3: Program Delivery Effectiveness of School-Based Clubs vs. Summit Models**

Understand which program delivery method shows better results in imparting the foundational content of the LEI curriculum for effectiveness and efficiency of youth served.
This section covers the evaluation research design and data collection, sampling procedure and demographic details of the respondents who participated in the study, tools, the training of enumerators, data quality and analysis. This section also highlights the limitations of the study.

Research Design and Data Collection

This study followed a 2016 outcomes study with three specific objectives around program efficacy, women entrepreneurship effectiveness, and program delivery methods. To respond to the above objectives, data were collected by four methods;

- Through a self-administered survey
- Administered interviews
- Focus group discussions (FGD)
- Observational interviews

The FGD were conducted using a representative sample of youth who were included in the survey as well as alumni beneficiaries who had successfully completed the program. The alumni were sampled through snowballing. Interviews were conducted with the youth, teachers, and head teachers who had been observing changes in the participants with time. The tools had similar objectives leveraging different questioning techniques to acquire primary data documenting learning, evidence, and impact.

This study also utilized The Positive Youth Development (PYD) Measurement Toolkit indicators for higher-order thinking and the positive identity assessment indicators. These indicators were developed as a part of the YouthPower Learning (YPL) Initiative. The toolkit was provided as a resource for implementers of youth programming in low- and middle-income countries (LMICs) to integrate PYD principles in their monitoring and evaluation (M&E) systems and effectively measure PYD outputs and outcomes within their programs.

Knowledge Assessment Surveys

Throughout the survey, we endeavored to collect demographic details, frequency of attendance of camps, usefulness of camps, most relevant topics covered during the camps, and impact of topics on day-to-day lives. Correlations were drawn between frequency of training and change in behavior. Questions drawn up focused on assessing...
improvement in community engagement and other transformative components of the LEI Program such as personal development, job readiness and entrepreneurial engagement, positive identity, and acquisition and application of high-order thinking skills.

The survey also sought to establish to what extent beneficiaries applied the skills in their own lives and the steps taken in empowering others in their family and community through the Pay-it-Forward (PIF) approach. Responses to the survey were triangulated using the Focus Group Discussions (FGD) where an in-depth qualitative perspective was used to establish impact. Quantitative and qualitative approaches to analyzing this data were applied to establish correlations and assess fidelity.

Youth Focus Group Discussion (FDG); Mixed and Girls Only Groups

This survey involved a selected sample of youth including current students and alumni. Alumni are youth who have successfully completed the LEI Program. Some of the baseline data are case study testimonials shared through various platforms. The FGD session sought to get an in depth understanding of impact and suggestions for program improvements. Alumni data serve as living testimony of the benefits of the program.

Youth One on One Interviews/External Observational Interviews

This survey was administered by intermediaries that work closely with youth on a day to day basis and were privileged to make key observation of change. The LEI Program model seeks to change attitude and promote creativity and confidence in youth. We anticipate the establishment of a personal vision and a change in attitude and personal self-worth. The long-term impact is to be established over time. There are some short-term outcomes that are anticipated, which are likely to be realized in academic performance and peer and community engagement. The study interviewed a subset of youth, teachers who work closely with these learners, and head teachers who provide overall support to the program. The data analysis was focused on seeking attribution of the model and the assessment of positive or negative changes observed over time that could be attributed to the students exposure to the LEI content.

Evaluation Team

The evaluation team consisted of enumerators who have completed their secondary school studies and are either currently pursuing their post-secondary studies, are in their gap year and pursuing other business or community ventures, or had recently completed their secondary school studies.

The enumerators were all previously LEI beneficiaries who had a good understanding of the program and its reach. They were chosen based on their personal attributes of confidence, ability to engage, and prior experience doing similar assignments. The enumerators had a good understanding of the cultural setting and were familiar with the areas scoped for the study. Each team was supported by regional managers in...
Kenya and Tanzania attached to the LEI Program. The program managers were responsible for overseeing the process.

**Training of Enumerators**

The data collection team consisted of 10 alumni of the youth livelihood program, 5 each from Kenya and Tanzania. Some of the team were also regional coordinators for the program. Accompanying them were a total of 12 enumerators: Tanzania - 6 (M=3,F=3) and Kenya 6 (M=2,F=4). Two days were dedicated to familiarizing the enumerators with the tools introducing each tool, its purpose and how to use it. Each session included training and testing of the tool by the enumerators on each other. This would be followed by feedback sessions which informed some changes pertaining to culture and language variances.

The tools had been written in English and translated into Kiswahili for ease of use especially in Tanzania. The survey tool had been uploaded on to KOBO and the enumerators were able to review the tools on tablets provided by Asante Africa Foundation. The team of trainees requested the training be carried out in both English and Kiswahili to enhance their understanding. The sessions were informed by short lectures, review of videos on the topics, and practical sessions.

After the two-day session, the enumerators described the training as informative and felt confident to take on the data collection exercise. One additional day of tool review was carried out at the field level to confirm that the proposed tool refinements had been implemented before the data collection began. This effort was coordinated by the country program leads in charge of the youth livelihoods programs in both Kenya and Tanzania.

**Ethical considerations:** Ethical considerations were embedded in all stages of the research and throughout the training. In particular, the following considerations were discussed and implemented while collecting data:

- **Confidentiality of data:** All participants of the study were informed of the confidentiality of the data collection and analysis process such as data coding, disposal, sharing and archiving. The limits when confidentiality must be broken if necessary were also discussed. All data collected would be confidential and the names of individuals and of the schools would not be used. Every care was taken to ensure that key findings and especially any implied criticism or critical comments could not be attributed to any one school or person. Thus, at no point in this report are names of people or schools used. The data collected will not be used as a basis of any actions other than that specific to the report and thus any results or comments would not lead to schools or individuals having action taken against them.
Right to refuse to participate or withdraw: The participants were informed of their rights to decline to participate or to withdraw from the research once it had started. All the enumerators discussed with schools, teachers, and learners that they had the right not to participate in the research or answer any specific questions at the start of the data collection. This was also practiced in training through role-play. In practice no one opted out.

Non-incentivized participation: The participants were informed there were no incentives for participation. Possible research benefits were explained to the participants. These were mainly to identify how best to help children achieve learning objectives.

Principle of do-no-harm: This is an important principle of this research. Areas where this impacted on this research included avoiding conflict, especially within the focus group discussions, avoiding highlighting issues that could lead to antagonism, especially any antagonism that could occur between refugee and host communities. This meant that the comparisons between the performances of each community would be kept within this report rather than feeding back to the schools. In addition, it is important that learners who are subject to tests do not feel demoralized or that they have ‘failed’ or done poorly, even when they cannot answer any questions.

Data Analysis

STATA software was used to analyze quantitative data to produce frequency tables, perform cross tabulations of frequencies, and attain graphical representation of data. Pearson, chi-square, STATA was also used to establish the relationship between variables especially on knowledge acquisition and application. The same software was used to clean data and merge the two data sets from Tanzania and Kenya. Qualitative data was grouped, transcribed, coded and trends drawn. The qualitative data has also been used to highlight key statements speaking to impact or change. This has been useful to support emerging trends highlighted in the data.

Sample Selection

Stratified sampling was used for the selection of gender, country and program delivery models. It was necessary to get a reasonable sample of both current LEI Program beneficiaries and alumni who have completed the program. This longitudinal sampling of active participants, recent graduates, and alumni ensures we are capturing benefits to the program participants over the time of their participation and the impacts to the alumni. Sample sizes were pegged to the tools and size and diversity of the program to be representative of the youth, schools, type of program and country being served.

Sample Distribution

The following tables provide a summary of the program participant samples from Kenya and Tanzania. Further tables provide a detailed breakdown by gender and location. These regions represent the geographic and cultural differences in our programs – (i) Tanga, Kilimanjaro, and Arusha regions from Tanzania and (ii) Narok, Isiolo, Samburu regions from Kenya. These six regions all have active Asante Africa Foundation programs and are representative of range of programs and youth we serve in East Africa. Program alumni from the two different delivery models of Summit-based and School-based Clubs were included. The sample population consisted of girls and boys alumni from the program, as well as teach- ers and head teachers from select schools with SBC.

In Tanzania, a sample of 261 youth was targeted from
the three regions. 100% of the target was reached during the data collection. Similarly, in Kenya, a sample of 262 youth were targeted from the three regions. 100% of the target was reached during the data collection. The sample targets were surpassed by a small percentage in both Kenya and Tanzania.

Evaluation Tools

A copy of the evaluation tools was provided in the earlier milestone deliverable and will be included in the final report Appendix 2. **Evaluation Tools include:**

- Internally-Developed Knowledge Self-Assessment Questionnaire
- Alumni Interview Protocols
- Focus Group Discussion Protocols
- External Observation Questionnaires

Limitations of Study

Despite having succeeded in meeting its objectives, the study had some limitations in terms of reaching sample target:

- The scope of the study was limited to key areas where representative samples were identified and not administered to all the project sites due to limitations of resources. However, the sample was carefully chosen to represent the socio-economic strata of the youth participants within the program.

- Some of the respondents, especially alumni, were difficult to reach having moved to other parts of the country seeking economic opportunities. Some participants canceled their commitment for reasons such as being denied time off work.

- Some teachers and head teachers who had started with the LEI Program had been transferred to other schools were unreachable. However, the sampling was still able to identify teachers who had been in the project for at least 6 months prior to the survey.

- School calendar activities affected schedule which led to a shift and fast tracking of activities.

- Some schools lacked updated records of attendance and enrollment or were missing some past records to due to changes in administration.

It is the conclusion of the independent evaluator that the limitations above did not negatively affect the outcome of the study; rather, if more respondents were involved, they would likely have shared similar testimonials of how positive the models worked and thus enhanced the outcomes.

- Some of the respondents, especially alumni, were difficult to reach having moved to other parts of the country seeking economic opportunities. Some participants canceled their commitment for reasons such as being denied time off work.

- Some teachers and head teachers who had started with the LEI Program had been transferred to other schools were unreachable. However, the sampling was still able to identify teachers who had been in the project for at least 6 months prior to the survey.

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![](image1.png) **Figure 1:** Summary of program participants from Tanzania and Kenya showing a total of 523 participants in East Africa.

<table>
<thead>
<tr>
<th>School Name (Tanzania)</th>
<th>Region</th>
<th># Students</th>
<th># Male</th>
<th># Female</th>
<th># in Focus group</th>
<th>Teacher interviews</th>
<th>Head Teacher interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mkuzi Juu Secondary</td>
<td>Tanga</td>
<td>37</td>
<td>11</td>
<td>26</td>
<td>14</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lukozi Secondary</td>
<td>Tanga</td>
<td>20</td>
<td>9</td>
<td>11</td>
<td>10</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Rangwi Secondary</td>
<td>Tanga</td>
<td>19</td>
<td>6</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sunga Secondary</td>
<td>Tanga</td>
<td>31</td>
<td>12</td>
<td>19</td>
<td>15</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Shindi Secondary</td>
<td>Kilimanjaro</td>
<td>19</td>
<td>5</td>
<td>14</td>
<td>9</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Musukuru Secondary</td>
<td>Kilimanjaro</td>
<td>36</td>
<td>5</td>
<td>31</td>
<td>10</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Kimembeche Secondary</td>
<td>Kilimanjaro</td>
<td>25</td>
<td>9</td>
<td>16</td>
<td>10</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Ntoni Secondary</td>
<td>Kilimanjaro</td>
<td>20</td>
<td>6</td>
<td>14</td>
<td>11</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td></td>
<td>207</td>
<td>63</td>
<td>142</td>
<td>91</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduated Alumni</th>
<th>Region</th>
<th># Alumni</th>
<th># Male</th>
<th># Female</th>
<th># in Focus group</th>
<th>1:1 Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanga</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Arusha</td>
<td>20</td>
<td>11</td>
<td>9</td>
<td>20</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>total</strong></td>
<td>51</td>
<td>24</td>
<td>27</td>
<td>46</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name (Kenya)</th>
<th>Region</th>
<th># Students</th>
<th># Male</th>
<th># Female</th>
<th># in Focus group</th>
<th>Teacher interviews</th>
<th>Head Teacher interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wamba Day Secondary</td>
<td>Samburu</td>
<td>33</td>
<td>18</td>
<td>15</td>
<td>15</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Samburu Secondary</td>
<td>Samburu</td>
<td>33</td>
<td>21</td>
<td>12</td>
<td>33</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mwangaui Secondary</td>
<td>Samburu</td>
<td>35</td>
<td>16</td>
<td>19</td>
<td>35</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Adero Secondary</td>
<td>Samburu</td>
<td>23</td>
<td>8</td>
<td>15</td>
<td>23</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Namba Girls Secondary</td>
<td>Samburu</td>
<td>20</td>
<td>0</td>
<td>20</td>
<td>20</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Kikakwe Secondary</td>
<td>Samburu</td>
<td>30</td>
<td>31</td>
<td>8</td>
<td>18</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>St. Paul Kiwanjani</td>
<td>Isiolo</td>
<td>25</td>
<td>14</td>
<td>11</td>
<td>25</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nyeri Secondary</td>
<td>Isiolo</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>20</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td></td>
<td>227</td>
<td>113</td>
<td>114</td>
<td>107</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduated Alumni</th>
<th>Region</th>
<th># Alumni</th>
<th># Male</th>
<th># Female</th>
<th># in Focus group</th>
<th>1:1 Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narok</td>
<td>41</td>
<td>23</td>
<td>18</td>
<td>15</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Samburu</td>
<td>31</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Isiolo</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>total</strong></td>
<td>53</td>
<td>28</td>
<td>25</td>
<td>22</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>
Objective 1:

Evidence of Outcomes and Impact for Youth / Efficacy of the Program

Asante Africa Foundation’s LEI theory of change (see Appendix 1) outlines the main channels through which the program influences future options and life choices of the rural East African youth. It is guided by an overarching hypothesis that young girls and boys will be able to make informed life and career choices, including those relating to marriage, education, and livelihood, if they have the right information, understanding, and skills to navigate their contexts. This also requires that they are free from fear and violence, valued by society, and live in a supportive environment both within and outside the home.

Both the SBCs and the summit-based curriculum have seven key thematic areas, of which only five are covered in this study (academic support and sexual and reproductive health are not covered at this time.)

The themes are:

- Personal Development and Planning
  - Higher Order Thinking
  - Positive Identity
- Developing the Leader Within
- Career Readiness and Application
- Entrepreneurship Mindset and Business
- Enterprise Development
- Pay-It-Forward, Active Civic Engagement and Global Citizenship

Personal Development and Planning:

The personal development curriculum helps youth assess their skills and qualities, consider their aims in life, set goals, and learn tools that can help them realize their potential. For this study, the respondents were expected to have attended sessions in the four broad categories of time management, personal budgets & saving goals, building and developing teamwork, self-awareness and dream mapping (vision and goal setting).

In an effort to assess the personal interest and skill deepening, participants were asked the frequency with which they attended sessions during both the school-based training and the conference summit; detailed data on these responses is provided in Appendix 3. On average, develop teamwork, and self-awareness were the two most attended sessions among the Tanzanians while the Kenyan youth attendance was more evenly distributed across the four topics with personal savings and budgets the least attended.

Participants were asked which skills were the most useful for daily application in their lives.

- Kenyan respondents reported that skills gained in time management sessions were the most useful skills that they used in their day-to-day lives.
- Tanzanians respondents rated dream mapping (personal vision and goal setting) as the highest ranked useful skill.
- Both Tanzania and Kenyan females ranked time management as a highly valued skill. Interestingly, except for dream mapping among the Kenyan females, all other skills had less than 5% of indicating participants feel these skills are necessary and relevant.
• It is also important to note that the respondents were not limited to rating more than one skill as useful or most useful based on their application experience.

Future analysis of this data will delve deeper into why certain topics are more attractive by county as well as correlation between length of participation in the program and the frequency of attendance, by country, gender, and type of training (summit-based vs school-based).

In 2016, Kenya Institute of Curriculum Development (KICD) undertook a needs assessment for school curriculum. It found that more than 90% of teachers and principals identified critical thinking and creativity as two of the vital competencies of the 21st century skills.

Encapsulated in both Tanzania and Zanzibar’s poverty alleviation and national development strategies, both recognize the need to focus on education policy reforms that equip young people with the skills necessary to meet market demands and support national development. Policy makers and practitioners agree that a shift is required from rote learning to analytical, critical thinking and innovation amongst learners.
Higher Order Thinking

Higher-order thinking skills are defined as the ability to identify an issue, absorb information from multiple sources, and evaluate options to reach a reasonable conclusion. It includes problem solving, planning, decision making, and critical thinking.

Critical thinking is the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking. The skills required to think critically are varied and include: observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision making.

Results indicated that the learners agreed on the importance of these skills and, for enhanced decision making, thinking through considerations of the consequences of their decisions and the ability to own their decisions.

Though more than 75% of all students in both countries agreed (agreed or strongly agreed) that they think about the consequences of their decisions, Tanzanians reported a significantly higher rating of this skill than Kenyans by almost 20% as shown in Figure 8 and 9. About 20% of Kenya females don’t seem to utilize this skill.

It was important to consider options about different things and collecting as much information to make informed decisions. Many respondents agreed that this was highly utilized as shown in Figure 10. The rating in Tanzania on utilization was higher than in Kenya. No gender differences were observed. Kenya had no neutral ratings as this was not an option on their questionnaire.

The consideration of others was also important as shown in Figure 11. It means empathizing with others but at the same time, reflecting on the consequences of one’s actions. Youth from both countries reported high levels of thinking about impact on

![Figure 8: High order thinking: When I am making up my mind about something, I think about all the things that could happen (I think about the consequences of my decisions).](image-url)
others but with Kenyan youth, especially males, disagreeing at a slightly higher rate. In both countries, females generally gave thought to the consequences of their actions on others than males.

Being well informed before making a decision was also considered as shown in Figure 12. For example, when it comes to enterprise engagement, collecting as much information as possible was important. This is important for market scans and ensuring that there is informed decision making.

Both males and females reported high levels of agreement in the importance of being well informed; however more females than males thought it not as important to be well informed in making decisions. A deeper look at this could consider what kind of information and sources of information as factors in decision making.

![Figure 9: High order thinking: I think of all the bad things that could happen before I make up my mind about something.](image-url)
### Figure 10: High order thinking: I consider different choices before making up my mind about something.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Kenya</th>
<th>Tanzania</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>I consider different choices before making up my mind about something</td>
<td>Strongly Agree</td>
<td>49%</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>39%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>totals</td>
<td>Total &quot;Agree&quot;</td>
<td>88%</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>Total &quot;Disagree&quot;</td>
<td>16%</td>
<td>18%</td>
</tr>
</tbody>
</table>

### Figure 11: High order thinking: I think about how the things I do will affect others.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Kenya</th>
<th>Tanzania</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>I think about how things I do will affect others</td>
<td>Strongly Agree</td>
<td>46%</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>31%</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>totals</td>
<td>Total &quot;Agree&quot;</td>
<td>77%</td>
<td>82%</td>
</tr>
<tr>
<td></td>
<td>Total &quot;Disagree&quot;</td>
<td>23%</td>
<td>18%</td>
</tr>
</tbody>
</table>

### Figure 12: High order thinking: When making up my mind about something, I like to collect a lot of information.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Kenya</th>
<th>Tanzania</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>When making up my mind about something, I like to collect a lot of information</td>
<td>Strongly Agree</td>
<td>55%</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>32%</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>totals</td>
<td>Total &quot;Agree&quot;</td>
<td>87%</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>Total &quot;Disagree&quot;</td>
<td>12%</td>
<td>14%</td>
</tr>
</tbody>
</table>
Positive Identity

Positive self-identity and awareness allows us to understand our unique identity, skills, and talents. It is a key emotional intelligence skill which supports making conscious decisions and builds the feelings of empowerment to make changes and improvements. As a key personal skill, positive identity empowers us for more effective engagement in work and life.

When asked to the degree in which they believe in themselves, Kenyan respondents had variations across the spectrum on the levels of believing in themselves while Tanzanians, males and females, were more positive with close to 80% or over stating they often or almost always do. This is shown in Figure 13. The greater distribution in answers among Kenyans and the particularly low levels of positive self-awareness among Kenyan females merit further scrutiny to understand the underlying reasons.

<table>
<thead>
<tr>
<th>Positive Identity</th>
<th>Kenya</th>
<th>Tanzania</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Male</td>
</tr>
<tr>
<td>I believe in myself</td>
<td>Almost Always</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>7%</td>
</tr>
<tr>
<td>totals</td>
<td>Always - Often</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td>Sometimes - Never</td>
<td>40%</td>
</tr>
</tbody>
</table>

Figure 13: Positive identity: I really believe in myself.

<table>
<thead>
<tr>
<th>Positive Identity</th>
<th>Kenya</th>
<th>Tanzania</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Male</td>
</tr>
<tr>
<td>I know what kind of person I am</td>
<td>Almost Always</td>
<td>72%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>rarely</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>never</td>
<td>3%</td>
</tr>
<tr>
<td>totals</td>
<td>Always - Often</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>Sometimes - Never</td>
<td>14%</td>
</tr>
</tbody>
</table>

Figure 14: Positive identity: I know what kind of person I am.
Despite having lower levels of belief in themselves, Kenyans ranked slightly higher when asked about self-knowing of what kind of person they were. A large majority of both male and female participants indicated almost always and often. Tanzanian respondents reported almost always and often as. Females in both countries generally ranked lower on the positive end.

**Future analysis:** The correlation between this and the preceding question requires further examination. A positive attitude is crucial in work and life, hence it was important to assess the extent that learners developed a positive attitude.

Careful attention in future work will be given. When asked if they think the world and the people in it are generally good, responses from youth in both countries covered the spectrum far more than in any other question. By just a slightly higher margin, more Tanzanian males (62%) and females (53%) had more favorable responses. Also compared to responses to other questions, larger numbers of youth in both countries were more negative about their perceptions of good in the world.

<table>
<thead>
<tr>
<th>Question</th>
<th>Kenya Male</th>
<th>Kenya Female</th>
<th>Tanzania Male</th>
<th>Tanzania Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things usually turn out well for me</td>
<td>Almost Always</td>
<td>27%</td>
<td>25%</td>
<td>52%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>21%</td>
<td>14%</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>39%</td>
<td>48%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>rarely</td>
<td>9%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>never</td>
<td>4%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>totals</strong></td>
<td>Always - Often</td>
<td>48%</td>
<td>39%</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>Sometimes - Never</td>
<td>52%</td>
<td>60%</td>
<td>21%</td>
</tr>
</tbody>
</table>

*Figure 15: Positive identity: Things usually turn out well for me.*
Additionally, females from both countries showed lower levels of good feelings and higher levels of not seeing the good than their male counterparts. Respondents were asked about how they felt about how they have handled themselves so far. Kenyan respondents were more confident in their self-conduct than youth from Tanzania where more than half the youth felt that they sometimes never felt okay.

One interpretation of this could be that, upon learning positive identity and self-awareness skills, reflection leads them to view past actions differently. By gender, there was no significant difference in how females answered this question versus males.

<table>
<thead>
<tr>
<th>Positive Identity</th>
<th>Kenya</th>
<th>Tanzania</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td><strong>I think the world and people in it are basically good</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Almost Always</td>
<td>32%</td>
<td>25%</td>
</tr>
<tr>
<td>Often</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>23%</td>
<td>31%</td>
</tr>
<tr>
<td>rarely</td>
<td>11%</td>
<td>14%</td>
</tr>
<tr>
<td>never</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td><strong>totals</strong></td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Always - Often</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Sometimes - Never</td>
<td>46%</td>
<td>56%</td>
</tr>
</tbody>
</table>

Figure 16: Positive identity: I think the world and people in it are basically good.

<table>
<thead>
<tr>
<th>Positive Identity</th>
<th>Kenya</th>
<th>Tanzania</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I feel okay about the way I've handled myself so far</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Almost Always</td>
<td>65%</td>
<td>66%</td>
</tr>
<tr>
<td>Often</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>rarely</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>never</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td><strong>totals</strong></td>
<td>81%</td>
<td>79%</td>
</tr>
<tr>
<td>Always - Often</td>
<td>81%</td>
<td>79%</td>
</tr>
<tr>
<td>Sometimes - Never</td>
<td>19%</td>
<td>21%</td>
</tr>
</tbody>
</table>

Figure 17: Positive identity: I feel okay about the way I've handled myself so far.
Youth Reported and Teacher Observed Impact

Academics: An assessment was done on how academic performance was linked to personal development skills (see Figure 18). Teacher responses indicate that significant academic improvement was observed among those who received the program that those who did not; Kenyan males did not have as high a difference.

Females generally tracked close to males in almost all of the personal development and self-awareness categories.

Greater differences were observed across geography rather than gender. A potential conclusion can be made that females are integrating and applying the skills leading to improved academic performance as compared to both their male counterparts and females that didn’t participate in the program.

Youth Reported Impact of Personal Development

Time Management: 84% of the Tanzanian respondents and about 76% of the Kenyan alumni questionnaire respondents said that time management has really been of great help in managing their businesses and other personal duties.

Self-Awareness: A majority of Tanzanian respondents further acknowledged that self-awareness and time management skills had helped them in improving their academic performance and graduate with good grades.

Dream Mapping / Goal Setting: 67% of Kenyan summit beneficiaries said that dream mapping helped them become more focused on what they were dreaming to pursue in the future.

Personal Savings: 82% of Tanzanian, both summit and school-based, responded that personal development sessions enabled them avoid unnecessary expenses which resulted in more saving of money for their basic needs and starting of businesses. 62% of Tanzanian respondents and 55% of Kenyans said that the LEI Program has helped them save more and manage their savings.

Budgeting and Business Planning: 74% and 71% of Tanzanian and Kenyan alumni respondents said that the program has helped them avoid losses and budget for their business ideas and, in the long run, start their entrepreneurial ventures.
Mercy Mwaura is a 17 year old student and conservationist at AIC Moi Girls Secondary School in Maralal, Samburu County, Kenya. Inspired by the need to reduce deforestation affecting rainfall patterns, she developed a solar cooker built from worn tires, aluminum foil, and glass. This invention also reduces waste by recycling old tires.

Mercy says, “We have learned quite a lot in the course of our research. Our main challenge has been time as we have to balance with schoolwork. We had the privilege to present our invention to President Kenyatta who commended us for the innovation at a young age. I am positive that this will contribute to reducing deforestation in my country while encouraging recycling. I also look forward to expanding this into a profitable venture.”

“I attribute my motivation to Leadership and Entrepreneurship training I acquired with Asante Africa Foundation. The skills and knowledge empower me to push beyond my limits in pursuit of my dreams. To me, it is important for young people to lead as we still have the energy and uncorrupted minds. When we lead, we are able to understand the challenges and opportunities and work around them. I encourage my peers to gain confidence and explore the opportunities around them.”
Youth Developing the Leader Within

In the traditional patriarchal societies of rural Africa, cultural norms mean that children, and girls in particular, don’t question their elders or authority figures. Combined with having few relatable role models, especially of women and for women, there is a greater need to help youth understand the characteristics of good, ethical leadership and to see those abilities in themselves.

The LEI Youth as Leaders curriculum covers the following topics: defining leaders and leadership, personal values, resolving conflict, and building teams and developing teamwork.

It was important to understand the leadership perceptions of participants who have attended sessions of the youth leadership program.

What does it take to be a leader?

The responses from participants in both countries indicated that they understand what it takes to be a good leader with high percentages in both genders and both countries (see Figure 19). Strong agreement across gender and country (86% females; 83% males in Kenya) and (98% females and 96% males in Tanzania) agreeing or strongly agreeing about understanding the characteristics of leadership is a very positive response.

13% of Kenyan respondents strongly disagree with this statement. Further analysis shows that 62% of this 13% were found to have attended school-based clubs only 2 hours or less in a month hence the engagement with the leadership topic was low. 74% of this group (13%) are also realized to be from Samburu County. Samburu remains an area where cultural leadership and dynamics are held strongly by the patriarchal community. Further probing is required to understand the extent to which these cultural issues and leadership affect the learner’s perception. The respondents’ feedback also shows that 72% of those disagreeing are still in secondary school hence may have had less opportunity to engage with their local leaders.
The respondents were asked to reflect about questioning the character of leaders in their community. This was to show what they had learned about leadership and if they would use this to reflect on the character of leaders in their community.

In Kenya, there was not much variation between those who strongly agree (F=39% and M=40%) and those who agreed (F=45% and M=41%) that they find themselves questioning the character of their leaders in their communities. Tanzania’s scores of those agreeing (agreeing and strongly agreeing) were higher than Kenya especially among the males recording (F=49% and M=54%) which was the highest rating on the ratings on this issue.

Triangulation between having an idea of what it takes to be a good leader and questioning of leaders characters are found to be positively correlated as 96% of those who strongly agreed with having a good idea of what it takes to be a leader agreed with questioning leaders.

Our experience is that Kenyans are more cynical and more outspoken against their leaders’; Tanzanians have not been accustomed to expressing concerns about their leaders.

Participants were asked how they viewed their role as change agents in their communities. High responses by youth in both countries (see Figure 21) indicate they have a good understanding of this concept; though Tanzanians had a higher degree by almost 10% for both males and females. As the neutral option was not provided in Kenya, it is hard to determine if the disagree/strongly disagree would have yield response similar to Tanzania.

In future studies, it is acknowledged that this should have been two questions: one asking how seriously they take their role as change agents and second what have they done to act on that understanding. This response is important because it indicates a significant mind shift that they are able to see themselves as proactive change agents in their community. These youth come from traditional societies in which they are generally not afforded much opportunity for autonomy or pursuing individual interests. It is also reflective of maturation and growth in all the pieces of the curriculum coming together: I know myself, I know my community, I know my skills, and take my role seriously translating knowledge into action.
**Figure 21:** I take my role as a change agent very seriously and have found ways to influence change within my community.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Kenya Male</th>
<th>Kenya Female</th>
<th>Tanzania Male</th>
<th>Tanzania Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>I take my role as a change agent very seriously and have found ways to influence change within my community</td>
<td>Strongly agree</td>
<td>57%</td>
<td>52%</td>
<td>60%</td>
<td>57%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>26%</td>
<td>27%</td>
<td>33%</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Neutral</td>
<td>*</td>
<td>*</td>
<td>6%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>5%</td>
<td>8%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>12%</td>
<td>13%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>totals</strong></td>
<td>Strongly agree</td>
<td>66%</td>
<td>66%</td>
<td>76%</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>16%</td>
<td>20%</td>
<td>21%</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>Neutral</td>
<td>*</td>
<td>*</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>5%</td>
<td>4%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>14%</td>
<td>10%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>totals</strong></td>
<td><strong>Agree</strong></td>
<td><strong>82%</strong></td>
<td><strong>86%</strong></td>
<td><strong>97%</strong></td>
<td><strong>98%</strong></td>
</tr>
</tbody>
</table>

* there was no option for a neutral response

**Figure 22:** I feel confident to explain to my friends, classmates and family the qualities of good leadership.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Kenya Male</th>
<th>Kenya Female</th>
<th>Tanzania Male</th>
<th>Tanzania Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel confident to explain to my friends, classmates and family the qualities of good leadership</td>
<td>Strongly agree</td>
<td>66%</td>
<td>66%</td>
<td>76%</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>16%</td>
<td>20%</td>
<td>21%</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>Neutral</td>
<td>*</td>
<td>*</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>5%</td>
<td>4%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>14%</td>
<td>10%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>totals</strong></td>
<td><strong>Agree</strong></td>
<td><strong>82%</strong></td>
<td><strong>86%</strong></td>
<td><strong>97%</strong></td>
<td><strong>98%</strong></td>
</tr>
</tbody>
</table>

* there was no option for a neutral response

**Figure 23:** I am now able to demonstrate my leadership skills in my own way within my school.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Kenya Male</th>
<th>Kenya Female</th>
<th>Tanzania Male</th>
<th>Tanzania Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to demonstrate my leadership skills in my own way within my school</td>
<td>Strongly agree</td>
<td>55%</td>
<td>62%</td>
<td>77%</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>26%</td>
<td>23%</td>
<td>21%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Neutral</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>6%</td>
<td>5%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>11%</td>
<td>9%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>totals</strong></td>
<td><strong>Agree</strong></td>
<td><strong>83%</strong></td>
<td><strong>85%</strong></td>
<td><strong>98%</strong></td>
<td><strong>97%</strong></td>
</tr>
</tbody>
</table>

**Skills and confidence**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<th>Kenya Female</th>
<th>Tanzania Male</th>
<th>Tanzania Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to demonstrate my leadership skills in my own way within my school</td>
<td>Strongly agree</td>
<td>55%</td>
<td>62%</td>
<td>77%</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>26%</td>
<td>23%</td>
<td>21%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Neutral</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
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<tr>
<td></td>
<td>Disagree</td>
<td>6%</td>
<td>5%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>11%</td>
<td>9%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>totals</strong></td>
<td><strong>Agree</strong></td>
<td><strong>83%</strong></td>
<td><strong>85%</strong></td>
<td><strong>98%</strong></td>
<td><strong>97%</strong></td>
</tr>
</tbody>
</table>

**Neutral - Disagree**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Kenya Male</th>
<th>Kenya Female</th>
<th>Tanzania Male</th>
<th>Tanzania Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>66%</td>
<td>66%</td>
<td>76%</td>
<td>74%</td>
</tr>
<tr>
<td>Agree</td>
<td>16%</td>
<td>20%</td>
<td>21%</td>
<td>24%</td>
</tr>
<tr>
<td>Neutral</td>
<td>*</td>
<td>*</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5%</td>
<td>4%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>14%</td>
<td>10%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>totals</strong></td>
<td><strong>Agree</strong></td>
<td><strong>82%</strong></td>
<td><strong>97%</strong></td>
<td><strong>98%</strong></td>
</tr>
</tbody>
</table>

* there was no option for a neutral response
Having knowledge and practicing it and/or sharing it enhances the skill and stretches the learning as feedback is given or observed. Thus, participants were asked several questions to assess how they translated their learning into action.

When asked about their levels of confidence in sharing the qualities of a good leader over 80% in both countries expressed high levels of confidence in doing so. The Tanzanians expressed a significantly higher levels of confidence than their Kenyan counterparts who had a considerable number of those who didn’t feel confident doing so.

Though females across both countries reported slightly lower levels of agreeing with this role, further analysis reveals that of the respondents who many disagreed are in secondary school indicating that perhaps they are still learning about leadership issues. No significant difference was observed in the confidence levels between males and females across the geographies.

Similarly, when asked if they are now able to demonstrate leadership skills in their own way within their schools, youth from both countries reported high levels of confidence in doing so with Tanzanians again exhibiting significantly higher levels. No significant difference was observed in the confidence levels between males and females across the geographies.

In many of the schools where they are implementing the LEI foundational curriculum, this is the first exposure to such content and self exploration. The Kenya staff believes there is follow up training needed to reinforce and fill some of the gaps in the training, as well as, time for the young people to mature and practice what they are learning.
Alumni Youth Reported Impact

In addition to shifts in how they see themselves as change agents and increased levels of confidence in playing leadership roles, youth also reported other ways in which these learning modules helped them.

* 61% of Tanzanian alumni reported that leadership skills helped them become patient, honest, and kind with their colleagues and in their social life.

* 25% of Tanzanian alumni became role models during their time in schools and also became stronger role models and leaders after leaving the classroom.

* 49% of Kenyan alumni reported that leadership skills enabled them to create and run their businesses with greater confidence.

“It helped me understand more about myself and know that I can make it in life in spite of obstacles and challenges.”

How have you utilized leadership skills?

* I became better at creating teams and leading my team
* I mentor others in my school or community
* I find better self-motivation to proactively take on leadership roles
* I am relating better to others

“I was a student leader in secondary school. Also, in our area I’m in charge of taking care of the farm pipes for the project.” (female from Kilimanjaro, TZ)

Another girl reported that she became a leader in her secondary school with the confidence to stand in front of people and share ideas; she also became the computer laboratory coordinator.

(female from Arusha, TZ)

Students at Magamba Secondary School, Tanzania
“I was able to transfer the skills I was taught to my community. I’m a leader in a youth organization which helps the less fortunate access school and so far we have helped 5 pupils.”
(female from Kilimanjaro, TZ)

“I was equipped with the knowledge on how to lead a group and so now I volunteer for leadership positions when they present themselves. For example, in college I led the Christian Union group and in our community, I organized a counselling session for girls which included inviting motivational speakers.”
(female from Narok, KE)

“The most interesting part for me is that I get to shape my leadership and social skills. My confidence has been built through knowing who I am and what I want.”
(female from Narok, KE)

“LEI sharpened my self-drive and leadership skills in the society.”
(female from Narok, KE)

Students at Mlongwema Secondary School, Tanzania
Job and Career Readiness and Application

One of the most important aspects of the LEI Program is the focus on preparing youth for employment or self-employment. The curriculum covers soft skills and other employability skills such as professional etiquette, resume writing, career and industry induction, and personal branding.

Respondents were asked about the extent to which they agreed with several job readiness skills statements in the areas of resume writing, professional etiquette, personal branding and communication skills. An additional three questions asked about the importance of life’s choices, expectations of the job environment, and career choices. Communication was the highest rated skill (female 65% and males 61%) by the Kenyan respondents. Tanzania male respondents rated personal branding highest (80%) while females cited professional etiquette as most important (78%). Generally, Tanzanians seemed to “strongly agree” with more aspects and rated them higher than their Kenyan counterparts.

It is important to consider how this links to the job situations in the different countries and whether this reflects the experiences beyond the project participants.

“The leadership training has taught me that I am a leader where I stand. It has boosted my self-confidence so that I am more determined to pursue my dreams.”

Figure 24 and Figure 25: Perception of skills preparation - Kenya female and male respondents

Figure 26 and 27: Perception of skills preparation - Tanzanian female and male respondents
One-on-one interviews with alumni revealed that:

* 76% of Tanzanian respondents said that they had improved resume writing skills and indicated that they are always updating their resume with added experience and modifying their resume to fit the job specifications when applying for jobs.

* 64% of Kenyan alumni respondents said that the skills acquisition through the job readiness component enabled them to better prepare for interviews or starting new jobs. Interview preparation orientation was important for those seeking employment and ensuring personal branding was done.

The data in Figures 32 and 33 summarizes the acquisition of skills in Tanzania (214 youth) and Kenyan (256 youth).

Figure 28 and Figure 29: Critical attributes to prepare for employability - Kenya female and male respondents

Figure 30 and Figure 31: Critical attributes to prepare for employability - Tanzania female and male respondents

Figure 32 and Figure 33: Acquisition and application of business and job readiness skills - female respondents from both countries and male respondents from both countries.
Alumni interview responses to administered interview questions focused on applying acquired skills in a practical world revealed:

**Have you applied for internships?**

54% of Tanzanians and 58% of Kenyans reported that they have applied for internships but few (23% of Tanzanians and 16% of Kenyans) reported to have successfully done internships. This can be attributed to the huge numbers of requests to employers for internships at various levels. It is encouraging that at least half of the sample size had applied for an internship when this is not common practice in these communities.

**Do you modify your resume when applying to each position, how?**

72% of the Tanzanian respondents and 63% of the Kenyans respondents said that they updated their resumes regularly. They reported that their experience and job requirements would determine their update of the CV.

**Interview comments provided by alumni included:**

- “The topic on professional etiquette instilled in me the knowledge on how to relate with others in the workplace”
- “Preparation skills have helped me feel confident about taking risks and venturing into new businesses.”
- “We were taught time management skills, how to conduct ourselves in the workplace, and to have respect for our work. These skills have helped me keep my job.”
- “I learned skills on personal branding and how to keep the workplace environment healthy which is helpful to me on a day-to-day basis.”
- “The job readiness skills allowed me to start my own community-based personal work in crop cultivation. I’m now growing beans, peas, maize and potatoes.”

**Challenges still being faced in spite of knowledge and practice of skills:**

According to UNDP, The Kenyan unemployment rate is the highest in East Africa. Records show that one in every five Kenyans is unemployed as compared to Tanzania where one in every twenty Tanzanians is without a job. The unemployment rate in Kenya at the end of 2017 stood at 39.1% with the majority of the unemployed being the youth. Academic institutions have largely been blamed for producing individuals who cannot fit in the current job market.

The unemployment rate in Tanzania stands at 24%. President John Pombe Magufuli has been striving to fight corruption and open up job opportunities for young people. However, tough rules on the use of websites and social media have driven some young Tanzanians out of business.
A precursor meeting of the tenth Education for All Global Monitoring Report, dubbed ‘Youth and Skills: Putting Education to Work’, identified that many students looking for employment opportunities or internships are often disappointed due to lack of openings in the job market or the unwillingness of employers to absorb them.

The Head of Research and Policy Advocacy at Federation of Kenya Employers additionally confirmed that the internships are very competitive with not enough openings. Thirty-six percent of Kenyan alumni respondents reported that they have been applying for jobs and not getting positive responses or are not being invited for interviews. Tanzanian females responded additionally that when they attend job interviews, corruption and sexual favors are some of the challenges they face that deny them opportunities.

Despite having acquired the prerequisite job readiness skills, systemic and external factors beyond their control still pose great challenges for youth.

**Enterprise Development and Entrepreneurship**

In rural Africa, a non-existent or inaccessible formal job market means that youth need to rely on entrepreneurship to secure their futures. A joint study by the Global Entrepreneurship Monitor (GEM) and Youth Business International (YBI) in 2015 found that sub-Saharan Africa had the world’s highest percentage, 29% of youth are in new businesses. Though a third of these businesses are established out of necessity rather than to capitalize on market opportunities, and most have low growth potential, entrepreneurial optimism is high while fear of failing is low in sub-Saharan African youth. These confidence indicators are needed for success and risk-taking in business ventures.

The report also cited that “fewer than 45% of youth business owners had completed secondary school and nearly 35% of Africa’s youth lack the basic skills required to perform a job, these young people are also not likely to have the necessary skills to successfully start and manage a business.” It is precisely these gaps that Asante’s LEI Program and specifically the Enterprise Development and Entrepreneurship portion of the curriculum address.

In addition to developing the finance, business and marketing skills needed to run an enterprise, there are also other positive impacts on academic performance, problem-solving and decision making abilities, interpersonal relationships, money management, and public speaking skills.

<table>
<thead>
<tr>
<th>Kenya</th>
<th>Tanzania</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Yes</td>
<td>51%</td>
</tr>
<tr>
<td>No</td>
<td>49%</td>
</tr>
</tbody>
</table>

Figure 34: Are you currently involved in entrepreneurship activities?
Asante Africa youth are taking to heart their LEI learning and embarking on entrepreneurial activity in fairly significant numbers. Though starting enterprises at lower rates, they are spending more time on them full-time, especially females.

The engagement of Asante Africa youth with entrepreneurial activity is notably higher than the 29% cited in the study mentioned above. Better understanding and probing into why Kenyan youth lag behind their Tanzanian counterparts in such significant numbers will be a key priority. As well, there can be better tracking of whether enterprises succeeded or failed and what the youth did next as well as types of enterprises and who is involved, that is, individually or with family or team collective.

Of the youth who are engaged in business activity, a follow-up question was asked on the level of time involvement. It is not surprising to learn that in both countries, the majority of respondents are involved part-time given that the sample population is still in school. It is interesting to note, that Kenyan youth, particularly females, are spending more time on their businesses full-time.

The data is a reflection of the contexts where work is carried out in both Kenya and Tanzania. In the Tanzania, a majority of the beneficiaries come from the vicinity of Mount Kilimanjaro which favours agricultural activity. In the Kenyan context, the majority of the beneficiaries come from arid and semi-arid regions and consequently are limited in terms of the entrepreneurial activities they can engage in.

According to an ILO 2019 report, the unemployment rate in Kenya is capped at least 39.1% while Tanzania has 24%. My arguments would be:

1) Youth in Tanzania are engaging in agricultural projects and mainly crop farming. The climatic conditions in the regions the youth are coming from are favorable for farming. However, youth from Kenya are limited in terms of the entrepreneurial activities they can engage in.

“Entrepreneurship and budgeting was something we really needed to know how to do in order to save money to start our own vegetable garden project.”

Figure 35: Youth respondents who reported to be fully or partly engaged in enterprise or entrepreneurship activities either full or part time by country and gender.
from arid and semi-arid lands (ASAL) regions characterized by dry climates not suitable for farming.

2) Entrepreneurship is a power issue wherein the African society, men possess the money and women regard it as a reserve of men.

**Creation of Entrepreneurship Activities as Future Career Paths**

The respondents were also asked to rate the usefulness of the entrepreneurial skills they had learned. This component is identified as a gateway for majority of the youth because it was utilized by those employed as well as the self-employed. The skills obtained from savings and budgeting enable the beneficiaries to plan, gradually save, and finally started their own income generating activities. 68% of Tanzanian respondents and 54% Kenyan alumni respondents reported that they have started small-scale businesses as a result of entrepreneurship skills training. Further, it was reported that 62% of Tanzanian respondents and 55% of Kenyans said that the LEI Program has made them save more and manage their savings. 74% and 71% of Tanzanians and Kenyan alumni respondents further said that the program has helped them avoid losses and budget for their business ideas and in the long run start their entrepreneurial ventures.

**Active Civic Engagement (Pay It Forward)**

Community engagement is an important aspect of youth becoming active community participants to contribute positively to their communities. This is a unique feature of Asante Africa Foundation and a core value that permeates through all levels of the programs and organization. The rationale behind the Pay-it-Forward initiatives emphasize social and strategic skill development. Socially, this value aligns very much with the African philosophy of being able to go further together when supporting each other. Strategically, this core value helps the work of the organization grow in an organic way and leads to greater local collaboration and independence. This is an important part of Asante Africa

“The training has helped me to generate new business ideas. I started a small scale farming enterprise by planting maize.”

-Magdelena, TZ.
Foundation’s strategy for sustainability and self-reliance in East Africa.

The topics covered include Pay it Forward (PIF); Procedures of starting a community based organization (CBO); PIF action planning, asset awareness and fundraising. Based on the highest frequency and attendance, paying it forward was attended by Tanzanian males reported at 47%. The respondents were asked which sessions within Civic Engagement they had attended. The sessions respondents most attended were action planning and asset identification and fundraising. The most attended session was action planning by both Kenyan and Tanzanian males.

In an effort to gauge the application of the skills learned, the participants were required to provide information on the types of community engagements that they were participating in. The vast majority were involved in volunteering, mentorship, and clubs especially in Tanzania. In Kenya, advocacy clubs and mentorship were the most common.

Pay-It-Forward is a core value of Asante Africa Foundation and, it is entrenched in the program. Students are made aware from the beginning that they are expected to use the knowledge and skills acquired throughout the training to make a difference in their communities.

![Figure 38 and Figure 39: Youth - Kenya on left and Tanzania on right - application of community engagement skills (Pay it Forward).](image)

![Figure 40 and Figure 41: Kenya respondents on the left and Tanzania respondents on the right - How are you applying your community engagement skills (Pay it Forward)?](image)
Successes and Impact

Community Engagement: About 90% of the Tanzanian respondents and 82% Kenyan respondents who had attended the summit reported to have volunteered at the community level.

- “I have contributed by joining a group with whom we do a farming project.”

- “My way of engaging and paying it forward to the community is to speak, share and train with others on the skills that I got from the LEI Summit. I also share what I learned from LEI with my friends and family.”

- “I now help by cleaning the church compound as a volunteer. I am a youth leader and also work in the local youth council as a coordinator. This makes me feel proud.”

- “I work in my community in a young girls program at a local foundation. I engage with parents to help them give girls their support and help them understand the negatives of some of the cultural norms.”

Confidence Building: The leadership skills learned in the community engagement session enabled youth to overcome fear and build their confidence when speaking with elders, new adult groups, and in unfamiliar settings.

- Arusha girls alumni reported to have gained confidence, which led them to share their views in public. As a result, a peer-to-peer education program was formed that focused on challenges brought by adolescence and ways of overcoming them. Interestingly, they reported that as a result of running the program they felt they were being useful in their communities which is an indication of realization of personal self-worth and self confidence.

Success in Leadership: The club has had great success especially in the leadership session. Before the training, the students didn’t want to be leaders and even when selected as leaders they were never responsible to their duties. Now, especially the girls, love leading taking on tasks to offload some of the burden in the classroom from the teachers.

“I am cultivating an orange plantation with my family and it is really working and we are now getting an income and I am able to help my mother with school fees of my sisters!”

Carolyne, KE.

As a school club the youth take on a tree planting initiative on School grounds. Funds raised by youth for tree seedlings. Maralal, Kenya
Objective 1: Conclusions

The evidence indicates the youth that participate in the Youth Leadership and Entrepreneurship Program possess advancing skills, abilities, and mindsets providing an advantage over their peers not in the program. Teachers have cited higher outcome levels for LEI youth participants as compared to other students, especially in the areas of academic performance, class participation, and leadership.

Based on the data from this study and the 2016 outcomes study data with a control group, it is recognized that the LEI youth are more likely to be employed, start more activities and businesses, take on leadership roles in their communities. They have embodied Asante Africa Foundation’s unique Pay it Forward model and are pursuing projects which have yielded high impact and opportunities in their communities.

Specifically:

• 43% of participants are pursuing higher education, a greater than 20% improvement over the control group.

• Many youths now have a source of income through a job or business venture. LEI youth show 2X higher employment rates between 33-38%, compared to 17% for the control group.

• 63% of LEI alumni are formally employed with 92% of employed LEI participants working in areas that interest them as compared to 55% of the control group, a > 35% improvement.

• 35% of LEI alumni participants said they earned enough to pay their own bills.

• Volunteer service and community outreach is observed to increase with participation in the LEI Program; 67% of the youth have assisted over 50 other people in the last year, and 39% have affected more than 100 lives.

Youth in rural East Africa face daunting challenges and harsh realities in realizing their potential. Supporting mechanisms which prepare them to participate in a rapidly evolving 21st century economy are scarce but especially important.

Our data show that the LEI Program is on the right track in providing youth with this critical support to thrive in the future economy. Much more work needs to be done to better understand variances by country and influences of local cultural norms and national practices on program outcomes. Collecting and understanding of data from our programs will guide Asante Africa Foundation as our programs evolve to serve the needs of youth and their communities.
Objective 2:
Best Practices for Young Women-Led Businesses and Entrepreneurship

Women, especially in rural Africa, face inherently different constraints as entrepreneurs than men including financial, psychological and social barriers. Females often don’t have any access or have the same access as males to financial and human capital; they have had different personal skills sets development, especially in the area of access to and opportunity for leadership, and they generally face greater societal and cultural barriers as participants in economic activities. Young girls tend to be more disadvantaged than young men in access to work and experience worse working conditions than their male counterparts, and employment in the informal economy or informal employment is the norm (ILO 2019) All of these combine to impede female voice, agency and aspiration.

As demonstrated in the previous section, Asante Africa Foundation’s LEI curriculum addresses many of the personal and business skills needed by both girls and boys to succeed in their business and entrepreneurial activities. Additionally, Asante Africa Foundation has also made a concerted effort to provide girls with targeted opportunities and access to leadership development in the form of our girl-led club governance model and use of technology (Digital Smart Start kits).

Over the last six years we have learned that when young women are majority stakeholders of establishing the school-based club as founding club officers and/or are the initial master facilitators, they have greater ownership, gain the necessary assertiveness and confidence in interacting with school officials. They will also typically balance the leadership roles with the young men and want to include boys in the club which is often not the case when boys are in leadership positions or in boys only clubs.

The Gates Goalkeepers Report: human capital investments should be prioritized to reach girls in countries and districts that have to make up the most ground which aligns with our approach and work in rural sub-Saharan Africa.
We have further observed that when boys are a part of the founding leadership team, girls are too shy to take on leadership roles and that over a three year window get “inched” out of leader opportunities.

In 2015 Asante Africa Foundation conducted a girl only vs. girl-led club governance model and we learned that the girl-led clubs developed the girls’ assertiveness skills better and that they enjoyed competing alongside the boys. Other aspects that were noted to be significant include: mixing of girls and boys improved female leadership and female and male peer alliance; healthy competition resulted in greater motivation and innovation; positive confidence building from girl vs. boy competitions and evidenced in strength in leadership, income generation, and debate activities among the female participants. And, as collaborative leadership was developed, working side by side became more comfortable for both genders.

**Leadership Roles Through Girl-Led Club Governance Model**

The girl-led clubs followed a structured youth governance model with 65% girls and 35% boys in leadership positions at least for year 1 of club formation and governance. The gender distribution between the leadership roles was contextualized to the local school clubs’ requirements and clubs were provided flexibility to define it. In Tanzania school clubs, for example, it was mandatory for a top leader and the secretary to be a girl and the vice president to be a boy; the rest of the club leaders were determined by their ability to lead not by gender. For the mixed schools in Kenya, it was decided that the four leadership positions would be split evenly between both girls and boys, with the president / chair-person always being a girl student.

While our programmatic changes were the result of earlier evidence and studies, this grant affords us an opportunity to do a deeper dive in understanding and providing further evidence for best practices for girls’ leadership, girl and women led business as well as women’s entrepreneurship. For some of the questions it is acknowledged that pre- and post- survey would have better helped understand attitude shifts.

**Women in Leadership Position:** The participants, both girls and boys, reported the extent to which their attitude towards women in leadership position had changed since participating in the program in both school and community levels.

![Female - Change attitude towards women in School-level leadership positions](image1)

![Male - Change attitude towards women in School-level leadership positions](image2)

Figures 42: Female respondents from both countries on a change in personal attitudes regarding women in school-level leadership positions

Figures 43: Male respondents from both countries on a change in personal attitudes regarding women in school-level leadership positions
Youth from both Kenya and Tanzania have highly favorable perceptions of women in leadership positions at the school level though the Kenyans rank higher than Tanzanians. Females in both countries, especially Kenya, view women in school leadership positions more favorably than males. The results are less strong when asked about perceptions of women leaders at the community level, especially in Tanzania, where it drops by almost 20% among females and nearly 10% among males. One possible explanation is that there are fewer women in leadership positions at the community level to observe and/or interact with while at the school level there are more female teachers to serve as role models. Having more women in visible leadership roles can help shift more positive attitudes towards them being in those roles.

It is interesting to note the results of another study done by Savannah State University for Asante Africa Foundation covering the same population in which an overwhelming 90% of the respondents in the pre-survey and post-survey perceive that girls deserve the same opportunities as their male counterparts. Similarly, the majority of the respondents in both pre-survey (97%) and post-survey (95%) reported that girls can make equally good leaders as boys if given the chance.

This latter is a very encouraging data point showing that when women have access to leadership roles as well as the opportunity to fill them young people view them favorably and are supportive.
Financial Goals, Saving Ability and Funding Support:

Several key observations emerge from the data of how entrepreneurial activities are funded, both at the team level and the individual level. It is not altogether culturally surprising that parents are funding boys’ activities at a slightly higher rate than girls but it is encouraging that the gap is not vast. Of those who reported establishing entrepreneurial activities, more than half from both genders and in both countries are using their own savings to fund these activities with a higher percentage of girls are doing so.

Alumni interviews and FGDs indicate that while respondents of both genders are regularly saving money and building on financial literacy and management skills, girls are perhaps applying them a bit more strongly and routinely. Additionally, that girls feel capable and confident, and in numbers greater than boys, is a very positive trend in women’s financial independence and mobility.

A comparison of the engagement of summit versus school-based respondents shows females engaging to nearly 100% in entrepreneurial activity either full time or part time across both countries. Since most of the participants are students, it is not surprising that the greater majority are engaged only part time. In Tanzania, school-based clubs and summit attendees had similar levels of part time vs full time engagement while in Kenya full time engagement was significantly higher in school-based clubs and merits a closer look on contributing factors.

Elizabeth, showing off her income generation project, Tanzania
The LEI Summit participants from Kenya are usually high school graduates going on to higher education; university, trade school or technical college. While they may have the knowledge of entrepreneurship, they do not enjoy peer support like their counterparts in Tanzania who progress to A levels. This could explain the drop in KE for SBC clubs based IGA participation. The school club environment plays a critical role in creating a support system for club members.

**Entrepreneurial Funding and Profit:** Our data shows that across both countries youth are funding their IGAs more through their own savings than through parents’ capital and this rate tends to be higher for women especially for school based clubs in Tanzania. When parents do provide seed capital, they tend to do so more for boys and at slightly higher rates in Kenya.

Nearly all alumni youth reported that they have realized profits from their IGAs. There is not a significant difference for both genders based on type of training received but there is a significantly higher rate of profit realized when the activities were self funded by the students. This holds true across both genders. Additionally, in self funded activities, females showed a slightly higher rate of realized profit compared to males.

That girls are keeping on par with the male counterparts in starting entrepreneurial activities, earning profits and realizing business success is a very encouraging trend in traditional male dominated environments. Studies and anecdotal evidence show that women who have access to and know how to manage money have greater agency in multiple aspects of their lives including health, education and a greater voice in the family and community and a greater voice in the family and community.

![Figure 47: Comparative data of youth fully or partly engaged in entrepreneurship activities – as compared to how the program was delivered (school-based or summit-based program).](image)
Figure 48 and Figure 49: Source of seed capital for youth entrepreneurial projects - Tanzania youth and Kenya youth

Figure 50: Alumni youth showing % or profit gained from entrepreneurial activities based on the source of seed capital (parents/youth).
Evaline Foya: Dreaming Big, Starting Small, Tanzania

Evaline, who works as a booking agent for a tourism company in Tanzania, dreamed of running her own business. So, when her supervisor suggested she attend Asante Africa’s LEI Program Summit, she jumped at the chance.

Evaline was given a space to develop her business ideas, start planning for the future, and receive encouragement to carry out her plans. Evaline says, “discouragement and lack of confidence are two big issues that young Tanzanians face when starting a business. The LEI summit helped me clarify my own values and gave me the confidence to start a business despite skepticism from others.”

After attending the summit, Evaline started a small business supplying homemade juices to the offices in the building where she works. Evaline is able to continue her job at the same time as she runs her business.

While Evaline’s business is small now, she hopes one day to grow into a larger business. For now, Evaline is learning business skills and gaining confidence, thus building the necessary foundation for the future she wants to have.
Future Sustainability: When asked, “how do you plan to sustain the project in the future?” girls reported higher rates of sound business practices in investment and growth. Sixty-eight percent females and fifty-four percent males reported that they will save the profit earned from the IGA and later expand the business. Fifty-seven percent females and fifty-one percent males further said that they intend to raise additional capital from other sources and plough it back to the business. About 23% of the respondents also said that they would collaborate with other LEI beneficiaries and get more ideas of sustaining their businesses.

Future Analysis: Follow-up studies can look to validating these self-reports as well as where they get capital and how they manage profits. These early results are very encouraging, especially for girls, and indeed there is growing recognition in the international development space that youth must be given the opportunities and resources to act on entrepreneurial training not just be taught it.

Observer Feedback (typically teachers or school principals): The observer interviews revealed positive trends and elements that they attributed to the existence and success of girl-led clubs in school settings such as:

A. Entrepreneurship mindset and business enterprise training: The training that the girls received, especially the entrepreneurship mind-set training, helped to change their whole community both through owning their own projects at home as well as visible changes in others who attended the program.

B. Stakeholder support from patrons and administration: Greater readiness of the club’s patron to support the girls and their initiatives and also the head teacher’s commitment to ensure the club’s success was observed. Further, there was greater cooperation between the club teacher and the head of school as they actively cooperate together with the club leadership on the improvement of the club and it’s enterprise activities.

C. Collaboration of students and their extended family: Great collaboration between the students and from the students motivating one another as well as their friends, families and the community contributes to the success of the club.

D. Digital resources increased active participation and club engagement: Digital curriculum and projects as well as the use of computers and projectors was reported to have increased the clubs impact on the school as a whole by providing new learning methods and tools.
Young women proudly share their success stories

“I am a member of a group where we engage in income generating projects. We meet every two weeks and contribute Ksh.500 ($5) per person. This is deposited in an account that we opened at the local bank. The group is closed to only ten members. The business projects have been profitable so far and if a member happens not to attend the meeting, the profit money is delivered to them.”

A young woman from Kenya said “I started as an Mpesa agent from my own savings. The capital I used was Ksh 45,000 I am now getting a profit of Ksh 30,000 per month.”

“The skills helped me increase my savings and currently I own a bank account. I started my savings (KIKOBA) with 9 friends where we were saving 200 and above per day. We began giving each other loans with the interest shared equally and we also used the savings to start a business project at school. We sold cookies and graduation and birthday cards. The skills I learned also raised my awareness of opportunities and challenges in society. I started the business of selling cookies and cards that were not found in the school canteen.”

“Our Maisha Mema club started a watermelon project last year. In school, our club members contribute Tsh. 200,000, and out of school members contribute Tsh. 400,000 creating Tsh. 2,000,000 as the starting capital for the project. The project has made a profit and each member benefits depend on the capital she contributed.”

“I started my own project of a vegetable garden in 2016 when I came back from LEI summit. My skills came from attending the advancing levels of LEI Program. I only needed Tsh. 5,000 as the start-up cost to buy different seeds. This came from my savings. The profit from my garden helped me pay Tsh. 500,000 fees for my IT certificates.”

“LEI boosted my success when I learned how to use opportunities in the community through creativity. I have a vegetable garden which I had started after the summit. My capital was Tsh. 1,000 which was from my own savings.”

“I started selling baobab seeds and candy recipes. I used Tsh. 2,000 that I was given by mother to buy the seeds and candy recipe. I am collaborating with my family members to run this business and they help me by providing feedback about my products. Currently I make Tsh. 3,000 profit per month.”
Objective 2: Conclusions

Most women's economic empowerment interventions address access to financial and human capital but often fall short on helping them overcome other obstacles that girls and women in business face. Societal as well as personal development skills that often also constraint women must also be developed and supported.

We are deeply encouraged by our data which show that in these rural areas girls are not only keeping par with boys but in some cases surpassing them. We are particularly proud of the fact girls finance their own businesses at rates higher than boys but are also realizing profit and report plans for reinvesting or expanding their businesses at rates higher than boys.

Boy inclusion components of our program ensure that boys also recognize the right of girls to have equal access to leadership opportunities and to become allies in helping break traditional male dominated patterns. Also, once we identify local cultural challenges for girls, we contextualize the curriculum to address those challenges and then ensure that girls are mentored by local young women and surrounded by advocates and allies including teachers and Asante Africa Foundation Program staff. This serves to put the social support in place that girls also often don’t have access to.

Finally, although the use of Digital Smart Start kit as part of the girl-led club model has benefited all students as well as teachers, introducing technology through this channel enshrines that the girls won’t get left behind or be excluded. The technology also attracted far more members to join the clubs than initially anticipated which further ensures girls’ leadership and reach.

To summarize, successful interventions for women are those that go beyond the traditional access to financial capital and business learning. They also need to integrate soft skills development such as leadership and self-awareness, provide access to leadership opportunities, and put in place support to help effectively address gender impeding local mindset and cultural barriers. As well, they need to go the additional distance of also helping access resources and opportunities so students can act on the learning. Our program evolution and early results, as reported by girls and the adults around them as well as data on business activities, show that we are doing all the right things to reduce barriers to women’s economic participation and success.
Objective 3:
Program Effectiveness of Girl-Led Club vs. Incubator Delivery Models

Following the 2016 Summit, based on evidence and in order to reach more youth and bring the curriculum to younger teens in a localized setting, a decision was made to modify the phased approach of the multi-year LEI curriculum. Specifically, a decision was made to deliver the foundational material via girl-led, school-based clubs instead of the intensive week long annual summit. An assessment of the two delivery methods is the focus of this objective and is meant to help shed some light on which delivery method to pursue in order to maximize reach in the most impactful and efficient way. We also want to better understand if spreading out over a longer time period against a week-long intensive is more conducive to learning and engagement. This “safe space” for the girl-led clubs provides and infrastructure and an environment they can trust. Teachers and principals provide the support to the students - so they can have safe environment, funding for IGAs, and technical support. This strategy also helps to build sustainability beyond the year of intervention for continued activity and recruitment of new members. This also provides an effective community entry strategy as the schools are often the meeting space for the community in the deep rural areas.

In the sample population, we had youth who had been to annual summit as a high school participant and who had started leadership programs back at their school or in their community vs. youth who had participated in the Phase I foundational curriculum offered via the girl-led school-based clubs. A few key points to note: SBCs are newer and target younger youth while the summit/alumni are older who have gone through foundational curriculum and are now attending intermediate and more advanced programs; this makes a direct side by side comparison difficult.

Time commitment by SBC respondents:

We asked the SBC respondents about the time investment made by them. The amount of time spent in clubs varies tremendously in each country making any analysis or comparison difficult. In Kenya, for example, nearly 72% of the male and female participants spend at least 2 hours a month while in Tanzania hardly any youth spent this amount of time but spread out instead at the two ends of time periods.

Nearly 46% of females and 38% males spend more than 4 hours which includes time in the classroom learning the content and the time working on school projects applying the knowledge and the community team activities.

However if we look at where the concentration is the greatest, that is, less than 2 hours/week for Kenya, this translates into roughly into 80 hours per school year. This slightly enables a corresponding comparison to how much time is spent in a week long summit which would be ~ 50 hours in a concentrated time period. In Tanzania, youth work in their gardens count that as club time. In Kenya, youth are only be counting the time in the classroom learning. The future data collection process will develop a clear definition of club time to get more consistent data set. Even at the lowest end of time spent per week, kids in the school based club model are spending more time on this foundational learning.
How successful are the girls led clubs as a program delivery model? According to the observer interviews, teachers reported significant impact on personal development and academic outcomes from those who participated in girl-led school clubs vs. those who didn’t. While this is not a comparison of clubs against summit, it does provide insight into the impact of clubs. The numbers across all indicators, except for reduced girls pregnancies, are higher for Tanzania than Kenya. Tanzanian youth in particular show strongly in academic performance and class participation.

- **Improved Confidence:** The SBC of LEI helped students have knowledge about entrepreneurship, with which they can now establish their different projects. That knowledge will help them after school life.

- **Improvement in Academics:** Most of the students who are in the club say their academic performance has improved compared to before. Students improved a lot especially after the ‘Dream Mapping’ and ‘How to be successful in their examination’ modules. Those topics have increased student awareness and led them to be proactive and committed to their academic work.

- **Future Analysis:** The low levels of confidence in both Kenya and Tanzania merits further attention because it doesn’t align with increases in leadership and class participation.

- **Increased application and use of personal money management and business enterprise development:** The alumni interviews revealed that about 67% of summit participants have reported to have established enterprises compared to a 52% of school-based clubs.

A proportion of 74% of summit participants further indicated that they have established enterprises as a result of money saving compared to a 64% of school-based program.

The training on budgeting and entrepreneurship helped the participants become much better at savings and budgeting their expenses. Currently a good number (53%) of them have their personal bank accounts. Close to 62% of Tanzanian FGDs

<table>
<thead>
<tr>
<th>Time commitment</th>
<th>Kenya Male</th>
<th>Kenya Female</th>
<th>Tanzania Male</th>
<th>Tanzania Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many hours per week do you spend on your income generating project?</td>
<td>&gt;8 hours</td>
<td>4%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>8 hours</td>
<td>10%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>4 hours</td>
<td>0%</td>
<td>1%</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>3 hours</td>
<td>13%</td>
<td>12%</td>
<td>0%</td>
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<td>73%</td>
<td>72%</td>
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<td>&lt;2 hours</td>
<td>0%</td>
<td>2%</td>
<td>60%</td>
</tr>
<tr>
<td>totals</td>
<td>4 or more</td>
<td>14%</td>
<td>14%</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>less than 4</td>
<td>86%</td>
<td>14%</td>
<td>38%</td>
</tr>
</tbody>
</table>

Figure 51: Time commitment by school-based clubs respondents.
compared to 55% of Kenyans said that the entrepreneurship and budgeting skills enabled them to save money and start their own projects eg. vegetable gardens, hairdressing and apparel shops.

At first it appears that the week-long summit imparts knowledge on money management and business skill development more effectively than SBCs. But it is worth remembering that SBCs target younger kids who are being introduced to many topics for the first time whereas the summit respondents are older and alumni who are in intermediate or advanced programs. With that reference in mind, the results are not that surprising and the numbers don’t reveal a drastic disparity. On the contrary, that over half of the school based club participants are starting enterprises and at high rates of personal savings indicates that introducing the learning early and in localized setting leads to early activity by youth.

<table>
<thead>
<tr>
<th>Head Teacher’s Assessment</th>
<th>Tanzania</th>
<th>Kenya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stronger Leadership</td>
<td>78%</td>
<td>62%</td>
</tr>
<tr>
<td>Greater Confidence</td>
<td>48%</td>
<td>39%</td>
</tr>
<tr>
<td>Reduced pregnancies</td>
<td>69%</td>
<td>75%</td>
</tr>
<tr>
<td>Improved School performance</td>
<td>81%</td>
<td>73%</td>
</tr>
<tr>
<td>Improved class participation</td>
<td>83%</td>
<td>66%</td>
</tr>
<tr>
<td>Improved self-discipline</td>
<td>62%</td>
<td>51%</td>
</tr>
<tr>
<td>Greater activity in Agri-business</td>
<td>54%</td>
<td>74%</td>
</tr>
</tbody>
</table>

Figure 52: Head Teacher’s assessment of student performance improvements from the school-based clubs in their schools.

Figure 53: Summit-based vs. school-based enterprise establishment

Figure 53: Summit-based vs. school-based clubs - Use of personal money management and business enterprise development.
At the core of our Leadership and Entrepreneurship Incubator Program is the “Pay it Forward” principle, to create impact beyond the participants and to strengthen and empower the communities around them. After attending the leadership training, students of Magamba Secondary School, Lushoto, Tanzania, were inspired to start a fish farming project.

“The training empowered us with skills on how best we could capitalize the available water resources around the school and build fish farming ponds. The funds were primarily through individual contributions by 45 of 60 members of the Youth Leadership Club.”

The fish pond’s construction was done by the YLC members guided by an Asante Africa patron and school teachers. “We dug water channels using hoes allowing water to flow into the ponds. To ensure stability, water was allowed to remain for about four months. During this period, club members planted grass around the dam/pond to stabilize the bank and prevent soil erosion. We successfully managed to construct two quality ponds for the project.”

After the completion of the construction, farming began with 333 fish in the first pond. These were at an initial cost of Tsh. 100,000. However, due to new adaptation and change of environment 100 of the fish didn’t survive. Undaunted by this loss, the club proceeded to commence operations in the second pond with 267 fish. With lessons learnt from the first trial, this time around the loss was mitigated to 7 from 100. “For capacity building purposes, we conducted field research by visiting and having fruitful discussions with personnel in a prison fish project within Lushoto. We also planned a site visit with a specialist who recommended we raise tilapia which does well in Lushoto.”

Just like any other project, this also had its fair share of challenges including attacks by young birds that perch and eat the fish. “We are doing the best we can to get some students to be on guard every time. This is done by working in shifts.” Lack of funds to build a mesh fence to protect the fish against attacks from other birds and animals is also a problem as is the inability of engaging an expert to professionally help manage the fish project at school.

However, the club members are pro-actively taking steps to tackle these the best they can. The club members want to scale up the project and use its output for the betterment of the club members, their school and their community. They want to increase sales and channel the profits in addressing some of the challenges faced by YLC members, which include but are not limited to buying school uniforms, exercise books and pens and improve nutrition for the students by incorporating fish consumption in school meals. Additionally, the long term plans include to also assist educating neighboring communities.

“We hope to inspire other students to tap resources around them and create opportunities.”
A high-level look indicates that except for job readiness, the school-based clubs are actually on par with higher positive responses than summit especially leadership and community engagement. Entrepreneurship is also especially high in school-based clubs which is a very positive indicator.

The higher positive responses on job readiness for the summit is to be expected given that not only have they had more learning on this but also they are older so it is more on their minds.

Objective 3: Conclusion delivery model

While this assessment does not provide a clear direction, it does prove that both delivery methods are effective and does provide insights into how each method supports targeted learning. It also raises questions such as whether to mandate a minimum time commitment for clubs as well as what accounts for teacher reported low levels of confidence in SBC club participants despite improved academic performance and strong leadership. The program staff team will do deeper dives into each data point in order to inform the best strategic direction.

Several factors assumed could have affected the results are worth noting and keeping in mind for further analysis:

1. Sample Size Dynamics: The sample of respondents of school-based against summit participants was not equal as the school-based is structured in such a way that the mode of delivery reaches a larger group. Summit participants are limited to a selected few so a true size comparison is hard.

2. Delivery Model Timing: Considering one model preceded the other a fair comparison is difficult to achieve. In addition to this, the mode of curriculum is very different considering the school-based beneficiaries have close to a year to cover the same content that summit participants cover in a week long intensive once a year. For the purposes of this evaluation both groups were treated as having had equal exposure. Future evaluations would need to take this into consideration at the design stage.

SUCCESS STORY

“One of the students who was a member of the SBC has significantly improved her English speaking skills. As a result, she made it to the selection of top participants of a debate competition and represented her school and performed well in the competition. Overall, according to her teacher, the club has enabled her to perform well in her studies and her performance was excellent attaining division one at the end of her school cycle.”

Josephine - Tanzania, Lushoto, TZ
CONCLUSIONS

Evidence from the LEI study confirms that the program has positive significant outcomes in both Kenya and Tanzania; this was evident in the most of the thematic areas evaluated. This study also identified ways in which we can enhance our data collection efforts to better inform both program content and delivery. In addition to specific objective conclusions provided at the end of each section, the following contains broader observations, and recommendations for further analysis and next steps.

Tanzania and Kenya are both composed of communities that are diverse in terms of cultural values and identity, economic standards within countries, and social and political ideologies. An in-depth review of the evidence suggests that community engagement related activities were much higher in Tanzania than Kenya. Higher uptake and learning engagement could be contributed to political philosophy of Újamaa’ (family-hood) which is still very strong particularly in rural Tanzania. This results in a strong sense of community and formative enabling structures that allow for youth initiatives to thrive.

Culturally speaking, Tanzanians are typically more deferential, consensus-seeking, and conservative while Kenyans are more fast-paced, independent, and perceived as opportunistic. Yet, it was the Tanzanians (boys and girls) who were more involved in entrepreneurial activities, more openly questioning of local leadership, more confident of their own leadership abilities and roles and had generally better teacher reported academic outcomes. While further investigation is needed, we hypothesize this could be correlated to the current strength and stability of Tanzania program team, the eagerness of the local communities to benefit from the Youth LEI Program, the local levels of community support and engagement or a combination of these aspects. Before drawing a direct correlation, we would also need to remove any discrepancy associated with data collection bias, program delivery, or other anomalies.

Youth in both countries are in some of the most remote areas and exposed to this curriculum for the first time. Thus, while the study data revealed similarities or differences across Kenyan and Tanzanian youth, the higher level learning is that those statistics point to a positive trend on the impact of the program. Participating students are actively engaging, learning, doing and teaching others. While there is no real national data to compare this to, we can extrapolate the benefits through educator report of impacts on those that receive the intervention and those that don’t.

*Some themes and learnings that emerged include:*

**Youth as developing leaders:** It is important and crucial to teach these skills earlier in life. It also takes time and confidence to translate learning into action so starting earlier also gives more opportunities to do so. Many interviewed in FGD in secondary schools claimed to not understand the topic well enough to utilize the knowledge or did not feel comfortable building their own confidence. Access to and opportunities to practice leadership is particularly important for girls. **It was noted by many that a best practice was fostering girl-led business activities from the beginning of the program.**

**Time management:** This is an essential skill for youth irrespective of being in school or out of school. In school this skill translates into better learning outcomes as demonstrated by the data; out of school this helps with more focus and direction for income generating activities as reported by youth. Enough time should be allocated to imparting this critical skill.
Youth as teachers and facilitators: Various components of our program - girl/student led clubs, Pay it Forward projects, teaching and mentoring younger students, etc - are proving to be best practices in creating youth teachers, leaders and facilitators and as role models for younger youth. Girls particularly value and benefit from these opportunities and skills.

Three-phased LEI model validated: Anecdotal feedback, observations and data validate that sequencing imparts better learning and absorption of soft life and leadership skills. For example, by first learning one’s own values, strengths and talents then facilitates observing these in others to then apply them to collaboration and teamwork and prepares one for successful work practices. Learning the basics of financial literacy and goal setting first then supports later learning on business planning and entrepreneurship.

Link between dream mapping/goal setting curriculum module and improved student learning outcomes: Both students and teachers reported a direct correlation between learning goal setting and impact on both academic performance and engagement with and success in income generating activities.

YouthPower Learning Indicators for Higher Order Thinking and Positive Identity: These indicators gave insightful information and trends that other survey questions and discussion did not. We can learn more with these well crafted questions and processes and use them better in future evaluations.

Community support plays a critical role in the success of the program: While we know this to be anecdotally true, incorporating community engagement could enhance the program and the outcomes further. Similarly, a deeper look at parents’ engagement impact on their child’s confidence, skill development and income generating projects would be beneficial to help direct additional program focus.

Deeper investigation on interaction between culture and leadership styles and perceptions: Further exploration is also needed so learners are still able to understand the leadership styles while respecting and appreciating culture especially those who come from strong culture like those from Samburu or Maasai regions. This also has an impact on perceptions of women in leadership positions.

Deeper look to understand both geographical and gender influences as to why certain topics are more attractive than others, how knowledge gained through the program translates into action and when it doesn’t, why not and what are the barriers.

Financial literacy modules and the IGAs are very well-received modules of the program: We will look to engage the program teams and the field partners to understand how these modules can be made more effective for the students. For example, despite the program not providing any funding, students are taking the initiative and finding funding resources. Differences among the genders for the source of funding need to be better understood.

Teacher interviews provided powerful insights into the impact of the program: These interviews brought out factors of how the participation in the clubs helped build foundational life skills and improved their academic performance. This perspective helps us provide additional triangulation of the self-reflections from the club members. The teachers and principals are also the key to the success of the project in the schools. They often help raise money and made the IGA program successful. We aim to build a formal tool for getting regular feedback from the teachers going forward.
Future Recommendations

A positive deviance study could be explored to understand the factors that make some alumni more successful than others and the findings can contribute to the curriculum review or other areas that could assist those in school and those attending the summit further. A tracer study would better respond to objective 2 as this can be more targeted and snowballing as a sampling methodology can be used to access those who have moved out of the current areas and those who are already employed and were not available.

In the absence of randomized control trials, alternative ways could be employed to better gage the impact of programs on those participate against those who don’t. For example, more intake, especially quantitative could be collected from parents, teachers and other community stakeholders.

SUCCESS STORY

Simon Kinyanjui, Asante Africa Alumni and Staff Selected For Young African Leadership

Launched by President Obama and managed by the State Department, the Young African Leaders Initiative (YALI) is an effort to invest in the next generation of African leaders. In 2019, Simon Kinyanjui, an Asante Africa alumnus and now staff, was selected based on his proven leadership skills, his commitment to personal development, as well as a desire to be a change-maker in Kenya.

“This program understands the plight of the youths in Africa and acts to empower them and provide avenues through training and providing space for sharing the remedies and a way out to the challenges of our continent.”

From what he learns from the program, he intends to “pay-it-forward.” He is keen on boy-child inclusion and believes that development should not be partial but rather wholesome. His dream is to register a non-profit organization that advocates for the girl/boy child issues on reproductive health and hygiene, gender-based violence, children’s rights, HIV/AIDS and financial literacy.

Asante Africa was encouraged with the direction the YPL indicator insights gained specifically for positive identity and higher order thinking. Given the effort that YouthPower Learning has invested in the PYD indicators, it would be recommended to use a broader set of those indicators with this cohort and analyze those insights and findings.

EVALUATION TOOLS

The following evaluation tools were developed by Asante Africa Foundation in conjunction with the contracted M&E expert in order to facilitate the study. Additionally, Asante Africa Foundation sought and obtained Institutional Review Board (IRB) approval from St. Joseph University in Tanzania to conduct the study as provided in the letter contained in item #5 below.

1. Data Portal Documented Process: Description of the three methods used for the collection, organization and management of data. These consist of surveys, interviews and focus group discussions (FGD).

2. Documented Tablet-based survey tool: Questionnaire administered on tablets to the sample of youth program participants and alumni for the purpose of this study.

3. Documented Quantitative and Qualitative Analysis Tools: Three questionnaires administered to alumni, teachers and head teachers for the purpose of this study.

4. Indicators List and Evaluation Plan: List of key indicators assessed through this study, description of objectives and processes.

5. IRB Approval: Letter from St. Joseph University in Tanzania stating that the assessment protocol and tools developed for the purpose of this study to be well-developed and sufficient to collect relevant data to carry out this study.

PHOTOS AND MEDIA

As part of the data collection process, Asante Africa Foundation documented the study through photos and media evidencing training sessions, survey administration, one-on-one interviews and focus group discussions in Kenya and Tanzania. The links provided below are organized by the on-site data collection activities held in each county or school.

- Enumerator Training Photos, Kenya: Photos from the 2-day enumerator training session held in Kenya.
- Data Collection Photos, Arusha, Tanzania: Photos of study participants completing the tablet-based survey, interviews and focus group discussions in Arusha, Tanzania.
- Data Collection Photos, Kilimanjaro, Tanzania: Photos of study participants completing the tablet-based survey, interviews and focus group discussions in Kilimanjaro, Tanzania.
- Data Collection Photos, Lushoto, Tanzania: Photos of study participants completing the tablet-based survey, interviews and focus group discussions in Lushoto, Tanzania.
- Data Collection Photos, Isiolo County, Kenya: Photos of study participants completing the tablet-based survey and one-on-one interviews in Isiolo County, Kenya.
- Data Collection Photos, Narok County, Kenya: Photos of study participants completing the tablet-based survey and one-on-one interviews in Narok County, Kenya.
Students showing off their tomato garden, Olkiloriti Primary School, Kenya
Narok County, Kenya.

Data Collection Photos, Samburu County, Kenya: Photos of study participants completing the tablet-based survey and one-on-one interviews in Samburu County, Kenya.

APPENDICES

Appendix 1. Leadership and Entrepreneurship Incubator Program Design

This program tackles rural life challenges through quality life skills development to promote social inclusion and create social entrepreneurs stimulating local economies with job creation, providing an alternative to urban migration. Our 3-phased approach to “learn – doing – teaching” empowers youth to practice proactive leadership and problem-solving design, mentoring and facilitating, and Paying It Forward.

* Knowledge Acquisition (Learn)
Delivered in alumni-mentored, girl-led, school-based clubs through 7-12 modules. Builds non-academic life skills by developing personalized road maps, creating entrepreneurship versus employability awareness, communication and teamwork competencies, and in-depth application of personalized leadership skills.

* Knowledge Application (Learn by Doing)
Hands-on experimentation turns concepts into reality and ideas into action, paving the way for community enterprises and workforce creation.

* Knowledge Transfer (Learn by Teaching)
Momentum generated by educated, skilled and empowered youth creates ripples of change that travel across villages, counties, and borders. Participants collaborate with peers, parents, and facilitators to implement plans that actively transfer knowledge and create grassroots change.

Curriculum Components of the LEI Program

To equip our young people with the skills they need to plan and achieve a successful future, the LEI curriculum focuses on three critical areas: Job Readiness, Entrepreneurship Skills, and Personal Development. Local educators and community leaders help us identify high-potential youth, ages 15 to 21, and through our ecosystem model we work closely with partner schools and community leaders to keep participants active and engaged through intensive training, workshops, school-based clubs, access to local coaching, skill-building opportunities and community-level advocacy. In deep rural, “last-mile” communities, we are often the only organization in partnership with schools.

The LEI curriculum addresses the following major areas:

• Personal Development – Participants learn about leading with values, creating personal action plans and as well as financial literacy. These skills are practiced in the safe settings of their schools and community.

• Job Readiness – Participants focus on employment ready skills, project planning and gaining familiarity with a variety of career options. Throughout the year, they have opportunities to strengthen these through high-impact volunteering and internships as well as mentoring by local business people.

• Entrepreneurship and Financial Awareness – Participants learn about entrepreneurship, business and financial planning, project planning, creating and pitching business plans.
Unique Attributes incorporated in all aspects of the Youth Leadership and Entrepreneurship Program

• **Personalized Action Plans** with support. Every youth develops and uses a personalized road map with their incremental goals and a detailed plan on how to give back to the community (Pay It Forward).

• **State of the Art Curriculum** like Human Centered Design Methodology for innovative problem solving and ideation and Business Canvas Modeling for Enterprise Development and Emotional Intelligence (EQ) for personal development.

• **Digital Smart Start Kits**: The school-based delivery model includes a Digital Smart Start kit enabling both students and teachers the opportunity to learn basic digital literacy skills. Students use it for effective club implementation such as tracking attendance and member’s activities while use if for things like classroom support and recording grades. The use of the digital technology has facilitated better learning through increased participation as well as active engagement and focus. Videos and other digital content provide teachers with additional supplemental teaching resources. The technology also attracted far more members to join the clubs than initially anticipated.

• **Access to skilled entrepreneurs and mentors**: Our support facilitators are experts in their fields, and experienced industry trailblazers who have made remarkable changes in their careers or built highly profitable startups.

• **Pay It Forward (PIF)/Knowledge Transfer**: This ingrained element of all programs fosters youth to use their skills to identify community challenges, design solutions, and implement. They typically initiate youth clubs, leadership clubs and small business enterprises in order to do this.

Kenya hosts a Phase 1 Summit, 2019. Youth working on value based leadership skills.
Participants are tracked and supported throughout the year. 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.

A key feature of our model is the experiential learning by doing approach. Strong leaders and entrepreneurs are created through the club engagement and projects, particularly income generating activities, and community reinvestment activities.

This beyond the classroom learning has a transformative effect that impact not just themselves but also their peers and communities.

**Multi-Phased Program**

The a multi-year methodology incorporates progressive knowledge development, application and transfer. We have found that sequencing and building modules on each other deepens learning and allows youth the time to learn, reflect, internalize and take action in ways that are long lasting.

**Phase 1 (Foundational)** – 12-15 month ward and district level girl-Led, school-based clubs (SBCs) provide a protected conducive environment for the students to go slower, integrate learnings and apply them to their leadership, entrepreneurial and school academic activities. Modules are specified by club members based on what is most needed most with social-emotional skills and personal development, financial literacy and entrepreneurial mindset tools are among the top topics.

**Phase 2 (Intermediate)** – National level workshops with deeper training in career readiness and Business Enterprise Summit Incubator.

**Phase 3 (Advanced)** – East Africa Summit with week-long Business Competition Incubator. Deep topical focus on business enterprise development community advocacy.

The multi-day experience facilitates exposure of students from different regions and countries, industrial visits and career speakers. It also helps develop networks to learn from and get inspired by.

We continue to monitor and assess the learning and impact of this approach and will be further addressed in Objective 3 of this report.
Appendix 2. Leadership and Entrepreneurship (LEI) Program Theory of Change
Appendix 3. Comparative analysis of indicators and outputs against LEI themes and delivery model of school-based, or summit based programs.

### Personal Development

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**Fig 54: Personal development School-Based Clubs, Summit**

### Leadership Skills

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**Fig 55: Leadership skills application School-Based Clubs, Summit**

### Job Readiness

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**Fig 56: Job readiness School-Based Clubs, Summit**

### Entrepreneurship Skills

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**Fig 57: Entrepreneurship skills application School-Based Clubs, Summit**

### Community Engagement

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**Fig 58: Community engagement skills applied against model School-Based Clubs, Summit**
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