



2020 EAST AFRICA SUMMIT REPORT

Youth Economic Empowerment in the Digital Era

Leadership and Entrepreneurship Incubator (LEI) Program

Written by: Byrone Buyu Wayodi, Global Director of Monitoring, Evaluation and Learning, Asante Africa Foundation

Summit Rapporteurs: John Jomothe Lerantilei – Kenya, Kamugo Habibu , Uganda, Jocelyn Perry – Tanzania

Program Support team: Gloria Mushi (Tanzania), Flaviane Eyen (Kenya), Samuel Lugendo (Uganda), Joel Saitoti (MEL Coordinator Tanzania)

March 2021

Table of Contents

EXECUTIVE SUMMARY	3
LESSONS LEARNT AND RECOMMENDATIONS FOR 2021 CONFERENCE	5
Virtual Learning Experiences	5
Skills and Personal Development	5
Digital Experiences	6
Interaction with Facilitators & Career Speakers	6
Youth Engagement	6
PROGRAM INTRODUCTION	8
Objectives of the Summit Included:	9
Objectives Achieved By;	9
About the 2020 LEI Summit Theme: "Youth Economic Empowerment in the Digital Era"	11
The Learn-Do-Teach Model	13
Demographic Characteristics of the Summit Attendees	14
KEY ACHIEVEMENTS FROM THE SUMMIT	15
Youth Leadership Development	16
Employability Skills	17
Youth Pay-it-Forward (PIF) Activities	25
PROJECT IMPLEMENTATION CHALLENGES AND MITIGATION STRATEGIES	27
CONCLUSION	28
LIST OF ACRONYMS & FIGURES	29
APPENDIX 1: The Theory of Change for the Leadership and Entrepreneurship Incubator	31



Executive Summary

The overarching goal of our annual summit is to provide advanced lessons focused on life skills, leadership, and work readiness. The aim is to bridge the gap between the school curriculum and the outside world by providing young people with training on leadership, employment, and entrepreneurship. Participating youth are thus equipped with the skills needed to enter the job market, start their own business, or continue with higher education. Youth who graduate from 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.

The 5-day 2020 summit's thematic focus was "Youth Economic Empowerment in the Digital Era." It was held through a mix of virtual and in-person attendance, with some country-specific facilitation sessions.

In summary, the 5-day advanced-level LEI training delivered through the summit exhibited strong learnings and observations from the youth.

a) Digital Literacy: Given that Asante Africa Foundation works in deeply rural communities, most of the youth lack competencies to operate digital devices. Only 12% of them reported that they had adequate computer skills prior to the summit. However, during the summit they developed confidence in their first-time interactions with the devices and even developed aspirations for continuing to build their skills. The majority at 64% were interested in pursuing a course in ICT or Computer Science, while another 24% would at least acquire the basic computer skills for daily operations. This clearly demonstrates that the youth were cognizant of the importance of technology in their own development and shows that there is a continued need for reliable accessibility to digital devices in order to further their potential.

b) Confidence-Building: The summit is an integral part of the LEI Program as it reinforces the foundational knowledge gained in school-based clubs (SBCs). Surveys collected before the summit show that there was a notable change between the knowledge acquired in their SBCs and that in the LEI summit; in most cases there is an average of 10-20% changes in the key learning areas. However, there is an ever-greater difference in the level of confidence demonstrated by the youth after deepening their skills during the summit. For example, while at the SBCs, 23% of participants would mention entrepreneurship as their primary career goal, though they never exhibited the confidence in pursuing that career path. After attending the summit, they demonstrated abilities to excel in the chosen careers and left with a plan to do so. This is due to the practical exposure to modules such as Human Centered Design (HCD), Lean Start Up using the Business Canvas Model, CBO formation, fundraising, project management, social media, available market, and gaining a mentor.



c) Personal Development: The summit is a catalyst for stronger youth personal development and confidence-building in the life skills and livelihood areas developed. It gives them the ability to see that they have the intrinsic abilities to succeed within their success paths of choice. A majority of the youth who left the summit felt self-sufficient to achieve their goals without being dependent on "donations" after the successful practical sessions like business pitching and modeling business fundraising ideas through locality mapping. For example, they are able to initiate their entrepreneurship activities on their own and are comfortable with self-funding seed capital. Their deepest desire to grow in these careers is in having longer mentorship and networking opportunities with the business people, professionals, and entrepreneurs that they met as career coaches and speakers during the summit. They further demonstrated that they are more likely to tackle challenges and build resilience when their own money has been invested in their enterprises.

Ntokoiywan operated a barber shop in Narok and was doing very well until public health officials from the county closed it down, citing lack of necessary hygiene-related requirements that were prescribed by the Ministry of Health in response to COVID-19. He plans to reopen the business as soon as the requirements are met. He is very appreciative of the training he has experienced, especially from this year's summit.

d) Career Goals and Action Plans: The LEI Program enables youth to identify their primary career goals and develop action plans for achieving them. As shown in the figure below, a majority aspire to do professional (white collar) jobs and are mainly motivated by the desires from their academic experience. A very important insight from LEI summit mentors, however, was that the biggest motivation for the youth's stated career aspirations lies in creating social change that enables them to earn a livelihood through innovation to provide unique, long-lasting solutions to important problems. For example, some ideas included the creation of a digital supply chain to connect rural farmers with suppliers in urban centers and innovating digital solutions to create self-awareness and diagnosis of diseases.

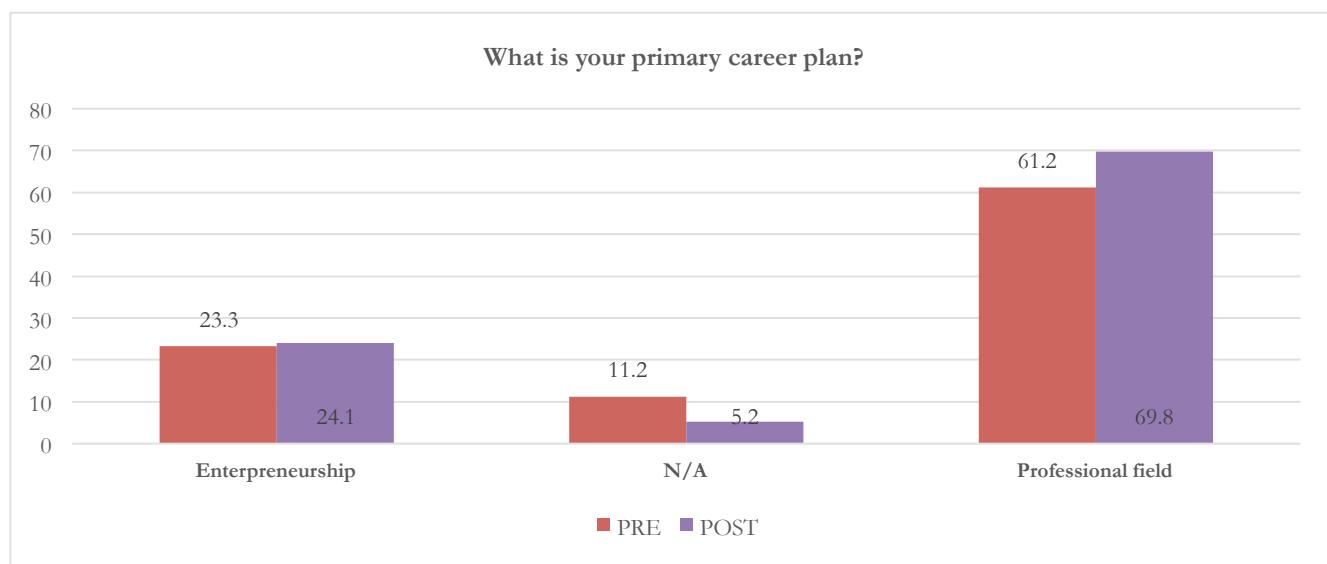


Figure 1: Career aspirations mentioned by the youths



Lessons Learnt and Recommendations for 2021 Conference

Virtual Learning Experiences

Live-streaming the summit sessions enabled youth who couldn't be accommodated in the venue to learn, connect, and follow along, thereby creating a ripple effect by increasing the number of youths impacted. However, virtual learning requires more time to practice. There is a great need for the program teams to continue to strengthen the use of features like virtual learning, breakout sessions, and workshops to provide more time and interactivity for students to practice and interact with the Zoom systems. It is also necessary to have back up plans for the virtual sessions in case of poor connectivity and power failures.

*"I don't have a phone to advertise my business digitally but I can solve it by using my aunt's phone. It will be hard to educate my community on mental health issues, especially advising them to avoid drug abuse, but I won't give up." - **Summit Participant***

Skills and Personal Development

Participants mentioned that the summit enabled them to acquire skills that will accelerate their entry into the next stages of life, either through careers or entrepreneurship. Despite these gains, they also mentioned that the transition would be coupled with challenges such as a lack of access to digital devices. They developed action plans to create acceleration strategies, mitigate the challenges, and achieve their goals. There is a great need to provide mentoring sessions on online networking, potentially discussing how to maintain connections with career and business mentors through LinkedIn to support those action plans.



Figure 2: Youth going Through a Summit Session

Digital Experiences

The summit portrayed the importance of digital skills to the youth. With the limited number of days in the Annual Summit, leaders expressed the desire to incorporate the digital curriculum in the Year One curriculum and nurture it more in the Intermediate Curriculum.

Live-streaming the sessions on Facebook enabled those who couldn't be accommodated in the venue to learn, connect, and follow up with the ongoing activities, thus increasing the number of people impacted.

Use of digital tools such as the tablets is vital. Each student had their own tablet with different applications downloaded. It was the first time that most of the students had used these devices and explored different digital applications.

Participants learned how to use Zoom to communicate with different people. It was a great experience that enriched them with abundant practical skills and networking. However, digital learning requires significant practice to master so, in the future, more time should be allocated for students to practice.

Interaction with Facilitators & Career Speakers

Interacting with facilitators and career speakers enabled the youth to realize that their career dreams and journeys towards achieving their goals are attainable because they could see parallels in their lives to the paths of the successful role models around them. The participants were inspired by powerful personal accounts from speakers such as Miss Tourism, who urged them to develop self-confidence, positive role models, determination, and focus on skills to start and maintain a career.

Youth Engagement

Giving youth the opportunity to moderate and participate in different activities during the summit enabled them to demonstrate their leadership skills and strengths.

*"We liked the process of involving the participants as moderators. Good preparation of content. Good hospitality. No overlap of the sessions." - **Facilitators Collins Kimaro***

There is a need for deeper youth involvement during the shortlisting for attending the summit. They suggested that the recruitment process should involve oral interviews, since some of them are active and confident but cannot eloquently present their ideas on paper as well as they can pitch verbally.



Participant Suggestions

Participants raised the concern regarding constrained time allocation. Some expressed concern over the number of lessons compared to the few days in which they could be completed. One participant said that there was "a lot of content to be delivered and questions to be asked but the days are few." The organization harnessed the use of peer learning sessions and career sessions to optimize interactions and further learning beyond the workshop lectures. For better experiences and outcomes in the 2021 summit, the time allocation for each session needs to be at least 2 hours. Further suggestions may be read below:

*"Time was too short. We needed at least two hours for the session to be enough to do discussions and exercises. Classroom setup could be more flexible. Good to ask the facilitator before the session what kind of setup they want before the session. More time needed for students to brainstorm. Next time the students could use also laptops, not just tablets." - **Facilitators Collins and Gabriel, Tanzania***

"The topics are interesting but time allocated for lessons was not enough because the facilitators were bound to rush and finish in a hurry and Q&A time was not adequate to exhaust areas that needed clarity."
- **Participant, Kenya**



Figure 3: Youths going through a summit session

Program Introduction

The Leadership Entrepreneurship and Incubator (LEI) Program is a progressive, multi-phased model that builds on lessons of personal development, job readiness, and entrepreneurship which complement academics and strengthens non-academic skills. The model deploys lessons both in the classroom and in the field to apply practical hands-on and interactive learning. It also provides toolkits, learning experiences, and networks that in turn increase participants' confidence in their own ability to become changemakers in their communities. By applying this model, we will help young people identify social problems and find solutions as they gain 21st-century skills critical for them to learn in order to integrate into the workforce seamlessly. This program is progressing toward alignment with the United Nations Sustainable Development Goals (SDGs) for 2030 by giving youth opportunities for poverty alleviation, quality education, gender equality, and inequality reduction.

The 2020 LEI Summit followed the overarching goal to provide advanced lessons focused on life skills, leadership, and work readiness. Participating youth are thus equipped with the skills needed to enter the job market, start their own business, or continue with higher education. An impact study conducted by Youth Power Learning (YPL) in 2019 demonstrated that youth who graduate from Asante Africa Foundation's 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.

The 5-day 2020 summit was held through a mix of virtual and in-person attendance. There were also country-specific facilitation sessions. 86.7% of the attendees reported that the virtual summit method enabled their active involvement.



Figure 4: Youth in Kenya following a virtual session during the summit

Objectives of the Summit Included:

- To build entrepreneurship and financial skills to foster youth's economic activities
- To expose youth to the digital world and teach them about current technology
- To develop employability skills to secure a job, retain employment, and move flexibly in the labor market
- To build cognitive skills such as reasoning, critical thinking, communication, and team building

Objectives Achieved By;

- Identifying digital opportunities
- Improving mental health (self-esteem, emotional, psychological, & social wellbeing, etc.)
- Developing personal branding
- Learning about social innovation and ideation using human-centered design tools
- Advancing entrepreneurship skills using business canvas model and lean start-up model

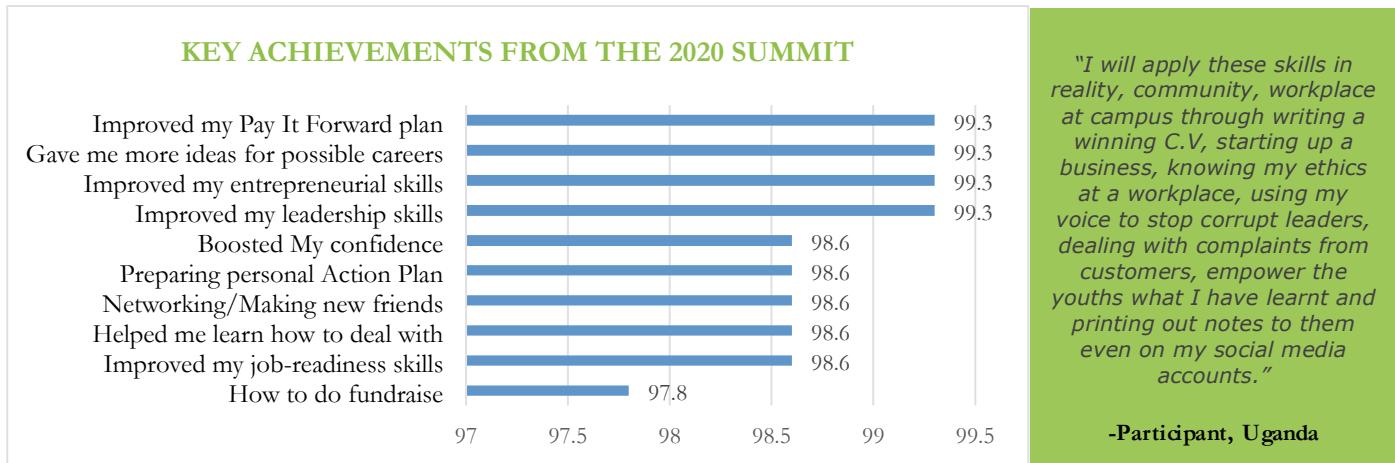


Figure 5: Summary of 2020 Summit Achievements

Objective1: build the entrepreneurship and financial skills to foster the youth's economic activities: On average, 98.8% of summit attendees stated that they had attained skills in the 2020 key summit objective areas. 99.3% reported that they improved the skills they needed to start and manage their own businesses and 97.8% learnt how to fundraise for business, and developed their skills of managing finances as well as networking with established businesses for mentorship. During this year, 230 youths initiated small-scale Income Generating Activities (IGAs).

Catherine is a 17-year-old Form 2 student from Turkana region of Kenya. She owns a clothes and beauty collection shop in Lokichar. She attributes her success to the Leadership and Entrepreneurship Incubator (LEI) training by Asante Africa Foundation. She has hired her cousin to help in operating the business, especially when she is in school. She acknowledged that the summit will go a long way to enable her to succeed as an entrepreneur and a leader.



Objective 2: expose the youth to digital experiences and enable them to cope with current technology. This also inspired the 2020 summit's theme of "Youth Economic Empowerment in the Digital Era." At least 81% of participants mentioned that having digital skills is essential.

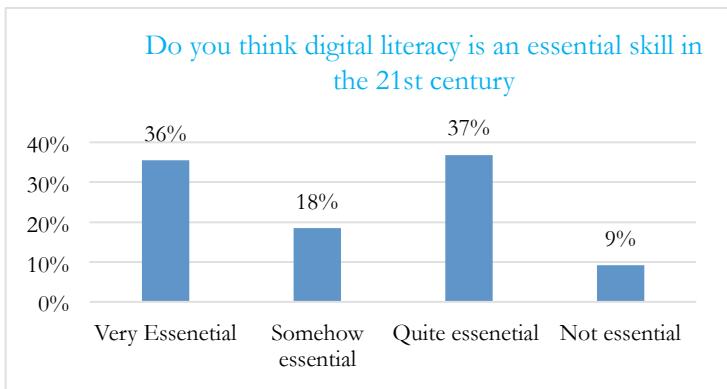


Figure 7: Digital literacy as an essential skill

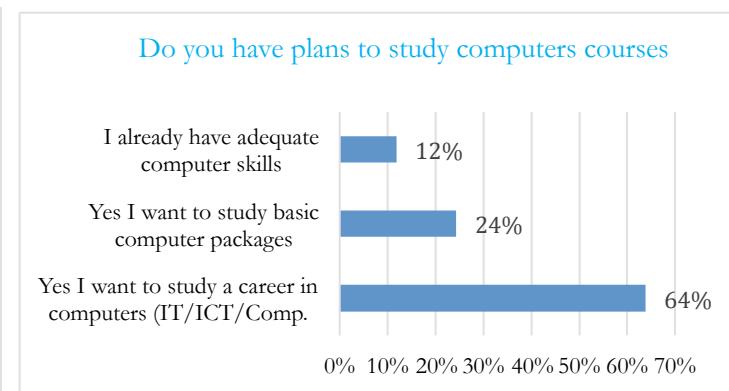


Figure 6: Individual plans for digital literacy

Objective 3 aimed to develop employability skills to secure a job, retain employment, and move flexibly in the labor market. Youth gained more ideas for possible careers as reported by 99.3%, while 98.6% also gained confidence to transition into the job market. In the end, 98.6% reported that they had acquired the intended job readiness skills.

Objective 4 aimed to build cognitive skills such as reasoning, critical thinking, communication, and team building. 99.3% of participants reported that their leadership skills improved and 98.6% stated that they learned how to deal with challenges. In terms of personal development, 98.6% of youth also acquired skills in networking and prepared personal action plans which include Pay-It-Forward plans.

The LEI program is designed to influence the future careers and life choices of rural East African youth. It is guided by Asante Africa Foundation's overarching hypothesis that young girls and boys will be able to make informed life and career critical choices, including those relating to marriage, education, and livelihood if they have the right information, understanding, and skills to navigate their contexts. Freedom from fear and violence, being valued by society, and living in a supportive home and community environment are also essential to this hypothesis. The youth who graduate from the LEI program are prepared to transition successfully from school to life beyond the classroom as self-confident leaders, entrepreneurs, and skilled workers, widening their career choices and improving their chances of creating and sustaining successful businesses.

The summit equips students with advanced-level skills that enhance the knowledge gained during the Year 1 curriculum to facilitate knowledge application and knowledge transfer. Students get week-long exposure to a series of workshops and training programs that present basic business competency, leadership development, job readiness skills, and entrepreneurship. By the end of the week, participants have the training and resources to set them on a path to become active change agents,



role models, and leaders in their communities. Students are hence expected to apply the knowledge they have acquired to establish after-school clubs and income-generating opportunities, and form youth-led community-based organizations or community service. This is the final stage of training that leads to achievement over time of longer-term outcomes that can be harvested several years after completion of high school as illustrated by the benefits LEI participants have:

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

About the 2020 LEI Summit Theme: “Youth Economic Empowerment in the Digital Era”

Economic empowerment involves both the ability to succeed and advance financially, and the power to make and act on economic decisions. To succeed and advance economically, young people need the skills and resources to compete in global markets, as well as fair and equal access to economic institutions. Youth economic development results from several factors, including a foundation of core skills, access to education, availability of training opportunities, motivation, ability, and support to take advantage of opportunities for continuous learning, as well as recognition of acquired skills. These factors are critical for enabling workers to attain decent work, manage change, and enable enterprises to adopt new technologies and enter new markets.

The 2020 summit theme aimed to empower the participants to dive deeper into digital services for skill development, digital financial services, and digital business solutions and innovation. In this way, they optimized their access to training and developing and learning new ideas, as well as improving entrepreneurship skills, financial inclusion, personal branding, job networking, and digital marketing. The theme recognized that to achieve the full potential of youth economic development, digital awareness is necessary for decent work and inclusive economic growth.

The International Labor Organization (ILO) highlights that there are currently 63 million unemployed young people worldwide, while 40 million additional people, mostly youth, enter the workforce every year. Moreover, employment no longer guarantees a way out of poverty. 141 million young people worldwide are part of the working poor. Youth unemployment and sustainable decent job creation is an issue that is high on the political agenda and reflected notably in the UN 2030 Agenda for Sustainable Development (see Goal 8 on decent work and economic growth). Discriminatory gender norms and stereotypes create pervasive obstacles to the realization of girls' and young women's rights and set the stage for economic and gender-based inequalities directly impacting their economic empowerment. Gender norms, in fact, affect the likelihood of a young woman entering and participating in the labor market at all as well as which types of jobs she can pursue, how much she will be paid, and how far she can advance in her career. It is therefore paramount for policy strategies to support inclusive sustainable youth employment by simultaneously advancing gender equality.



During 2020, Asante Africa Foundation directly impacted the lives of 15,461 youth and adolescents to foster their economic development through education and skill training. 9,777 of these youth were directly reached through the LEI economic empowerment and skill development program across East Africa. Despite the disruption of the normal school calendar due to the COVID-19 pandemic, the organization established community learning pods that operated throughout the year which helped to develop LEI skills for the youth in lieu of the routine School-Based Clubs Year 1 skill transfer model. The summit was attended by 112 youth across three East Africa countries (Kenya, Tanzania, and Uganda).



Figure 8: youths attending a virtual summit session

The Learn-Do-Teach Model

Asante Africa Foundation's theory of replication draws on the assumption that, when rural youth learn life transforming skills, they will be able to improve their own lives by applying the skills and teaching those who do not have the skills to foster collaboration and community growth.



ASANTE AFRICA FOUNDATION

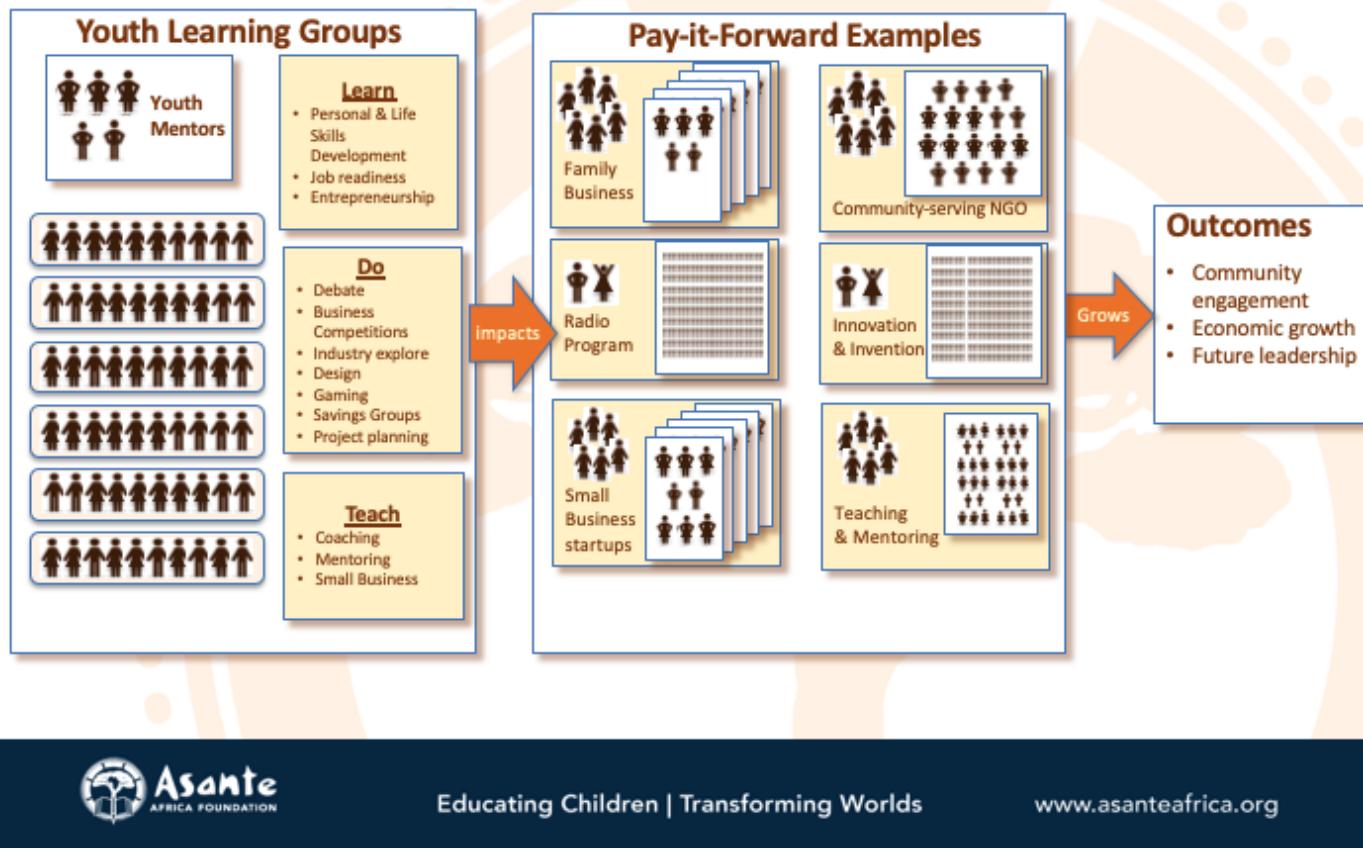


Figure 9: How Learn-Do-Teach Model Influences Pay-It-Forward

From this summit, the students acquired skills of escalating the model through Pay-It-Forward (PIF). They learned how to create a PIF plan, community projects, and Community Based Organizations (CBOs). All the youth who participate in Asante Africa Foundation programs are required to develop a PIF plan with the help of mentors (regional coordinators and youth alumni). The summit enabled 21% more youth to develop and revise their work plan, hence achieving 82% of youth who have developed and revised their PIF plans (up from 61% pre-summit).



ASANTE AFRICA FOUNDATION

Demographic Characteristics of the Summit Attendees

The summit attendees were youths aged between 13-28 years old with 61% of them being females. 79% of them were still in the secondary level of education drawn from the schools Asante Africa worked in 2020 whereas the rest were either in the university or had completed high school anticipating the next move in education. 240 youths had established income generating activities during the year most of which were in the areas of agribusiness, and the other categories included selling clothes, food vendor, operating a cybercafé and shop keeping. The mean age of the participants was 18 years old given that the organization works with youths in the secondary school category with most of them (83%) aged between 16-20 years as shown in the table and figure below;

Age	Number of Youth
13	1
14	1
15	6
16	10
17	16
18	24
19	18
20	16
21	4
22	1
23	3
24	1
25	1
28	1

Table 1: Age of LEI Summit Participants



Figure 10: Catherine showing her LEI Summit Workbook



Key Achievements from the Summit

Which of the workshop sessions were your top 3 favorites

128 responses

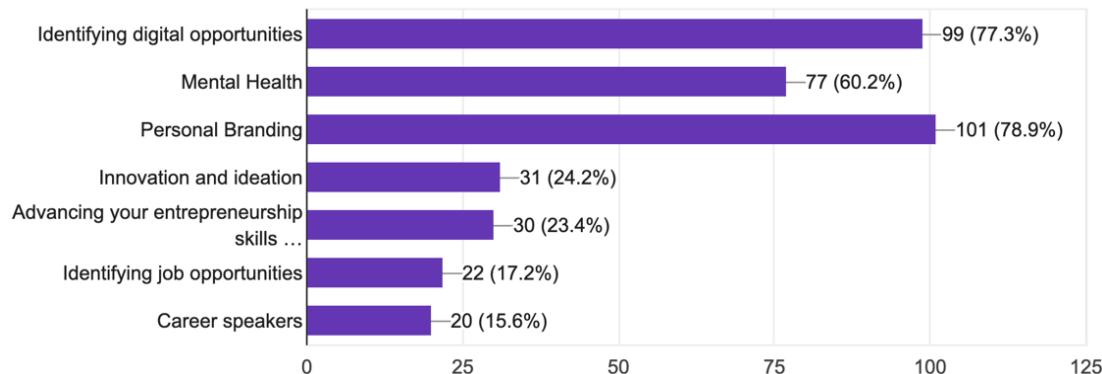


Figure 11: key favorite sessions from the workshop that youths demonstrated greater learning from

The 2020 summit goals and objectives were achieved by delivering topics within the identified key areas mapped out as best interests for the youth learning during this period. In terms of preference, most youth, at 79%, reported that they enjoyed and acquired higher interest in learning about personal branding, while 77% said identifying digital opportunities was their favorite and 60% said workshops concerning mental health were their favorite.

Identifying the emerging trends: Mentoring within the digital era also requires that the youth be able to identify the current and emerging trends in the market for employment, career development, and entrepreneurship. Key emerging trends were identified to be primarily technology-related. Other areas are shown below:

	BEFORE	AFTER	PERCENTAGE CHANGE POST-SUMMIT
Consumer retail	29%	39%	10%
Energy	15%	25%	10%
Hospitality	22%	25%	3%
None	5%	2%	-3%
Other	11%	7%	-4%
Social Media	40%	71%	31%
Technology	43%	67%	24%

Table 2: Are you aware of any of the current emerging Industries or trends that you can use to start a business?



Objective 1: To enhance youth with employability skills to secure a job, retain employment, and move flexibly in the labor market

Asante Africa Foundation equips youth with the skills, knowledge, and competencies that enhance their ability to secure and retain a job, progress at work, and cope with change at different points in their careers. An analysis of the individual primary career plans shared by participants showed that 70% have ambition for professional careers such as doctor, teacher, engineer, journalist etc. According to the International Labor Organization (ILO), individuals are most employable when they have broad-based education and training, basic and portable high-level skills, including teamwork, problem solving, information, communications technology (ICT), and communication and language skills. This combination of skills enables them to adapt to changes in the world of work.

1) Youth Leadership Development

The summit equipped participants with skills to become leaders who can manage and lead teams as part of job readiness development. The youth were able to identify the strongest personal values that make them good and strong leaders and the limitations that would derail these strengths.

By the end of the summit, each youth was able to identify their three key leadership values and limitations to achieving them. The participants most mentioned having self-confidence, being courageous, possessing good communication skills, and strengthening integrity. Additionally, 82% of the youth attending the summit, nearly half of whom were females, reported that they were involved in various leadership positions within their schools and also took the lead in various roles within their communities. The organization also documented a number of leadership initiatives taken by the youth to educate their communities on the COVID-19 pandemic and mitigate the spread. Some of the leadership roles mentioned by the youth included:

“The role I take in my Community is planting of trees, I also educate the people in my Community on the importance of trees and I ensure that they all participate. I taught them how to manage their environment to ensure that cleanliness is being observed.” - **Participant from Egerton University, Kenya**

“Back in my school I was elected as student chairperson by the students since they saw I am able to rule them in a positive way and also a good role model to be followed.” - **Participant from Maralal day mixed secondary school, Kenya**

“I acted as a debate and Academic prefect for 2 years and through the help of Asante Africa leadership I really made very successful.” - **Participant from Kenya Medical Training College, Nairobi, Kenya**

“I have been a class coordinator\representative at my university.” - **Participant from Ndejje University, Kampala, Uganda**

“Club president, where I controlled my group in several club activities when running our projects so something’s went on very nice to the end of the year.” - **Participant from Shita Secondary School, Tanzania**



2) Employability Skills

The summit equipped participants with skills to seek jobs and stay in fulfilling employment of their choice. 98.6% of the summit youth said their job readiness skills were improved. A number of career speakers during the summit mentored participants on identifying their career goals and developing action plans as well as developing the passion needed to attain them. Their key skill sets included identifying digital opportunities for job attainment, personal branding, writing a winning CV and cover letter, job interview skills, looking for internships and volunteering opportunities, and professional etiquette.



Figure 12: career mentoring session during the summit

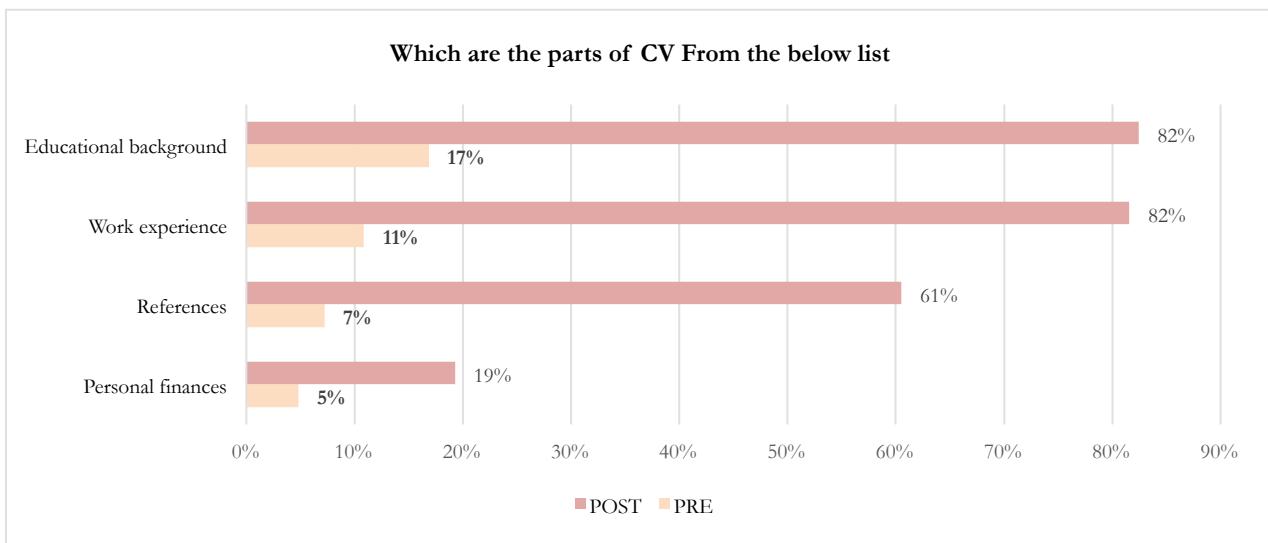


Figure 13: Which are the parts of CV

After the advanced level training at the summit, 97.4% of the youth (up from 87% pre-summit) stated that they acquired the skills that would prepare them to have job interviews. An immense development was seen in the area of CV development with 61% of the youth being able to write an accurate CV up from an average of only 10% before.

Personal branding: Summit participants were equipped with skills on how to brand themselves and develop strategies for demonstrating self-image that can enable them to gain influence from people around them or online. The speakers further equipped youth with skills for building their professional image and communication as a way of boosting their self-esteem and creation of a personal vision/plan. Specifically, youth learned how to develop an online profile that would enable them to be easily identified by recruiters or skill-matching; for example, the use of LinkedIn, showcasing professional work on social media platforms, and email communication. They were able to explore and identify various online job opportunities, scholarship opportunities, and opportunities for online marketing of their products on social media platforms in the various sectors of the economy through a practical modeling session using internet-enabled phones available at the summit centers.



"I now know how to clearly chose my career well and how to apply for job and how to write a winning CV and cover letter."

- 17-year-old female summit attendee, Kenya

Objective 2: To expose youth to the digital world and cope with current technology

Identifying Digital Opportunities: Summit participants were introduced to the various digital opportunities available in establishing and expanding a business, developing their skills, getting role models and mentors, getting a job, developing good CVs, interview coaching, and online personal branding. They were also made aware of the risks involved in online interactions, cyber bullying, and fraudsters.

"Using the digitally enhanced era, I am going to improve the market research of my business as well market my business products on a global forum. Furthermore, idealism and innovation will enable me to develop new business ideas as well as to enhance the existing ones."

- Summit participant, Uganda

The summit mentoring enabled youth to identify the key emerging digital trends like social media and technology. 31% of participants attained more knowledge in the use of social media as an emerging industry and understanding the importance of technology as a whole improved by 24%.

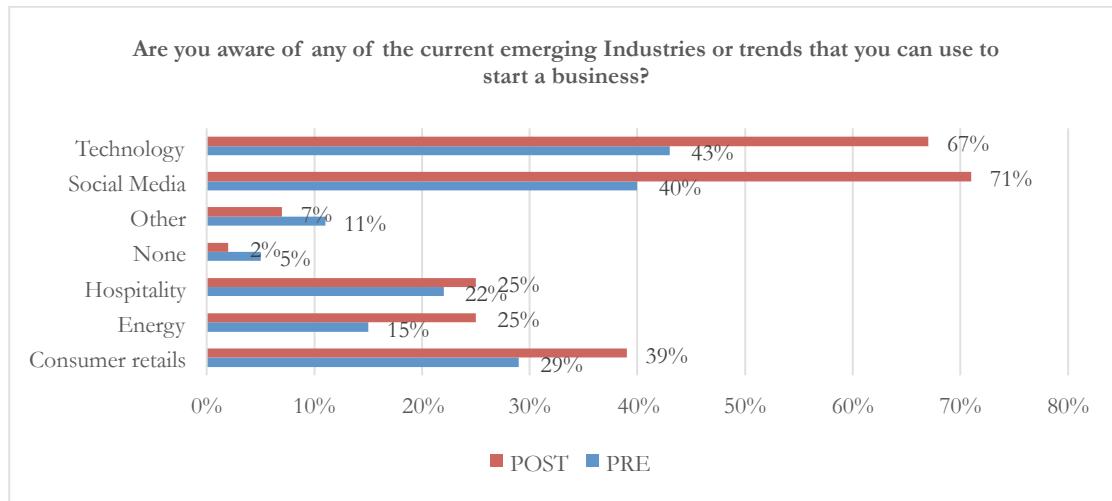
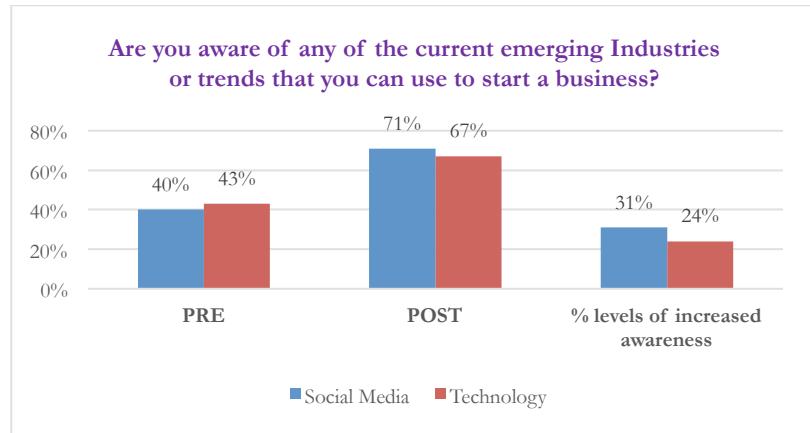


Figure 14: Identifying current emerging industries/trends

Attaining digital confidence and competencies: Through the summit, the youth were able to express their desire to pursue technology-related careers and leisure interests, while using technology to search for accurate and adequate information on various economic and entrepreneurship opportunities, careers, and jobs of their choice. A majority of participants exhibited their understanding of the importance of digital technology for individuals and societies. 68% of them had learned how to use a computer while in school, whereas 32% had never used a computer before. The majority of those who had prior computer skills said that their skill levels were either good or average – 71%. In addition, the summit enabled access and use of tablets to all the youth through personal



engagement in surveys, attending the facilitation sessions on Zoom, and overall interactivity including the use of the internet. Only 29% of the summit attendees reported competency in using the tablets prior to attending the summit.



"I have learnt how to use personal branding, how to use digital tools and how to use manage my business through digital tools. I have also learnt how to use digital devices such as how to cook cakes via internet." - Rashid from Rangwi Secondary School, Tanzania

"In Digital Learning, I can do my business through online social networks. I learnt how to grab job opportunities in social media i.e. Facebook, LinkedIn, etc. Also, I learnt about social media etiquette." - Summit participant

Figure 15: identifying emerging trends in technology

Objective 3: To build cognitive skills such as reasoning, critical thinking, communication, and team building

This summit objective enhanced further development of life skills of the youth in the areas of solving problems, conflict resolution, collaboration, global citizenship, communication, and team building. Emphasis was also placed on areas of mental health (self-esteem, emotional, psychological, & social wellbeing) given the challenges that arose during the 2020 COVID-19 pandemic.

Mental health: At the commencement of the summit, pre-surveys conducted were aimed at establishing a baseline for whether the youth had experienced any elements of stress, depression, and anxiety, especially during the COVID-19 pandemic lockdown period. 58% mentioned to have experienced some level of occurrences of stress either for just a few days, nearly every day, sometimes, and for the past several days. Some youths, 37%, mentioned that they experienced occasional occurrences of some of the indicators of stress during the pandemic period they were at home.

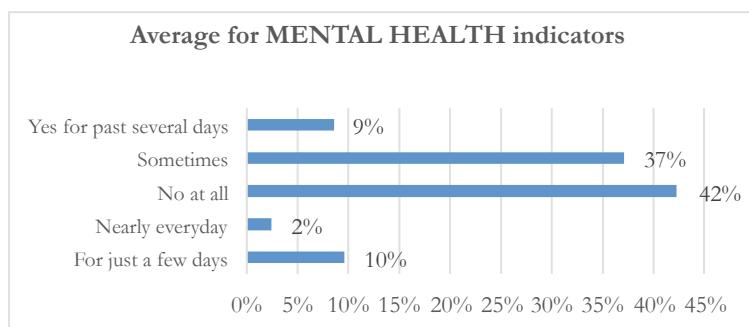


Figure 16: average mental health indicators



Indicators of mental health for the youths

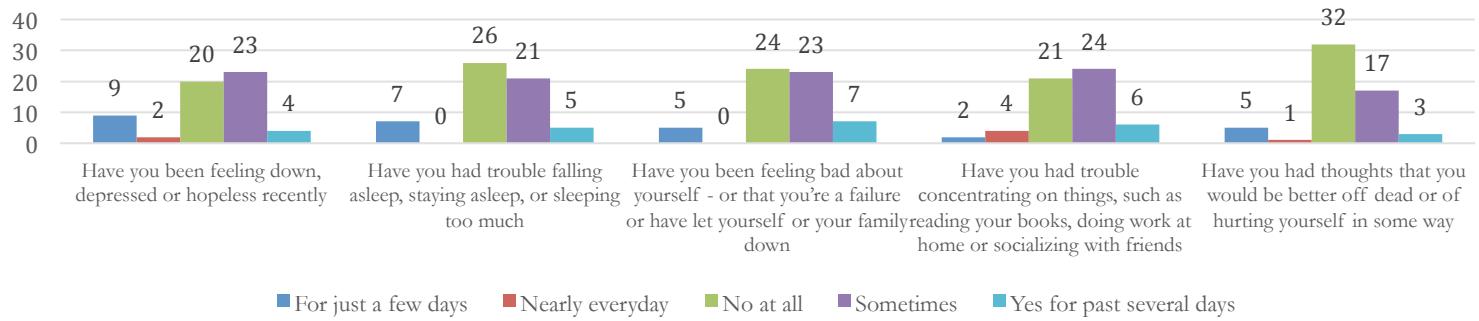


Figure 17: Indicators of mental health of youth

Conflict resolution: The LEI modules aimed to build conflict resolution skills. Coming into the summit, the youth understood why team members struggled with conflict. At the end of the summit, they could also confidently discuss strategies a team leader could use to manage those conflicts (Fig. 8).

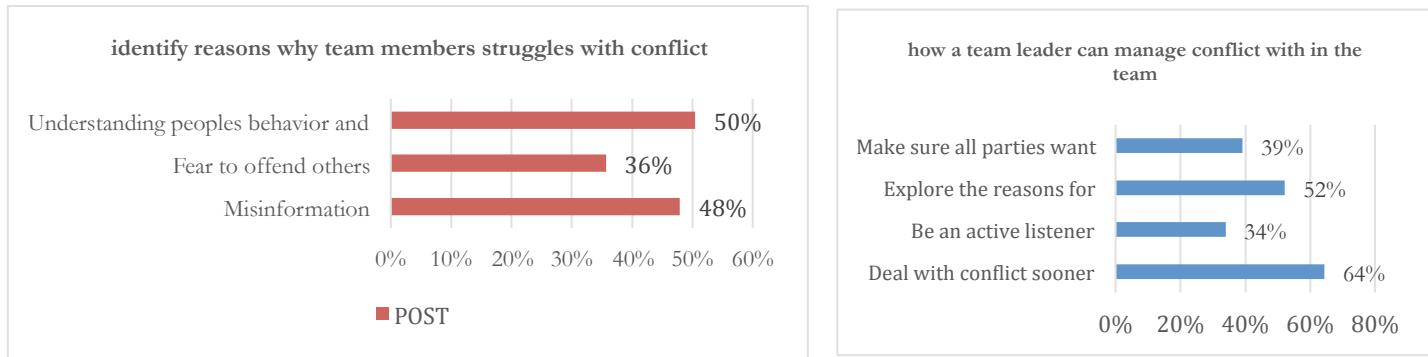


Figure 18: reasons why team member struggle with conflict

Team management: At the end of the summit, 61% of participants reported having acquired strong team management skills. 77% of the youth identified proper planning as an effective tool for good team building and 60% further reported being a role model as a good quality for team management, and 47% mentioned clear communication of expectations.

Decision making: Youth were also equipped with skills on choosing decisions that are best for them and others. Through the summit mentoring, youth were able to identify how to make personal decisions. For instance, 84%, a 16% increase, understood that the decisions they make will affect them in the long run. It was also further stated by 80% of pre-workshop youth that when making decisions they would prefer to collect a lot of information, up 10%. They also learned about the importance of evaluating how decisions can affect others.



Self-confidence: Through a mix of career sessions, mental health discussions, and self-reflection, confidence was built among summit participants in regards to optimism for the future, believing in themselves, and trusting in others. At the end of the summit, 95% of the youth reported various levels of feeling optimistic about the future (always, often and sometimes). Additionally, 65% reported that they confidently believed in themselves as compared to the 43% who could report the same before the summit. In terms of having confidence in others, only 50% of the youth reported that they sometimes believed that the people around them (world) are basically good (trustworthy).

Goal setting: Through the School-Based Club sessions, youth gained skills in developing action plans and setting goals towards their career and business plans. All the youth attending the summit had developed action plans. The summit therefore equipped the youth with skills and strategies for achieving them. When asked how often they made plans to achieve their goals, 87% of participants mentioned that they either made the plans all of the time or most of the time, up from 80% prior to the summit. They were also further equipped with skills on combating challenges they face in achieving these goals. 55% showed confidence in handling the challenges associated with achieving these goals before the summit, which increased to 59% after the summit.

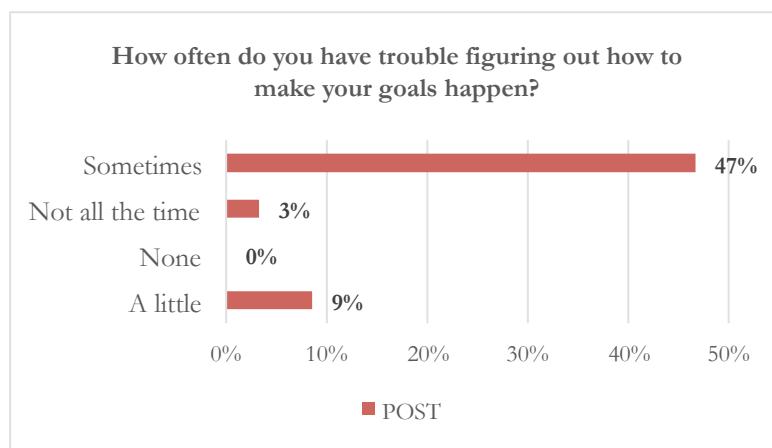


Figure 19: goal setting

Global citizenship: The LEI Program together with the summit equipped rural youth with the skills to engage in issues beyond just their local communities and countries, but also to be aware of the wider world and have a sense of their own role as a global citizen. The school-based club curriculum instilled global citizenship values to and the LEI summit enhanced the outcomes in building the characteristics of a global citizen in the areas of feeling a sense of responsibility for others, showing respect for the rights of others, feeling empathy, demonstrating concern for the environment, and believing that people should be treated fairly.

There was an average 15% increment in number of youths showing skills in the attained competencies in the area of global citizenship. 21% more youths reported to have a feeling of empathy for others, 12% more youths reported a sense of feeling responsible to help others in the community and in distant places and 19% more said they could show respect to the rights of others in the community and distant places. Additionally, 12% more youths said they would demonstrate concern for the environment and a further 10% more reported to have the belief that people should be treated fairly.



Objective 4: To build Entrepreneurship and financial skills to foster youth's economic activities

This outcome aimed to further develop the knowledge and skills needed to start and manage their own businesses, fundraise, develop their financial management skills, as well as network with established businesses for mentorship. Beyond the summit outcomes, the aspiration is to increase the number of youths saving for and establishing sustainable businesses. The session was delivered through facilitation in a participatory approach to build skills in the areas of social innovation, ideation, and the business canvas model.

Following the summit, 99.3% of participants reported that their entrepreneurship skills had improved. An analysis of their primary career plans showed that 24% had chosen entrepreneurship as their full-time career and were largely looking at digital opportunities in technology and social media as the avenues to initiate and advance their businesses.

Analysis from the data on youth responses towards the identification of emerging trends as shown in Figure 6 shows that 24% more youth could identify technology in general as an emerging trend and 31% looked at social media as an avenue to leverage when initiating and expanding a business. More youth were also looking at initiating opportunities in the areas of consumer retail, hospitality, and energy.

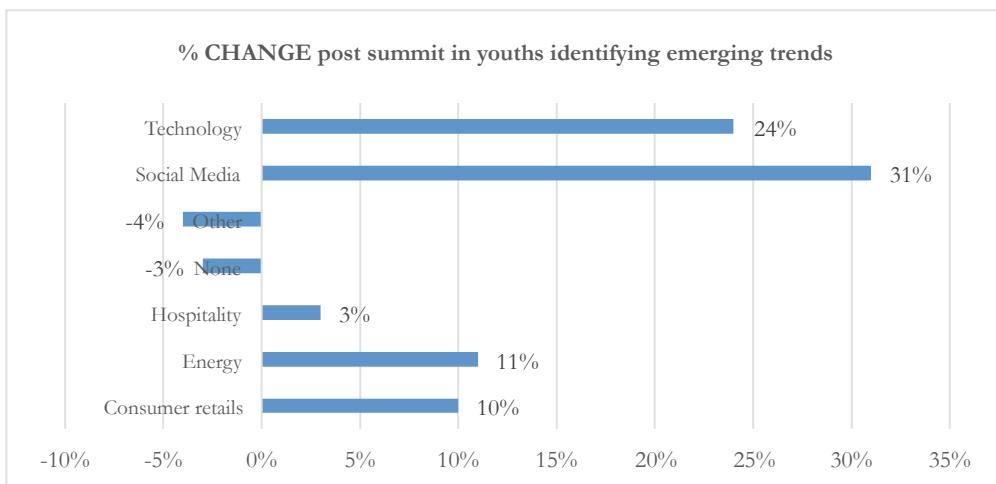


Figure 20: Change in % of youths identifying the emerging trends



Figure 21: Youth presenting business ideas



Advancing entrepreneurship skills using the business canvas model to generate profitable ideas: Summit participants learned ways of generating business ideas that could enable optimized profits and sustainability. 20% more youth gained skills in this area leading to 61% acknowledging their proficiency within the major areas. 75% were able to generate business ideas and 71% could select potentially good ideas. 75% further stated that they were able to find solutions to the problems those ideas would face. The proportion reporting the ability to execute these business ideas was at 30% before the summit and increased to 38% after the summit.

The session objective was delivered using the business canvas model that enabled them to broadly gain skills in the areas of:

- Understanding the difference between a business model and business plan
- Developing and understanding the available markets within their environment
- Developing the best financial management plan
- Developing an understanding of customer discovery and customer relationships
- Developing knowledge about working capital streams and business assets
- Developing and understanding the available business resources within their environment
- Determining the product-market fit

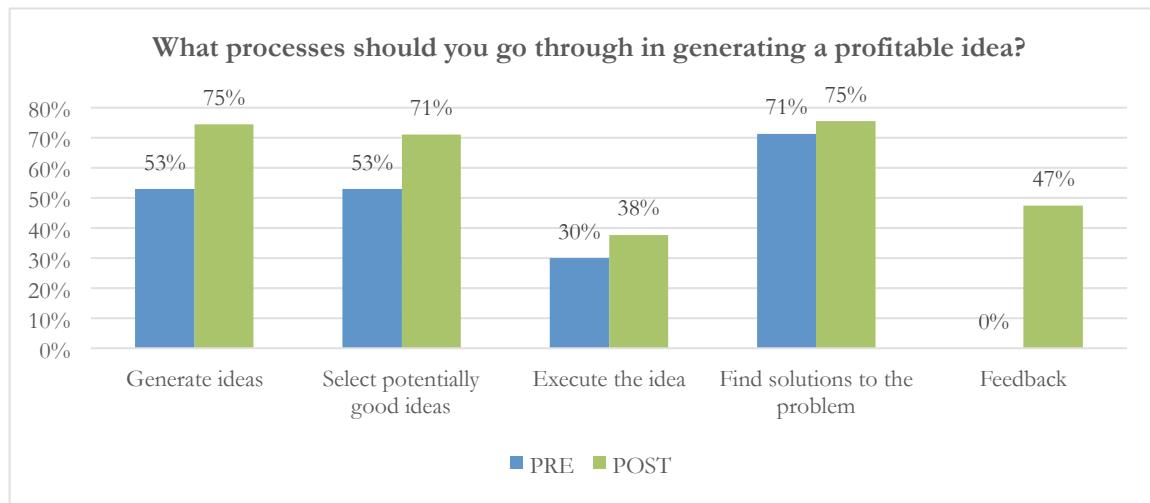


Figure 22: Process for youth to generating

Business plans: A key output from the business modeling and canvas module was that the youth were expected to develop a business plan at the School-Based Club level. They were also taken through the process of locality mapping to identify resources that can help in establishing and sustaining their businesses within the local context i.e., using locally available social assets. Some mentioned they could list down assets such as land, fellow youth, social media, old clothes, family members etc. 87.4% of summit participants had developed their business plans and 80% of them further mentioned that it addressed challenges in their communities.

Business financing: The youth were equipped with skills on how to fundraise, test, and implement the ideas for their business plans. All participants mentioned that they now had clear ideas on the kind of markets they would target to test their business ideas. 83% gained skills to fundraise for their businesses, up from 56% before the summit.

"Fundraising promotes networking and the people in the community can help you due to attitudes towards the community as a result they are able to raise money."	"I discovered that I don't need a lot of money or resources to start up my IGA but only a positive will to work exhibited through courage."	"I've changed my idea from financing to fundraising because financing is not sustainable but fundraising is sustainable."
-----------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------

Youth Pay-it-Forward (PIF) Activities

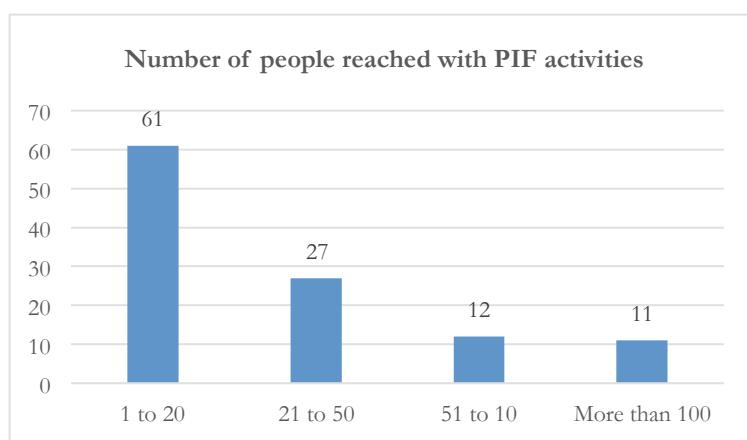


Figure 23: Number of people reached with PIF

In order to reinforce the Learn-Do-Teach approach of the Asante Africa Foundation model, youth learned ways of advancing the knowledge and skills for personal growth and knowledge transfer.

All summit attendees had developed PIF plans. PIF activities had reached the lives of at least 2,340 more individuals through the year by the youth attending the summit. The figure alongside shows the frequency in number of other youths reached by the beneficiaries. Most beneficiaries had paid it forward to at least 20 other peers



Figure 24: Student at the LEI Summit



Personal projects:

To achieve the success of developing successful and sustainable personal PIF activities, youth were sensitized on project planning and management plans. This involved the process of identifying the characteristics of a good project so as to meet the established PIF targets.

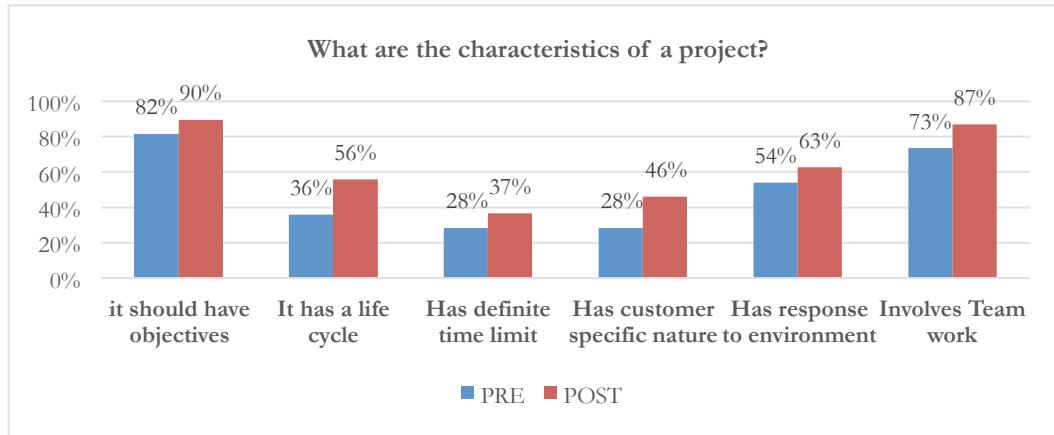


Figure 25: characteristics of a project

Community projects:

Following the summit, participants mentioned the key areas in which they were going to advance knowledge transfer at the community level through community projects. 60% will initiate youth clubs, 62% will volunteer, 58% will mentor other youth, and 28% will participate in advocacy activities.

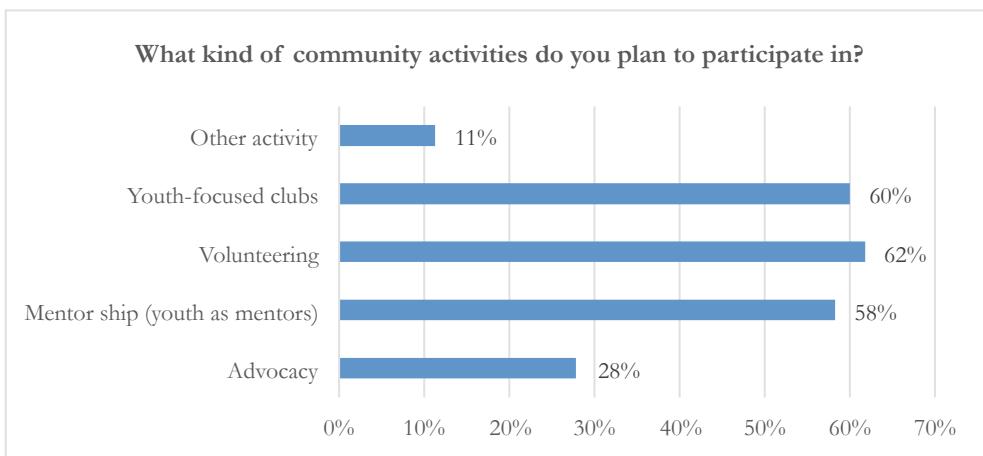


Figure 26: community activities



Project Implementation Challenges and Mitigation Strategies

In-summit challenges (delivery and logistics): Attendees stated that they acquired valuable experiences during the summit. The blending of virtual and physical methods of delivering the training was a great experience to them. However, there were challenges experienced during the virtual delivery sessions due to poor network and technology failures. To mitigate this, each country had a physical facilitator to augment the virtual facilitators to continue delivering the session objectives.

"In future with continuation of virtual sessions, rehearsals are needed 2-3 days before the sessions to ensure all obstacles are settled early and ensure everyone is aware and familiar with the digital applications." - Summit participant, Tanzania

Overarching challenges: Youth also expressed their disappointments in the lack of cross-border experience due to the COVID-19 pandemic. The organization developed innovative methods of increasing virtual cross-border networking using Zoom breakout sessions and big screen projections.



Figure 27: Students reviewing curriculum at the summit

CONCLUSION

The LEI Program and the summit provide evidence for the effectiveness of youth economic development practices. Data, evidence, and research validations have consistently shown that alumni of the LEI Program gain skills that enable them to transition into the next stages of their lives. Those who attend the LEI summit demonstrate high levels of confidence as they transition into their next stages with the aid of the comprehensive advanced topics they receive in high dosage and intensity during the week.

The LEI summit therefore is an evidence-based program that increases the effectiveness of youth economic development across the various sectors. Its effectiveness is always seen in what participating youth can do and how much faster they can do it as compared to their peers who have not received such interventions.

Diramu is a 20-year-old girl who has completed form four from Marsabit County. She operates a restaurant in Marsabit County, located at the main town stage, and is doing very well. She makes daily sales of approximately KSh 20,000. She attributes her success to the training and mentorship program provided by Asante Africa Foundation. She has hired a chef from Malindi who does excellent work and the food is unique and loved by many in town. She credits her hard work, discipline, perseverance, and above all ensuring cleanliness is of the highest order in her restaurant.

In the 2020 summit theme of "Youth Economic Empowerment in the Digital Era," data shows that youth have the ability to attain digital proficiency within their ecosystems and sufficiently leverage the digital opportunities around them. Digital empowerment in the deeply rural ecosystems where Asante Africa Foundation works requires that initial capacity building needs to enable participants to interact with devices before initiating the digital interventions as a way of building confidence and interest in their ability to use them. Following the summit, almost all attendees took away high confidence in their ability to operate digital mobile devices like tablets, which can then be replicated into other digital devices of higher complexity like computers/laptops.

Analysis of the skill development areas shows that youth attain quality skills in the curriculum areas. This denotes that the youth have an inherent capacity to grow, thrive, and actively engage other youth within their localities. This skill development is of great importance to them as it opens the spectrum with which they can explore opportunities and abilities for growth through innovation and ideation. Youth development tools such as the business canvas model and action planning play a critical role in enabling structured planning without necessarily conditioning the youth on any specific success path. It enables them to innovatively identify and provide sustainable solutions most relevant to their communities and environments while building themselves in entrepreneurial and advocacy-based activities on their cultural values and practices, thereby opening their scope to embrace global citizenship.



LIST OF ACRONYMS

LEI	Leadership and Entrepreneurship Incubator
ICT	Information Communication Technology
SBC	School Based Club
HCD	Human Centered Design
CBO	Community Based Organizations
COVID-19	Corona Virus Disease
SDGs	Sustainable Development Goals
YPL	Youth Power Learning
IGAs	Income Generating Activities
PIF	Pay-It-Forward
ILO	International Labor Organization
CV	Curriculum Vitae



List of Figures

- Figure 1: Career aspirations mentioned by the youths - 5
- Figure 2: youths going through a summit session - 6
- Figure 3: Youths going through a summit session - 8
- Figure 4: youths attending a virtual summit session - 9
- Figure 5: Summary of achievements - 10
- Figure 6: Digital Literacy plans - 11
- Figure 7: Digital Literacy as an essential - 11
- Figure 8: Youth attending a virtual session - 13
- Figure 9: How Learn-do Teach influences Pay-it-Forward - 14
- Figure 10: Catherine showing her workbooks - 15
- Figure 11: Favorite sessions - 16
- Figure 12: Youth attending mentorship session - 18
- Figure 13: Parts of a CV - 18
- Figure 14: Identifying emerging industries and trends - 20
- Figure 15: Identifying emerging trends in technology - 21
- Figure 16: Average mental health indicators - 21
- Figure 17: Indicators of mental health of youth - 22
- Figure 18: Reasons why team members struggle with conflict -22
- Figure 19: Goal setting – 23
- Figure 20: Youth presenting business ideas - 24
- Figure 21: Change in % of youth identifying emerging trends – 24
- Figure 22: Process for youth to generate income – 25
- Figure 23: Number of people reached with PIF – 26
- Figure 24: Student at the LEI Summit – 26
- Figure 25: Characteristics of a project – 27
- Figure 26: Community activities – 27
- Figure 27: Students reviewing curriculum – 28



APPENDIX 1: The Theory of Change for the Leadership and Entrepreneurship Incubator

