

Evaluation Report  
2021/22

# iLEAD Fellowship



Citi Foundation



# Programme Outcomes At a Glance

Through the Citi Foundation funded iLEAD Fellowship Programme in partnership with LEAP Africa, the potential of young people is being harnessed and they are provided with more opportunities for personal development and community transformation.



**5**

Schools



**377**

Students  
participated in the  
endline



**4**

Fellows



**5**

Change  
projects  
completed



**6950**

Direct beneficiaries  
from change projects

The programme has built the capacity of selected NYSC members and secondary school students as change agents helping them lead ethically lives, equipping them with requisite skills for work, life after school and community development.

**66%**

- Overall improvement in leadership skills.

**14**

- Teachers were engaged throughout the programme

**8.4%**

- Increase in student non-academic outcomes

**1.3%**

- Student attrition



# Acknowledgement

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The evaluation team at LEAP Africa extend our deepest appreciation to the schools that participated in the iLEAD fellowship as they granted the team access to the students and teachers without whom the fellowship would have been non-existent. We are most grateful to Citi foundation for the continuous partnership and support over the years for the implementation of the iLEAD programme in Abuja. This programme has impacted the lives of students, teachers and volunteers alike whose agencies were engaged positively to foster their contribution to community development.

We are immensely thankful to the core team in Abuja who executed this projects as they engaged their heads, hearts and hands to ensure that the outcomes and objectives of the project was realized. Their unwavering commitment and resilience was second to none as they were faced with different challenges including a pandemic. – Thank you, Aisha Usman, Haruna Godiya and Mercy Oguche.

Special thanks goes to my colleagues in the evaluation team -Terhemem Agabo and Pamela Uzoma - for painstakingly collecting, analyzing and interpreting the data despite the stiff timeline they were faced with. Our anticipation is that this evaluation report will be of interest to stakeholders on this project and beyond. We also hope that it would be useful to development partners and policy actors working in the areas of education, youth leadership and youth transitions.

***Hope Obamwonyi, MERL Manager***

# Executive summary

Through the partnership between Citi Foundation and LEAP Africa the iLEAD programme extended some support to low-income secondary schools. A total of 5 secondary schools, including 4 NYSC members, 14 teachers and 377 students (**72% female, 28% male**), benefited from the 2021/2022 edition of the programme.

The programme serves as a platform for teenagers between the ages of 13 -18 to acquire essential leadership, life, and employability skills to prepare them to take ownership of their success. The iLEAD fellowship curriculum encompasses leadership, life skills, employability skills, career development, entrepreneurship, and ethics.

One year after the resumption of schools from the COVID 19 induced lockdown, the school calendar has continued to be constrained by the prior closure of schools for over nine months. The LEAP Africa team, with the support of the Citi Foundation, extended timelines as a response to this challenge. Even so, the LEAP Africa team has in the past few months stirred the programme in the most optimum manner possible.



Findings from the final evaluations revealed that:

- Leadership and life skills training molds students into agents of community transformation and positive change. This was measured using changes in student non-academic outcomes (competences) and engagement within the school community. There was an **8.5%** change in student competences from the baseline and endline survey. This is an indication that the training was useful in effecting positive behavioral change among the students.
- Leadership and life skills curriculum creates a platform for bonding between teachers, fellows and students thus offering students the much-needed guardianship in their formative years. Through the curriculum delivery, the fellows and teachers were able to model positive behaviors to students while also acting as their mentors.
- Leadership and life skills development training is fundamental for building confidence, as well as satisfaction in oneself and this has implications for students' academic performance. Interestingly, there was a **66%** overall improvement in the leadership skills of fellows and students.
- Student Competences such as visioning and goal setting as well as choosing a career path rated high at endline. An indication that the curriculum was useful in helping the students' set goals for their lives and choose useful career pathways in the future.
- The internship and mentorship was useful for the fellows as they are better prepared for the world of work.
- Involving youth in community development projects helps young people redirect their agency away from negative behaviors towards positive development as well as prepare them for enterprising ventures outside school.

In the final analysis, the following useful recommendations were suggested:

- **A more structured mentorship:** One of the assumptions of the program is that mentors will be available and willing to engage with fellows during the programme. As such, subsequent editions will do well to maintain communication with mentors as regards their commitment during the programme.
- **Improved engagement with the host communities:** The iLEAD programme has been met with excitement by students in the various host schools. However, to give the students the requisite support to participate in the programme, there is need to improve engagements with parents, and the school management in subsequent times.
- **Localizing the ILEAD programme:** There is an opportunity to localize the iLEAD programme in each host school in the form of clubs and other forms of student activities. Interestingly, some of the host schools have already taken this initiative. An immediate advantage of this move is that it will enable the programme curriculum reach more students in the school community; thus, ensuring greater impact and sustainability.







# Introduction

There is a growing recognition that education with a focus on cognitive skills is not sufficient in preparing young girls and boys for work life and life after school. This is because the future will require them to have aptitudes and skills that will propel them to be independent, self-confident, negotiate effectively, manage risks, think and solve problems.

Education has become an important pathway that enables youth transition; however, young people still lack good and quality education. As a result, huge populations of young people remain unemployed despite attaining secondary or higher education. Evidence, reveals a substantial gap between skills taught at school and their relevance for workplace realities.

The gaps include, the absence of a soft skills curriculum, and exposure to career options and pathways beyond classroom teaching. These are critical elements that can provide leverage for young people whether in paid employment or alternative pathways such as entrepreneurship.

There has never been a more appropriate time to prioritize these issues, particularly, the education of youth and women from marginalized communities; while also providing interventions that can empower them with the knowledge and skills to live long, live well and contribute to society.

Since 2016, in partnership with the Citi Foundation, LEAP Africa has supported the leadership development of young people by providing them with the tools and skills for personal transformation and transitioning to the next phase of their lives. They are taught to identify social problems and think through the process of solving them. This report presents the final evaluation findings of the iLEAD fellowship programme in Abuja from 2021 – 2022.



# GOVT. DAY SEC. SCHOOL KARU ABUJA

**ATTENTION!**  
NO FACE MASK  
NO ENTRY  
COVID-19 is real

**ATTENTION!**  
NO Face Mask  
NO Entry  
COVID-19 IS REAL



# About the iLEAD Fellowship

The iLEAD programme is designed and implemented by LEAP Africa. The programme is focused on enabling young graduates (fellows) who have demonstrated interest in the third sector with requisite skills to succeed in the sector; and to improve the soft skills (Leadership, life, Employability, Entrepreneurship) of underserved students in public secondary schools.

## Programme Objectives



## Component of the programme



# Evaluation Framework

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LEAP Africa's project evaluation is guided by a Monitoring, Evaluation, Research and Learning (MERL) policy which mainstreams the imperatives of promoting accountability, learning and knowledge sharing of project results and lessons learned with funders and partners as a basis for strengthening partnerships and organizational effectiveness. LEAP adopts an evaluation approach that expresses aspects of the Results Based Management (RBM) approach as well as a contributory approach to attribution. This framework emphasizes managing and implementing programmes and projects in a way that focuses on the process to judge what went well and what could have gone better. This would be useful for improving future designs, delivery, and quality; outcomes to measure the programme's impact in the target population; and overall impact to determine programme effectiveness in achieving its goal.

The MERL unit is an autonomous part of the organization and was independent from the delivery and management of the iLEAD fellowship programme. As such, none of the personnel involved in the data analysis and final evaluation were personally engaged in the activities evaluated or responsible for the implementation, or supervision of the project.

# Evaluation Objectives



Demonstrating that the iLEAD programme produces positive outcomes for young people is the primary objective of this evaluation report. It attempts to measure the extent to which the set objectives were accomplished and explains how these outcomes were realized. The report also teases out key lessons while also identifying gaps that will serve as lessons to be incorporated into decision making. Specifically, the evaluation objectives include:

- To measure the achievement of the set goals and outcomes of the iLEAD programme.
- Explain how the activities produce the outcomes of the project by exploring the questions posed by the underlying assumptions in the theory of change.
- Identifying gaps that will be incorporated to support subsequent implementation.

During the evaluation , qualitative and quantitative data was collected through questionnaires, Focus Group Discussions, In-depth interviews and observation. This is to ensure that the validity of data is tested to eliminate biases that may occur using only one form of data collection. This evaluation also employs a 5-pointer rubric for measuring students' competences. A scale of 1-5 where 1 is the lowest score and 5 being the highest is used to determine where the direct and indirect beneficiaries of the interventions are at.

# Limitations

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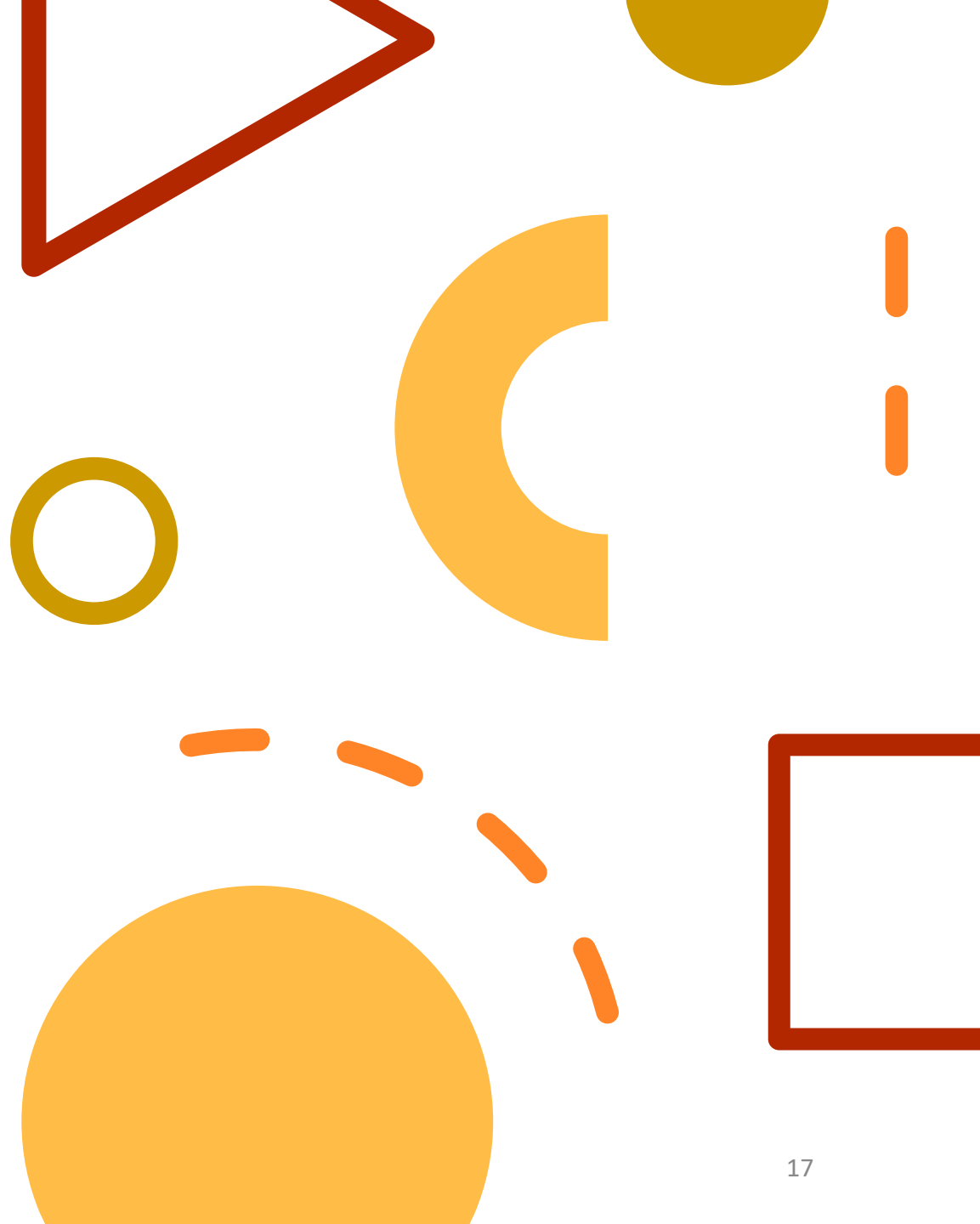
While deliberate efforts were made to reduce limitations in this evaluation, as is the nature of behavioral research, some limitations are acknowledged:

- **COVID19 Pandemic:** The global pandemic which forced governments to institute lockdown and social distancing policies affected the delivery of the programme. Similarly, subsequent variants of the virus restricted student participation and interaction with key programme personnel.
- **Attrition:** The programme recorded an attrition rate of 32%. The major reasons for attrition include the global pandemic, socio-economic reasons, religious beliefs, amongst other things.
- **Change project evaluation:** In evaluating the social change projects, we encountered difficulty in properly understanding the extent of the impact. This was due to delays in the implementation of the projects. The evaluation of the project was happening alongside data collection for the change projects which limited the opportunity for a robust analysis of the interviews and Focus Group Discussions (FGD) conducted.





# Key Outcomes



# Training of Trainers

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At the core of LEAP Africa's intervention is advancing the capacity of fellows and teachers to become role models to students. We believe this learning model optimizes learning outcomes among students.

During the iLEAD fellowship, two Training of Trainers (ToT) were held, and they equipped fellows and teachers with various desirable skills for better outcomes. These trainings were facilitated by LEAP Africa's faculty of expert trainers, taking fellows through the leadership curriculum, mainstreaming new ideas on leadership, employability, and life skills. The Life Skills and Leadership ToT held in October 2021 while the Entrepreneurship and employment(E&E) ToT took place in February 2022.

The trainings exposed fellows to new methods/models of classroom facilitation and styles of curriculum delivery. The modules allowed them go through a reflection process to rediscover their purpose, lift their motivation, and shift their understanding from traditional ways of understanding leadership and how change can be engineered.

Feedback from the fellows unanimously echoed the usefulness and richness of the ToT's for their personal development, preparation for the world of work and role models for transformative change. They added that the training specifically taught them to look inwards drawing on their personal strengths as a way of building self-confidence and navigating their way through life.



# Photo story from the ToT

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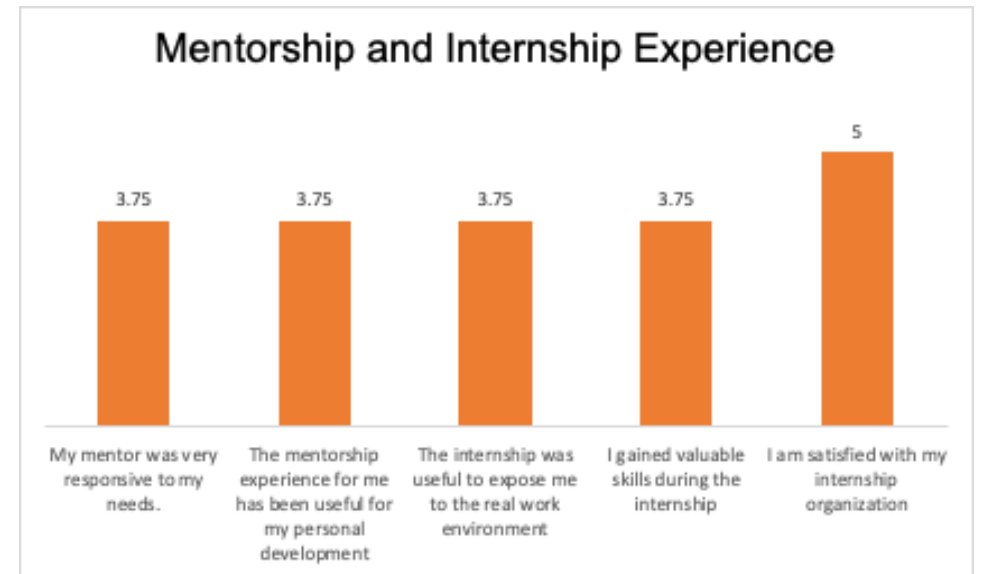




# Internship and Mentorship

The internship experience was to familiarize fellows with development work as they get to see firsthand how interventions are designed, implemented, and monitored. Fellows were also paired with mentors who would offer guidance in terms of career prospects as well as personal development.

A total of 5 fellows commenced the internship and 1 dropped out about two months into the programme due to personal reasons. The fellows interned with LEAP Africa where they were exposed to work-based learning and 21<sup>st</sup> century employability skills. They all expressed their satisfaction their internship experience. Interestingly, one fellow gained full time employment in a social sector organization before the culmination of the fellowship.



The fellows were also matched with mentors who committed to coaching them for personal and career development. 75% of the fellows indicate that their mentors are experienced, responsive to their needs and have provided valuable oversight to them.

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PROGRAMME

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# Curriculum Delivery

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The curriculum consisted of activity-based modules in four thematic areas, including leadership, life skills, employability skills, and entrepreneurship, culminating in 14 modules. These were designed to meet youth needs, support behavioral changes, and increase youth employability in a formal work setting or as an independent entrepreneur. The leadership and life skills curriculum have a balance for the combination of personal skills youth require for their daily life with specific work readiness skills youths need for the future of work.

Curriculum delivery began in November 2021 and was concluded in March 2022. Owing to the continuous extension of the programme due to the long-term effect of COVID 19 induced school closure, curriculum delivery happened within the space of five months only. Students met twice every week with teachers and fellows to receive training in the various modules. The curriculum was cascaded utilizing the leadership and life skills and the Employability and Entrepreneurship curriculum developed by LEAP Africa. The fellows and teachers were supported with a facilitator's guide, while students were provided with a manual. According to endline data gathered from students the fellows and teachers demonstrated excellence in facilitating the modules and ensuring the class was engaging and attentive.

# Student Non-Academic Outcomes

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Understanding the reality of the students helped us to see beyond the fact that they are from low-income and marginalized contexts to having an appreciation of the many challenges they must deal with daily. Many of them on a consistent basis must deal with exceedingly difficult issues with little or no assistance, putting them in very exposed conditions. The torment of continuous vulnerability and disempowerment has the tendency to lead them into hazardous and inappropriate behavior. While this underpins the reality of the teenagers, the leadership and life skills training provided them with the opportunity to defy these kinds of behavior and alter these attitudes by empowering and equipping them with the moral courage and the resolve to become value-based leaders. In understanding the students' non-academic outcomes, this report pays attention to the changes in four key areas and asking critical questions in this regard. They include:

- Leadership mindset: Is there a fundamental shift in how students understand leadership and how they can lead and achieve the goals they set for themselves?
- Self Confidence: Are there improvements in students' ability to communicate effectively and other social interactions?
- Ethical mindset: Are there shifts in how the students think about their value system and how they want to go about practicing these values



- Are there improvements in students' problem solving, creativity, teamwork, and time management skills? And what evidence exists to suggest that students are employable?

Our findings suggest reasonable improvements in student's leadership and employability skills. We adopted a scoring rubric that allowed us to assign scores and describe changes across nine competencies mainstreamed by the curriculums. There was an **8.4%** increase across the competencies from baseline and end-line averages.

| <b>Student Competence Scores</b>  |                 |                |                   |                     |
|-----------------------------------|-----------------|----------------|-------------------|---------------------|
|                                   | <b>Baseline</b> | <b>Endline</b> | <b>Difference</b> | <b>% Difference</b> |
| The Act and Art of Leadership     | 2.59            | 3.26           | 0.67              | <b>13.40%</b>       |
| Self Identity and Self Confidence | 2.78            | 3.66           | 0.88              | <b>17.60%</b>       |
| Vision and Goal Setting           | 4.1             | 4.46           | 0.36              | <b>7.20%</b>        |
| Ethics and Values                 | 3.11            | 3.06           | -0.05             | <b>-1%</b>          |
| Communication skills              | 3.26            | 3.09           | -0.17             | <b>-3.40%</b>       |
| Time Management                   | 3.24            | 3.27           | 0.03              | <b>0.60%</b>        |
| Creativity and Problem Solving    | 3.06            | 3.97           | 0.91              | <b>18.20%</b>       |
| Becoming an Active Citizen        | 3.67            | 3.91           | 0.24              | <b>4.80%</b>        |
| Choosing a Career path            | 3.67            | 4.57           | 0.9               | <b>18%</b>          |

# Change Project

The community social change project is a key component of the leadership and life skills curriculum providing the students with the opportunity of identifying challenges and issues within their communities and proffering solutions to these issues. Students are expected to identify three issue and document ideas which was vetted by programme staff at LEAP Africa. Following this, a seed grant of about N50, 000 (Approx. \$USD100) depending on scope of project was provided to each group to execute a project that solves a problem in their communities. In the case where additional funding is required, the students are expected to engage their tool kit and determine whether to make do with their seed funding or look for ways to engage stakeholders within the community that can support with execution.

| S/N                        | School                                      | Project   | Direct Beneficiaries        |
|----------------------------|---|---|-----------------------------|
| 1                          | Government Secondary School, Kuje           | Renovation of the School Mini Mammy Market          | 1592 students, 92 teachers, |
| 2                          | Government Secondary School Karshi          | Provision of 14 Metal Outdoor Benches in the School | 1500 students, 80 teachers  |
| 3                          | Government Day Secondary School, Gwagwalada | Renovation of the School library                    | 2000 students, 80 teachers  |
| 4                          | Government Day Secondary School, Karu       | Renovation of School Library and Provision of Books | 1400 students, 146 teachers |
| 5                          | Army Day Secondary School, Asokoro          | Provision of 20 Wooden Desks in the School          | 60 students                 |
| <b>Total Beneficiaries</b> |   |   | <b>6950</b>                 |



# Change Projects

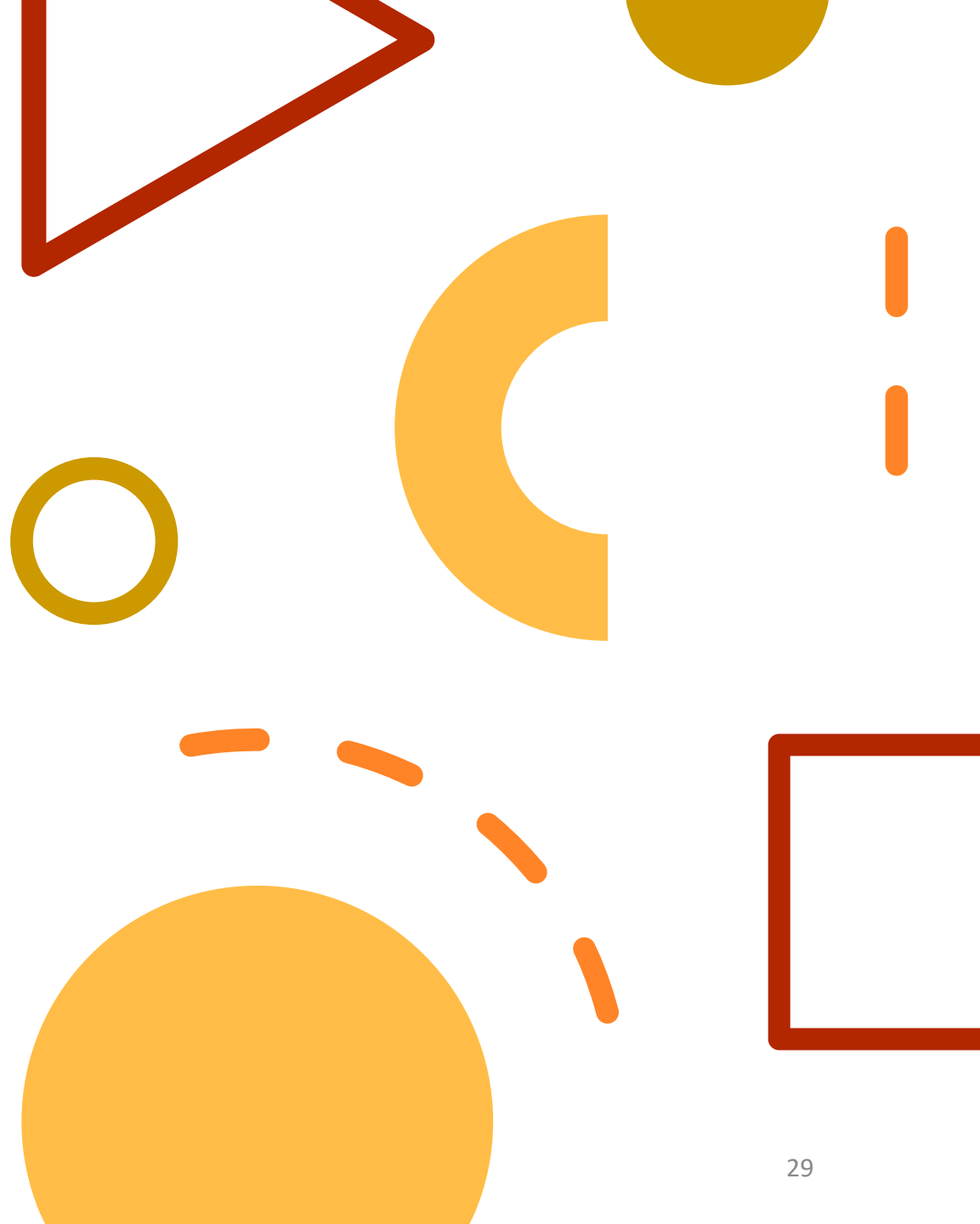


 **Teach  
Coach  
Mentor**

 **LEAP**

 **PROJECT**

# Key Learning



Findings from the final evaluations revealed that:

- Leadership and life skills training molds students into agents of community transformation and positive change. This was measured using changes in student non-academic outcomes (competences) and engagement within the school community. There was an **8.5%** change in student competences from the baseline and endline survey. This is an indication that the training was useful in effecting positive behavioral change among the students.
- There was a **66%** overall improvement in the leadership skills of fellows and students. This was indicated from data from FGDs as they narrated their leadership journeys through the programme.
- Leadership and life skills curriculum creates a platform for bonding between teachers, fellows and students thus offering students the much-needed guardianship in their formative years. Through the curriculum delivery, the fellows and teachers were able to model positive behaviors to students while also acting as their mentors.
- Student Competences such as visioning and goal setting as well as choosing a career path rated high at endline. An indication that the curriculum was useful in helping the students' set goals for their lives and choose useful career pathways in the future.
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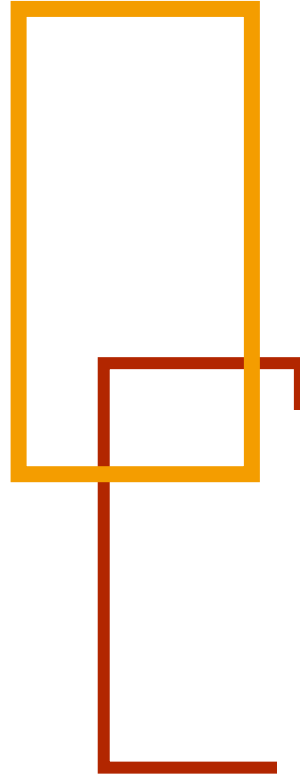
- Leadership and life skills development training is fundamental for building confidence, as well as satisfaction in oneself and this has implications for students' academic performance.



# Useful Recommendations

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- **A more structured mentorship:** One of the assumptions of the program is that mentors will be available and willing to engage with fellows during the programme. As such, subsequent editions of the programme will do well to maintain communication with mentors as regards their commitment during the programme.
- **Improved engagement with the host communities:** The iLEAD programme has been met with excitement by students in the various host schools. However, to give the students the requisite support to participate in the programme, there is need to improve engagements with parents, and the school management in subsequent times.
- **Localizing the iLEAD programme:** There is an opportunity to localize the iLEAD programme in each host school in the form of clubs and other forms of student activities. Some of the host schools have already taken this initiative. An immediate advantage of this move is that it will enable the programme spread its life equipping curriculum to more students in the school community. Thus, ensuring a greater sustainability of the programme.





# Thank You

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