



BE THE CHANGE (BTC)

EVALUATION REPORT 2018

Project **IMPACT** Story



In partnership with **Citi Foundation**, underserved youth have been equipped to become change agents.

The programme has enabled students to change their mind-set and live productive lives by providing them with important life skills for personal effectiveness, to lead change and live ethical lives

SCHOOLS



5

Schools are engaged in social change

CHANGE PROJECT



7

Change project completed

372

Students impacted

14

Teachers trained

5

Volunteers trained

TEACHERS INFLUENCE



87%

Of students report change in behaviour and attitude due to teachers role modelling

GOALS



Of students have clarity of post-secondary school goals

VALUE STATEMENT



Of students have crafted their value statement

TIME MANAGEMENT



91%

Of students have improved their time management skills

COMMITMENT TO STUDIES



90%

Of students are more committed to their studies

Self Confidence



86%

Of students have improved in their self confidence

TRANSITIONING



70%

Of students from Fazil Omar are likely to finish secondary school

INDIRECT BENEFICIARIES



2000

Indirect beneficiaries

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Introduction

Africa is fortunate! The continent possesses great wealth and immense potential yet to be exploited, and is home to the world's youngest people, which is expected to double by 2050. These factors are catalysts that can drive growth and productivity for the continent. But for Africa to harness this advantage, it must invest in young people's capacity to not just get jobs but also to be entrepreneurial and empower them with the required skills to lead change and compete favourably in a global economy.

Today, the grim realities of poverty and marginalisation continue to fan the flames of unequal access to education, employment and citizenship amongst other issues. These limit the opportunities available to the youth and women in marginalised communities in making fundamental transitions critical for their development. In a society where the openings for formal employment is largely shaped by one's level of education, under-educated youth must rely on the informal sector where employment is essentially volatile and vulnerable.¹ The consequence is even dire for young girls who must also struggle with multiple forms of sexual harassment, early marriage and teenage pregnancy.²

In Nigeria, more than 50% of Nigeria's youth population³ are estimated to be unemployed, with secondary education being the highest educational level attained by almost sixty per-cent of this group.⁴ This suggests that there are significant barriers in access to higher levels of education and employment. Furthermore, recent research reveals a significant gap between skills taught at school and its relevance for work place 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.

Notably, these conversations have remained at the core of regional and global policy agenda and has informed the focus of development partners with the aim of ending poverty, providing quality education, creating jobs and reducing inequality. 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.

These therefore represent the dominant notions that shaped the framing and design of the Be The Change (BTC) program for secondary schools in marginalised communities. In the last few years, LEAP Africa and Citi Foundation has been working together to support the leadership development of young people by providing them with the tools and skills for personal transformation to enable effective transition, while also learning how to identify social problems and thinking through the process of solving them. This report presents the final evaluation findings of the 2017/2018 project.

¹ Abbink, Jon (2005). 'Being Young in Africa: The Politics of Despair and Renewal'. *Leiden University Repository*, pp, 1-33.

² Ibid

³ Nigeria's youth population is estimated at 64 million. See National Youth Survey Baseline Report 2012, National Bureau of Statistics & The Federal Ministry of Youth Development

⁴ Akande, T. (2013). Youth Unemployment in Nigeria. Washington DC. Brookings Institute. Available at <http://www.brookings.edu/blogs/africa-in-focus/posts/2014/09/23-youth-unemployment-nigeria-akande>

Programme Summary

The Be the Change (BTC) programme was designed to build the capacity of teachers to become role models who will in turn empower and equip in-school youth in underserved public secondary schools with leadership and life skills required for personal excellence, stretch their career aspirations and seize economic opportunities within their contexts. These culminates in helping them rise above critical life challenges fundamental to their development, while also learning the art of initiating change in their communities. The programme serves as a platform for teenagers between the ages of 13 -18 to acquire basic leadership, life and employability skills which will prepare them to take ownership of their success, set clearly defined goals and take necessary steps to create positive change in their lives and communities. The BTC curriculum encompasses topics in the areas of leadership, life skills, employability skills, career development and ethics. Although the programme, was originally designed to have three core components, a fourth component was included – Career Day – to further raise students’ consciousness about possible career pathways as well as the skills and competences relevant for the workplace. The program components therefore included the following:

1. Training of Trainers (ToT): 20 facilitators consisting of teachers and volunteers attend a training where they are equipped with the knowledge and skills of transformative leadership who will in turn cascade the BTC curriculum to students
2. Curriculum Delivery: Trained facilitators cascade the BTC curriculum to 450 student beneficiaries in underserved public schools.
3. Career Fair: Students attend a one-day career fair that exposes them to other possible career pathways as well as the skills and competences relevant for the work place.
4. The Social Change Initiative: An experiential learning process where student beneficiaries put into practice the learnings of the BTC curriculum and commence a social change initiative/enterprise in their communities.

The programme aimed at reaching 450 students, 5 young change agents (volunteers) and 15 teachers in public schools in Lagos State from 2017 to 2018. The schools included:

- ILUPEJU SENIOR GRAMMAR SCHOOL
- OPEBI SENIOR GRAMMAR SCHOOL
- APAPA SENIOR HIGH SCHOOL
- GBAJA BOYS SENIOR HIGH SCHOOL
- FAZIL OMAR SECONDARY SCHOOL

Figure 1: 2018 iLEAD Secondary Schools

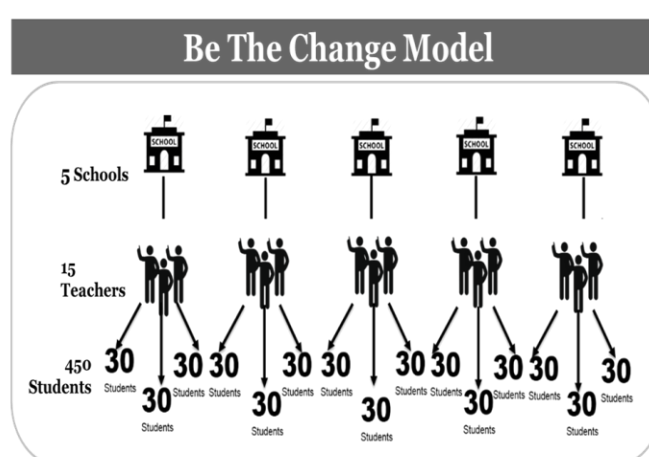


Figure 2: Be The Change iLEAD Model

Problem Statement

There is an increasing recognition in academia and policy spaces that leadership development is an imperative if young people will transition effectively and contribute meaningfully to society. This has come to the fore as countries are beginning to think about improving education outcomes for students, mainstreaming entrepreneurship as an alternative pathway, as well as preparing the next generation for the future of work. These are being mainstreamed in Agenda 2030 for sustainable development (4, 8 and 10) and the African Union Agenda 2063 with its corresponding First Ten-Year Implementation Plan. Both agendas bring youth issues into sharp focus. Aspiration 6 of Agenda 2063 for instance emphasises “*An Africa, whose development is people-driven, relying on the potential of African people, especially its women and youth.*” Furthermore, the theme of the 28th African Union Summit in January 2017 calls for “*Harnessing Demographic Dividend through investments in the Youth*”. All major development activities across the African continent will focus on harnessing the youth potential to drive forward Africa’s transformative agenda. This is coupled with the declaration of the decade 2010-2019 as the Africa Youth Decade to accelerate youth empowerment and development.

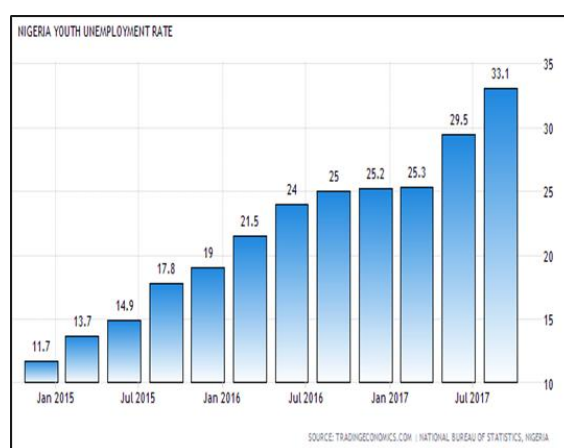


Figure 3 Nigeria Youth Unemployment Rate

Despite substantial improvement in human development in recent times, young people on the continent are still faced with tremendous odds that constrain them from making fundamental transitions which limits their development and opportunity to contribute to society. They are unable to get into higher forms of education; start productive working lives; have restricted access to healthcare, and limited opportunities for social mobility or even exercising citizenship.⁵ With a working age population estimated to exceed the rest of the world, the continent will have to create about 20 million jobs every year to meet the demand, but this seems like a race against time. Of Africa’s nearly 420 million youth aged 15-35, 31% are unemployed and discouraged, 35% are vulnerably employed, and only one in six is in wage employment.⁶ Limited opportunities for education and employment will continue to entrench poverty, inequality and vulnerability making them susceptible to recruitment efforts of terrorist organisations; or lead youth to attempt illegal migration.

⁵ World Development Report (2007), p. 5-9.

⁶ AFDB (2016). Jobs for Youth in Africa: Catalysing Youth Opportunity Across Africa. Available at : https://www.afdb.org/fileadmin/uploads/afdb/Images/high_5s/Job_youth_Africa_Job_youth_Africa.pdf

There is however a lot of attention on Nigeria whose youth unemployment rate is currently at its highest - 33%.⁷ With a growing population of about 190 million people, almost half of the country's youth population are unemployed. According to Nigeria's National Bureau of Statistics, 61.1% of Nigerian youth (15-24) are either unemployed or underemployed.⁸ Empirical evidence suggests that Nigeria's peculiar situation explains the migration of young Nigerians to North Africa and across the Mediterranean, the radicalisation and extremists' activities in Northern Nigeria and the increasing number of young people engaging in cybercrime and drug trafficking. Furthermore, there is a fundamental gap between the number of secondary school leavers and those who transition into higher forms of learning. According to the Nigerian Bureau of Statistics and the Joint Admissions Matriculations Board, nearly 75% of secondary school leavers between 2010 and 2015 failed to get into the university. This means that only 1 in 4 students get a spot at the university.

In an increasingly competitive global economy, young people and women in low income communities are mostly at the receiving end as they are ill prepared for the workplace or life after school. Besides the fact that the quality of education leaves much to be desired, cultural, domestic, and economic realities in these communities have shaped a very narrow understanding of leadership as the exclusive preserve of certain individuals or people in political office. Similarly, educational institutions pay little or no attention to leadership and life skills trainings which holds the potential to shift young people away from a mind-set of being in need into an orientation that emphasises the possibility of self-actualisation and social transformation. By providing young people with the opportunity to discover and reflect on their self-worth and inner strength, they come to realise and identify the attitudes that help them become complete and healthy human beings. These attitudes transform them into positive change agents who can leap above structural social conditions rather than just coping with existing limitations.

Several factors including poor grades, poverty have been known to hinder young people's transition into higher forms of learning. However, the bigger issue remains that a larger chunk of secondary school youth are forced into the labour market unprepared, as such they are unable to transition into a productive working phase of their lives or fit successfully in the workplace where they are able to. And in a society where the openings for formal employment is largely shaped by one's level of education, undereducated youth must rely on the informal sector where employment is essentially volatile and vulnerable. The consequence is even dire for young



Figure 4: Source; National Bureau of Statistics and the Joint Admissions and Matriculations Board (JAMB)

⁷ World Bank (2018) Nigeria's Youth Unemployment rate.

⁸ Nigerian Bureau of Statistics (2017). Unemployment/ Underemployment Report, Q4 2016. Available at: file:///C:/Users/Femi%20Balogun/Downloads/q4_2016_unemployment_report_-min.pdf

girls who must also struggle with multiple forms of sexual harassment, early marriage and teenage pregnancy. There has never been a more appropriate time to prioritize these issues, providing interventions that can empower them with the knowledge and skills for self-actualization and social transformation.

Evaluation Framework

At LEAP Africa, 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/programme results and lessons learned with funders and partners as a basis for strengthening partnerships and organisational effectiveness.

LEAP adopts an evaluation approach that expresses aspects of the Managing for Development Results (MfDR) approach as well as a contributorship approach to attribution. This framework emphasises managing and implementing programs and projects in a way that focuses on the process to judge what went well and what could have gone better which would be useful for improving future designs, delivery and quality; outcomes to measure the program's impact in the target population; and overall impact to determine program effectiveness in achieving its goal.

The MERL unit is an autonomous part of the organisation and was independent from the delivery and management of the BTC 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.

As a matter of principle, the MERL unit reports directly to the Management Board and is not involved in operational businesses. This organisational structure ensures the independence of the evaluation function within LEAP, setting minimum requirements for MERL, ensuring oversight of the quality of MERL systems on the project and program levels, and sharing evaluative evidence.

Project Objectives

The goal of the BTC programme is to build the capacity of teachers to become role models who will in turn empower and equip in-school youth in underserved public secondary schools with leadership and life skills required for personal excellence, stretch their career aspirations and have increased ability to act as change agents.

Equip



Inspire and build the capacity of 20 teachers and volunteers to be role models to their students by equipping them with the knowledge and skills of transformative leadership.

Learn



Provide an all-inclusive learning experience that will assist 450 secondary school students develop skills, knowledge and confidence to fulfil their potentials and transition successfully from high school to higher education, worthwhile employment and other possible pathways.

Expose

Stretch students' aspirations by exposing them to a range of career pathways as well as the skills and competences relevant for the work place through a career fair.

Contribute

Promote youth participation in community development through impactful change projects, as well as knowledge on money management.

	Activity	Output	Outcome
Equip	Training of Trainers (ToT) organised for 15 teachers in 5 selected schools.	Teachers have improved understanding of the concept of transformative leadership. Teachers have changed mindsets about their roles as role models.	Teachers demonstrate the knowledge and skills of transformational leadership which culminates in an increased perception of their responsibility as role models.
Learn	Teachers cascade modules to 450 students from the five selected schools	Students are exposed to the knowledge and skills required for a successful and productive life.	Students apply the knowledge and skills of transformational leadership which results in personal effectiveness and improvements in their academic and non-academic outcomes.
Expose	Organise a one-day career fair	Fellows gain hands on experience of the operations and the competences required for the development sector.	Students become focused, making deliberate choices about their future and careers.
Contribute	Change project implementation	Students have increased understanding of money management as well as the steps in implementing positive changes in their communities	Students become value-based leaders and see themselves as change agents. Students find the change project exercise meaningful and rewarding

Evaluation Metrics

The evaluation of the BTC project is informed by the results-based framework and theory of change (TOC). These figures illustrate how the program activities link to the expected outcomes in a stepwise progression for both teachers and students. As seen by their involvement in the transformative leadership training and other experiential activities, the project is anticipated to ultimately translate into teachers becoming transformative leaders acting as role models to their students. On the other hand, students are expected to become valued based leaders and having increased capacity to act as change agents. This logic envisages that the implementation of the project activities will culminate into five intermediate outcomes which provide guidance to this evaluation. The proposition here is that teachers after being trained on transformative leadership will in turn cascade that knowledge to students. The outcome for teachers therefore, is that they can demonstrate the knowledge and skills of transformational leadership which

leads an increased awareness of their responsibility as role models. For the students, these activities are anticipated to make them see themselves as leaders and demonstrate improvements in their academic and non-academic outcomes. It is also anticipated that they become deliberate about their life goals, with raised aspirations about possible career pathways and are articulate about the skills and competences required for the work place. Further, the engagement of both teachers and students in the implementation of change projects culminates in an experience that allows them to contribute to social change, one in which they will find meaningful and rewarding. All the activities and outcomes are logically linked by fundamental assumptions which also forms part of the learning priorities for this evaluation.

Essentially, the success of the project rests heavily on the teacher's motivation, the perception of themselves as role models as well as their commitment to tracking and recognising the improvements in their leadership skills and abilities. It is also assumed that students will continue to reflect on the training they have received and begin journey of self-recovery, and also begin to rethink what is possible about their career and future. Given these assumptions, this evaluation preoccupies itself amongst other things to proving an understanding to the following questions:

1. How does transformative leadership training motivate teachers? and how does it propel them towards proving additional support for students?
2. How does a transformative leadership curriculum provide opportunities for students to reflect and begin a journey of self-discovery?
3. How does career counselling support in raising the aspiration of students about their career and future?

Evaluation Objectives

Demonstrating that the BTC project 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 are realised. 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:

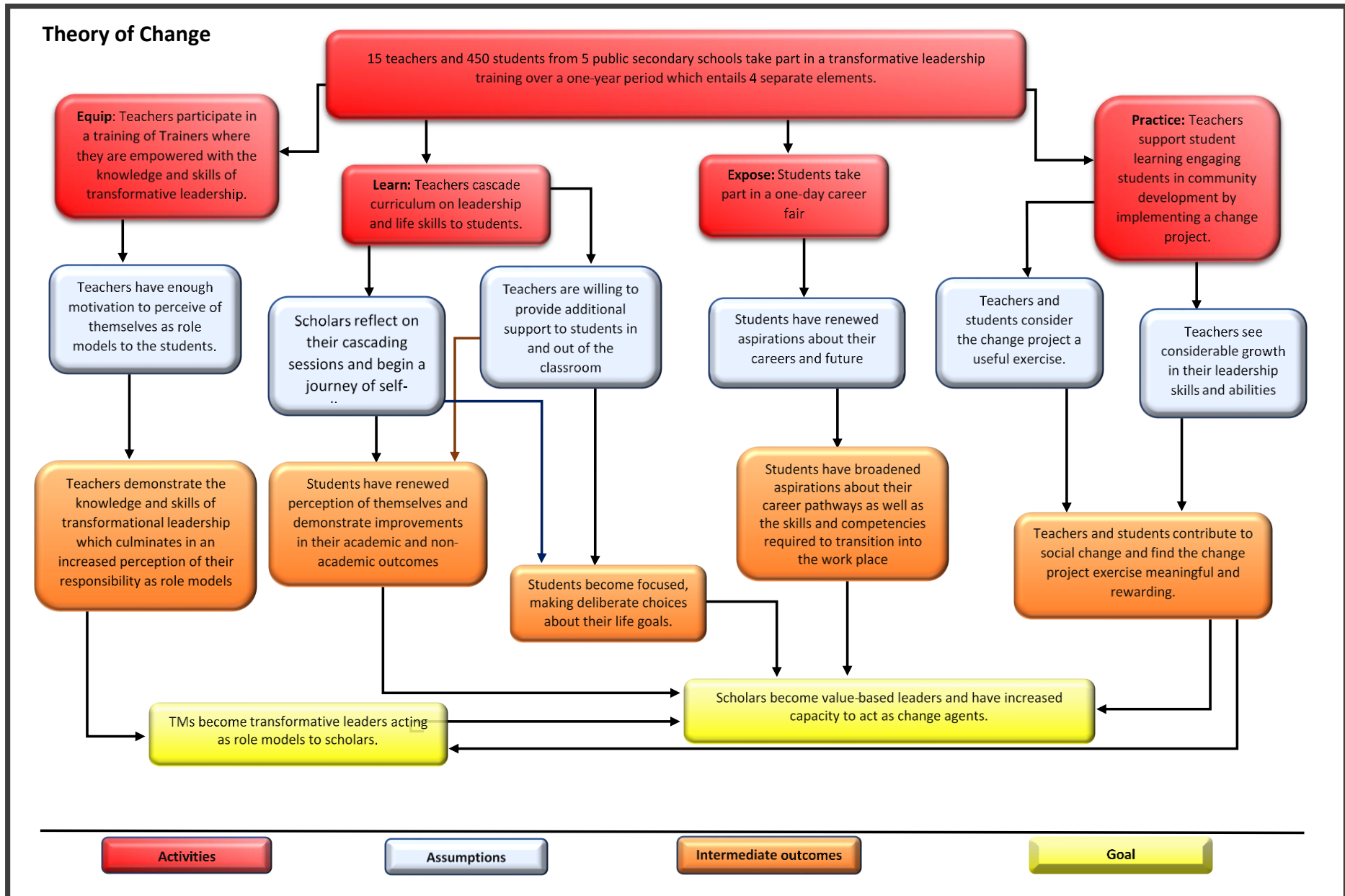
1. To measure the achievement of the set goals and outcomes of the BTC project.
2. Explain how the activities produce the outcomes of the project by exploring the questions posed by the underlying assumptions in the theory of change.
3. Identifying gaps that will be incorporated to support subsequent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

Methodology

This evaluation employs a theory-based approach. It elaborates and tests the program theory of change in each of its component through a structured contribution analysis to assess the role of each activity to the changes that occur across the outputs and outcomes. To complement the theory-based evaluation, the evaluation team conducted a process evaluation to access the effectiveness and efficiency of the project which includes three component parts:

1. **Content evaluation** – an assessment of what the program delivered in terms of its results, compared to what it meant to deliver as set out in the original concept note and the result chain.
2. **Implementation evaluation** – an assessment of the extent to which the program delivered the activities as originally intended, including whether the program delivered the quantity and quality of activities initially planned; whether the activities and services were used for the optimal effect; and whether program management arrangements are facilitating the delivery process to the extent possible.
3. **Other implementation features** – an assessment of the key drivers and barriers to delivery that have positive and negative effects (intended and unintended) on the performance of the programme.

To achieve this, the evaluation combined both quantitative and qualitative data collection methods to triangulate data sets which help an appreciation of the richness and complexity of human behaviour from diverse perspectives. Triangulation also strengthens both research paradigms by counterbalancing any weakness, while also reducing researcher bias from having a one-sided narrative of the phenomenon being investigated.

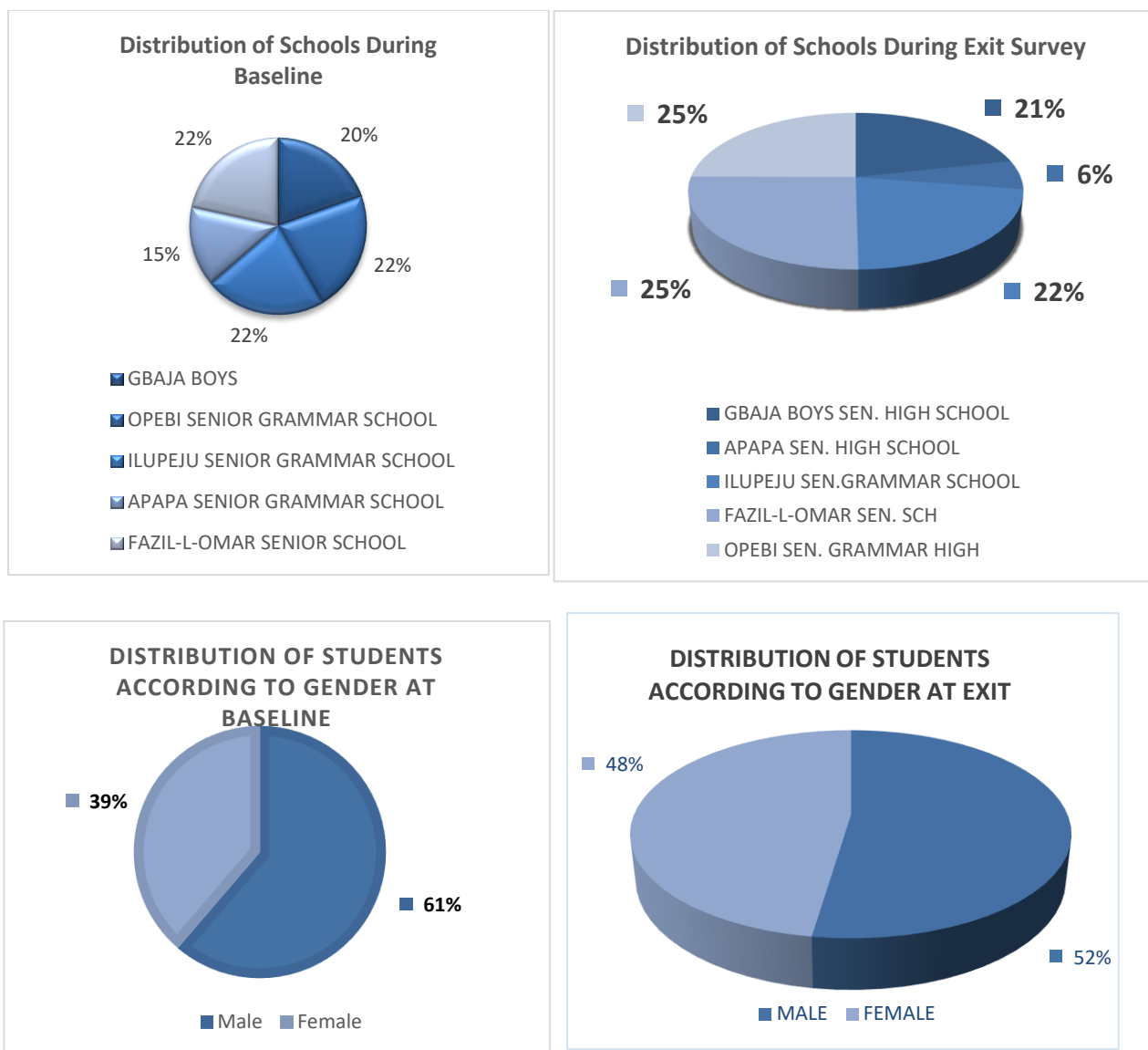


Data Collection

The data collection process was guided by the logical framework (log frame) developed for the project. Although the log frame was developed post program implementation, the evaluation team put into perspective the critical elements of the project and defined the logic frame based on the results defined in the concept note. In this regard, the evaluation team considered a wide range of tools that could best speak to the defined results. With triangulation in mind, the tools employed included baseline and exit surveys for students, feedback forms for teachers during the ToT, perception surveys, observation of curriculum delivery, Focus Group Discussions (FGD) with students as well as informal/in-depth interviews with teachers, principals and other students who were not direct beneficiaries of the project. Details are explained below:

- a. **Baseline and Exit Surveys:** At the start and end of the curriculum delivery, baseline and exit surveys were administered respectively to students. This was done to show evidence of progress in terms of mind set and knowledge shift. Baseline data was collected between September and November 2017, the longer time for the collection of baseline data was due to government bureaucracy in obtaining approval for the project. A total of 450 SS1 students were expected to be recruited on the program, however only 420 young people were onboarded and commenced the program. However, due to either being absent on the day of the baseline or choosing not to take part only 409 students were available when the baseline was administered yielding a response rate of 90.89%. The exit survey on the other hand was administered in July 2018. A total of 233 students were available for the exit survey. This was carried out at a time when the students had just concluded their exams, but for Apapa Senior High School whose students were already on holiday at the time we visited for the evaluation. The table below shows the numbers during baseline and exit.

	Ilupeju Senior Grammar School	Opebi Senior Grammar School	Apapa Senior High School	Gbaja Boys Senior High School	Fazil Omar Secondary School	Total
Baseline	91	90	60	80	88	409
Exit	52	58	14	50	59	233
% Retention	57.14%	64.4%	23.3%	62.5%	67%	56.9%



- b. Observation: In May 2018, LEAP’s MERL unit visited two of the iLEAD schools to observe the curriculum delivery process. It was a non-participant type of observation to systematically determine the quality of participants learning experience, pedagogy adopted as well as the learning environment. By non-participant observation, is meant observing the participants without actively contributing in the curriculum delivery. The process of the observation was to achieve three things- First, was to do a broad scoping to get a sense of the classroom setting, which was followed by observing if the delivery was on schedule; and secondly, if the pedagogy being used was consistent with the teacher’s manual and its effectiveness. Thirdly, the observation also sought to investigate the teacher-student interaction and the extent of their comprehension. The two schools – Opebi Senior Grammar School and Gbaja boys Senior High School - were randomly selected. The modules observed were Savings and Money Management (Module 15) and Budgeting (module 16) respectively.

- c. Focus Group Discussion: FGDs were conducted for both teachers and students during the end line evaluation as well as during the change project visits. For the evaluation team, triangulating the views and perception of both facilitators and students was an important component. FGDs allowed the team dive deep into the details of the students' and facilitators' experiences and what their impression of the programme was; including its challenges and how these were resolved. The relevance of the tool lies in the insight it provides into the dynamics of interactions between and among the key stakeholders on the project. It brings to the fore what people think and how they think. As much as possible, our engagement with the tool made us act more as moderators and less of interviewers, which made the engagement reliable in providing depth around the issues discussed. The team was intentional about having discussions with a larger group of the students and ask general questions to get a good understanding of student's confidence, decorum, and involvement, especially regarding the change projects. FGD was also conducted for beneficiaries of change projects to tease out the outcomes emerging from the interventions by the students and how these were received. The table below provides details of the focus group discussions that that took place.

Table 1 Details of Focus Group Discussion

	Date ('18)	No. of Teachers	No. of Students	Beneficiaries of change project
Gbaja Boys Senior High School				
Curriculum delivery visit	May 15	3	12	NA
End line evaluation	July 13	3	38	NA
Change project visit	October	3	36	8
Ilupeju Senior Grammar School				
Curriculum delivery visit	NA	NA	NA	NA
End line evaluation	July 16	3	30	NA
Change project visit	NA	NA	NA	NA
Opebi Senior Grammar School				
Curriculum delivery visit	May 16	3 (+V. Principal)	7	
End line evaluation	July 13	3	17	
Change project visit	Oct 31	3	NA	
Apapa Senior High School				
Curriculum delivery visit				
End line evaluation	July 17	2	23	

Change project visit	October	1	12	2
Fazil Omar Secondary School				
Curriculum delivery visit				
End line evaluation	July 16	3	59	
Change project visit	October	3	34	

- d. **Informal Interviews:** Interviews were adjudged a more appropriate tool as it enables a safe space for young people to elaborate on their experience on the program. It was thought that the focus group may be too exposing and that surveys has its inherent limitations. The interviews had to be informal to allow for building of rapport and creating a safe space for in-depth conversations to happen. Informal interviews were conducted across the schools and this afforded the opportunity for more in-depth conversations with some students on and off the program as well as some of the beneficiaries of the change projects.

Key Findings

As mentioned above, the Be the Change (BTC) programme was designed to build the capacity of teachers to become role models who will in turn empower and equip in-school youth in underserved public secondary schools with leadership and life skills required for personal excellence, stretch their career aspirations and seize economic opportunities within their contexts. The program supports and enables young people to be consciously and actively involved in their own development and in the development of society. It targets youth from marginalised contexts, supporting them to rise above poverty, social exclusion, early school-leaving, substance use, youth crime, minority groups and poor school attainment. For the students this experience provides them with the opportunity to discover and reflect on their self-worth and inner strength, they come to realise and identify the attitudes that help them become complete and healthy human beings. These attitudes transform them into positive change agents who can leap above structural social conditions rather than just coping with existing limitations.

The program was developed as a way of helping young people to develop key skills such as visioning, communication skills, team work, budgeting, critical thinking, creativity, goal setting and problem solving that are core to leadership and employability. The leadership programme defines leadership as facilitating change and development of the individual and society through use of core social and emotional competencies, including self-awareness, collaboration, empathy and relationship building which is central to the curriculum. LEAP's leadership and life skills curriculum is based on the philosophy which holds that there is a significant increase in the level of knowledge and skills gained when learners are guided through a journey of reflection, imagination and experimentation. This also leads to a more exciting and impactful learning experience. As a result, the curriculum is hinged on innovative pedagogy which includes role plays, case studies, scenarios, games, and deep reflective activities. Adopting David Kolb's (1984) experiential learning cycle, the program comprises experiential activities that are explored in groups as well as practical work and opportunities for leadership in each module.



- **Concrete Experience:** LEAP uses case studies, role plays, games to create a simulation of scenarios that the teachers will employ in the facilitation of the modules. This encourages them to creatively proffer solutions to challenges that may arise, while trying to transition from the current position to the desired outcome. These simulations are designed to reflect key learning objectives and outcomes of the various sessions in the curriculum.

- **Reflective Observation:** The teachers are guided through carefully crafted questions, to reflect on

the simulation experience, identifying what worked, what went wrong and learning points. They share their experiences with the entire class by groups.

- **Abstract Conceptualisation:** Using the reflection questions and participants’ responses, the facilitator introduces key concepts, methodologies and insights from the sessions. This addresses participants’ questions and helps them make connections between what went wrong or right during their simulation experience and how it could have been done better to achieve the desired goal. This creates an impactful learning experience that is controlled by the participant and facilitated by the LEAP staff.
- **Active Experimentation:** The teachers are then encouraged to apply the knowledge and skills they have learnt into the execution of change projects. LEAP provides teachers with Action Plan templates to guide their thought process.

The modules and learning objectives are shown in the table below:

MODULES	OBJECTIVES
<p>SELF-IDENTITY AND SELF CONFIDENCE</p>	<p>This module sought to help students understand who they are in terms of their strengths and weaknesses as well as the importance of developing a healthy self-identity. Students were taught the key components of a healthy self-identity. Furthermore, the sub topic, self-confidence, was expounded while relating it with the subject of self-identity. At the end of the training session, students were introduced to a self-identity/self -confidence tool and this helped them to have clear perspective on who they are.</p>
<p>VALUES</p>	<p>The goal of this module was to help students define what they stand for and why. The importance of values and the role they play in shaping the lives of people was explained to them. They were also taught about the importance of integrity as a value and how integrity helps an individual to stay true to his/her values. Students were also guided to identify and define their top five values and subsequently articulate a value</p>

	statement.
VISIONING AND GOAL SETTING	The importance of setting SMART goals was a priority in this session. Students wrote their personal vision statements helping them to envision a fulfilling and rewarding future. The difference between a mission and vision statement was also explained as they were guided to identify the attributes of goal and prioritize and streamline their life's objectives.
CRAFTING YOUR PERSONAL MISSION STATEMENT	This module sought to help students understand a mission statement as a guide to focusing their efforts in achieving their vision. Students also created their personal mission statements and were led to commit to living a life guided by their mission statements.
TIME MANAGEMENT	The principles guiding effective time management were introduced to the students in order to increase their academic effectiveness and overall life efficiency. Students were introduced to effective time management methods. They were also guided to understand how time management is critical to achieving personal, academic and professional goals.
CREATIVITY	The importance of creativity as a critical skill in the 21 st century has been emphasized by several international agencies. Students were therefore introduced to the concept called creativity stating that everyone is creative. The characteristics of a creative person were discussed. Students were also guided on ways to think creatively and apply these principles to problem solving.
COMMUNICATION	Effective communication and its relevance as a leadership, life and enterprise skill was introduced to the students. The goal was to help students develop confidence and clarity in communicating and engaging a diverse array of individuals irrespective of their backgrounds. The term communication was defined and the forms of communication were also discussed. Verbal and non-verbal communications were expounded and distinguished. Students were also made to understand the power of the voice, eye contact and silence in communication.
THE ART AND ACT OF LEADERSHIP	Leadership as a major component of the iLEAD programme was taught. The students were helped to unravel the myths about leadership and also identify the characteristics of great leaders in their community. Leadership as a concept was explained to them beyond being positional or a birthright.

	Above all, they were guided to understand that youth are leaders of today not tomorrow.
TEAMWORK	The goal the module on Teamwork was to help students understand the importance of collaborating with other people in achieving set goals. Students were exposed to the characteristics of effective team players. They were also taught on how to build an effective team. They were also grouped into teams during activities to practice teamwork in preparation for change project implementation.
PATRIOTISM	This session sought to sensitize the participants on the need to be patriotic. It also encouraged them to recognize and understand their social or civic responsibilities to Nigeria, and to take steps to fulfil these responsibilities. By the end of the session the participants were had a good grasp of what patriotism is and why they should be patriotic as leaders. They were also taught on what it means to be a Nigerian and the power of unity. They were also introduced to the concept of social responsibility.
LEADERSHIP FOR CHANGE	Students were introduced to the roles that individuals can play to make positive change in the society. Gleaning from the background of the understanding that they are leaders, Students were challenged to come up with personal action plans for solving at least one problem in their communities.
VOLUNTEERING	The essence of volunteering and its benefits on improving the lives of others was discussed with the students. Students were inspired by the case studies of young individuals who have volunteered to be a part of the solution to societal issues. The differences between volunteering & interning were also communicated in this session.
CHOOSING A CAREER PATH	The session sought to assist the students in taking specific and concrete steps to identifying a career path and preparing for transition into gainful employment. By the end of this session, the students were exposed to numerous career options that align with their interests and strengths, thereby removing stereotypes. They also understand the meaning & importance of a career and how it can be used as a platform not just to earn a living but make meaningful contributions to the society. Participants were taught on how to write CVs and cover letters.

<p>SAVINGS AND MONEY MANAGEMENT</p>	<p>Financial literacy and its importance in helping students develop discipline and financial freedom was the goal of this module. Students were guided to understand the concept of savings and money management, learned strategies to develop an effective savings culture and understand the power of compound interest. Students were also guided to create a savings plan.</p>
<p>BUDGETING</p>	<p>The objective of this session was to equip students with the necessary skills and tools they need to effectively manage their resources while implementing any personal project or change project. At the end of this session, the students were able to understand the importance of budgeting, understood the step-by-step process involved in creating a budget also created a personal budget.</p>
<p>INTRODUCTION TO ENTREPRENEURSHIP</p>	<p>The objective of this session was to introduce the students to the concept of entrepreneurship. This topic equipped the students with the tools needed to identify and capture business opportunities. It also exposed them to important aspects of planning and establishing a successful business initiative. Upon the conclusion of this module students were be able to understand what it takes to be an entrepreneur; Conceptualize the process of setting up a business venture and understand the drivers of entrepreneurial opportunities in Nigeria. Students were also taught on how to identify entrepreneurial opportunities.</p>
<p>COMMENCING YOUR CHANGE PROJECT</p>	<p>This module is LEAP Africa’s way of giving the real-life experience and practice of all of the lessons they have been taught in class. The students were taught about basic project management principles. Students were guided to ideate, plan and execute community-based projects. Writing of project proposals were also taught to the students.</p>

Objective 1: Leveraging Teacher’s Role Modelling Capacity for Youth Development

A total of 14 teachers and 5 volunteers were trained in an intensive 3-day training-of-trainers (ToT). this training which took place in October 2017 empowered trainers with the skills and knowledge for them to cascade the BTC curriculum to student beneficiaries. The training also exposed teachers to new methods/models of classroom facilitation and styles of curriculum delivery. This ToT was facilitated by a faculty of youth development professionals based on 12 of the 18 modules from the Leadership and Life Skills BTC curriculum.

During the interviews with the teachers we tried to understand the process of their selection and we got a unanimous response that they were selected by their school Principals. The teachers seemed grateful to have been selected for the program and while being curious about this, the teachers revealed that their selection to be a part of the training was a way of the Principal recognising and rewarding their hard work. This suggests that perhaps the best teachers were selected for the project, which to an extent contributed to the outcome of the project.

Transformative Leadership Training and Teacher Motivation

One key assumption which forms the learning for this evaluation was to try and understand the how transformative leadership training shapes teacher motivation and how it propels them to doing more for students in and out of the classroom. In this regard, we first tried to determine if the trainings had resulted in mindset shift or improvement for the teachers in their personal lives as well as teaching career.

Training effectiveness data

A key gap of schools in marginalised contexts today is that a lot more is required from the learning outcomes for students, and much of the literature on teacher effectiveness suggests that learning outcomes, in part, rests on teachers and their motivation. Teachers are therefore central to the learning outcomes for students, but without adequate support and resources, teacher's motivation may remain a huge question regardless of their qualification. More so, for the BTC program having qualified and motivated teachers is central to the realisation of the project goals. From the theory of change we see that the goal of students becoming value-based leaders with increased capacity to act as change agents is dependent on teachers becoming transformative leaders themselves, acting as role models to the students. Similarly, at the outcome level, teacher's ability to demonstrate the knowledge and skills of transformative leadership as well as the increase in perception of themselves as role models is a function of their level of motivation after the ToT.

From our observations, interviews and focus group discussions we found that the teacher's motivation is shaped by intrinsic, extrinsic and altruistic factors. Intrinsically motivated teachers on the one hand are more fixated on the teaching profession and draw energy from the innate fulfilment and excitement of teaching. The extrinsically motivated teachers on the other hand are shaped by the benefits and other external rewards connected to the job. Finally, the altruistically motivated teachers liken their profession to philanthropy, they frame their reality as teachers as a socially worthwhile and important job, having the desire to support youth growth and development. From our findings it was difficult to determine which teachers fall in which category as we found expression of these three factors in most of the teachers. However, many of the teachers noted that the ToT was enough motivation for them. The reasons provided include:

1. It helped them realise or reinforce their purpose as teachers and how they can contribute to something even bigger.
2. They were excited about the opportunity to be trained as it is not something that happens regularly for them. More than 80% of the teachers say they have not attended any training in the last two years.
3. For some their selection for the training was a reward for their hard work and diligence - a reward from the Principal.
4. Many of the teachers were excited to meet with colleagues from other schools, which allowed an appreciation that they have common problems and were able to share experiences of their challenges and learn how to solve these problems from their colleagues.

5. Many of the teachers were excited to learn new ways of facilitating knowledge, and for some others there was a mental shift on the possibility of deploying a wide range of pedagogies.
6. The monthly stipends given to the teachers was a significant aspect that helped to sustain the teacher's motivation throughout the life of the project.

In this regard, we found some evidence to suggest that teachers were motivated about being part of the training but not necessarily a relationship between transformative leadership training and teacher motivation. However, both teachers and students mentioned how the cascading the leadership and life skills curriculum has fostered a closer relationships, mutual respect and experience sharing. This for most of the teachers was really motivating. While understanding the relationship between transformative leadership training and teacher motivation will remain a question for further research at LEAP using more technical research design, it is imperative to note that this relationship may take a bit of time to reflect given the timing of the project. It may be possible to suggest that discovering these kinds of relationships require more extensive and rigorous research design and finding it may also be dimly sensed.

While teachers need not only to be motivated, it is also imperative that their motivation translates into them being effective leaders who act as role models. At the outcome level as described in the logical framework of the project teachers are expected to demonstrate the knowledge and skills of transformative leadership which culminates in an increased perception of their responsibility as role models. In this regard the table below shows that data as regarding the indicators for the expected output.

Expected Outcome	Indicators	Result
Teachers demonstrate the knowledge and skills of transformational leadership which culminates in an increased perception of their responsibility as role models.	Teachers who understand their responsibility as role models.	Interactions with teachers suggests that a significant sense of responsibility as role models.
	Teachers who identify personal values and craft value statements	All teachers could identify their personal values, but only about half were able to articulate their value statements.
	Teachers who practice steps for living value-centred lives	All teachers say they live values centred lives.
	Number of students who give positive reviews of Teachers ability to model values-centred living.	62% of the student make reference to their teachers' ability to model values centred living.
	Percentage of students who report change in action because of influence from Teachers	87%

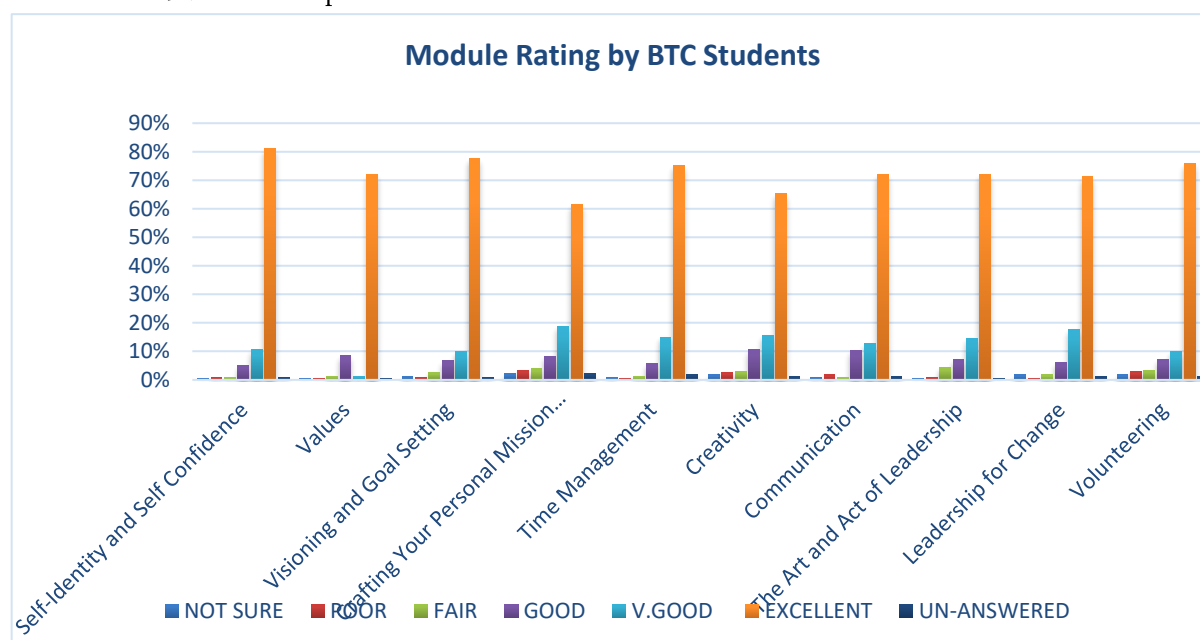
Objective 2: Harnessing Youth Agency through leadership, Life Skills and Employability Trainings

Emerging evidence suggests that non-cognitive abilities contributes to young people's social and economic success as well as their ability to transition into higher levels of education, the work place or even entrepreneurship. As a result, comprehensive leadership training programs that combine in-class

employability and life skills lessons with hands-on practical experience hold the potential to give impetus to young people’s personal transformation and have a higher rate at succeed - improving the probability of obtaining employment, higher earnings or starting an enterprise.

This realisation essentially informed the delivery of the leadership and life skills curriculum to youth from 5 secondary schools in underserved communities. In each of the schools, three teachers were to be attached to train 30 students to allow for bonding and closer interactions apt for role modelling. In all, 450 students were expected to be trained, but only 420 were recruited on the program, leaving a shortfall of 30 students. The shortfall was due to the inability of one of the schools to release more than two teachers for the program.

Curriculum delivery began in January 2019 as against the initial plan of October 2017. As explained earlier, this was due to delays in obtaining government approval for the program and selection of schools. The curriculum was cascaded using the leadership and life skills curriculum developed by LEAP Africa. The teachers were supported with a facilitators guide, while students were provided with a workbook. The modules were cascaded by the teachers on a weekly basis after school hours for three terms supported by volunteers who monitored the curriculum delivery during their weekly visits. Each module was delivered for between 45-90 minutes per module.



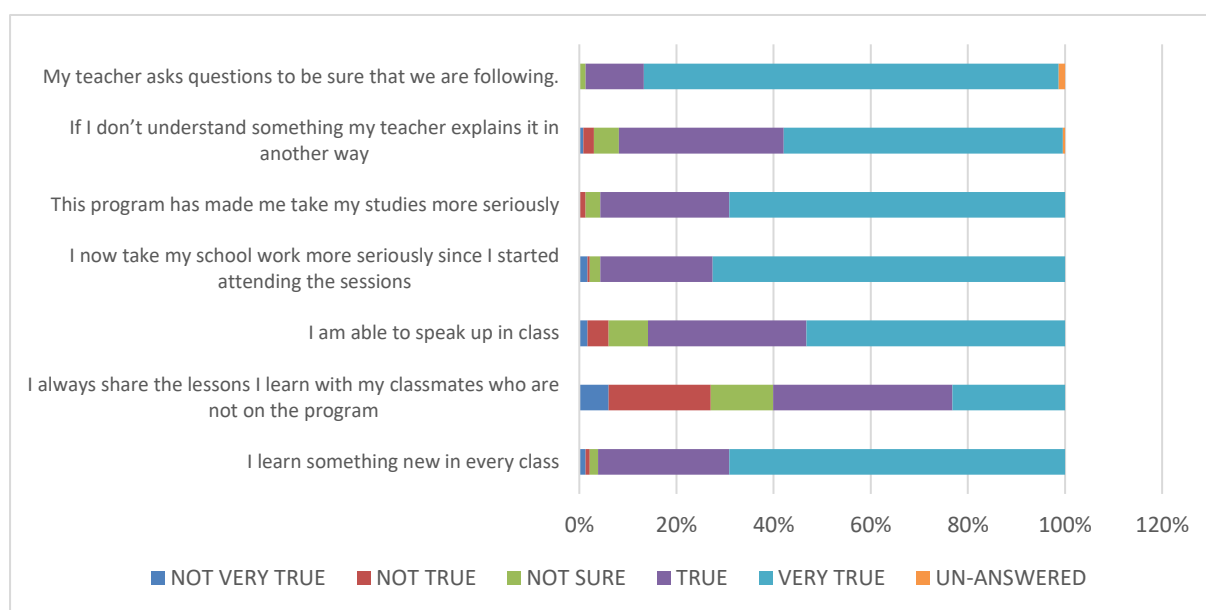
The curriculum consisted of activity-based modules in three thematic areas including leadership and life skills, employability skills and entrepreneurship culminating in 17 modules. These was designed to meet youth needs, support behavioural changes, and increase youth employability whether in a formal work setting or as an independent entrepreneur. The leadership and life skills curriculum balance a combination of personal skills youth require for their daily life with specific work readiness skills youth need for the future of work.

The curriculum proceeds from an understanding that before young people can become leaders, they must possess fundamental skills and tools that put them in charge of their own lives. These tools essentially emphasise the possibility of self-actualisation and social transformation, by providing the opportunity for self-discovery, reflections on self-worth and inner strength, coming to realise the attitudes that enables complete and healthy human beings as well as the opportunity to move away from a mind-set of being in need into an orientation that contributes to creatively solving social problems.

During the end line evaluation, we tried to understand students experience during the training, its impact on their academic and non-academic outcomes as well as the mind set shifts occurring in terms of how they perceive themselves and how they are beginning to think about their future. Furthermore, in connecting how the curriculum produced the outcomes we preoccupied ourselves in trying to understand how the transformative leadership curriculum provides opportunities for the students to reflect and begin a journey of self-discovery.

Data from the feedback on the delivery of the modules suggests that it was effective as more than 65% of the student sample rated the modules as excellent. In other analysis, we find that many of the students have improved in their self-confidence, communication skills, are now more conscious of themselves and their behaviour in and out of school, not wanting to be in the schools’ bad books, eager to learn, as well as taking and accepting responsibility.

At a broader level, data collected suggests a fundamental shift in students’ self-worth, self-image, inner strength, values, attitude towards education, and the attitudes that will help them transition into the next phase of their lives and realise their future goals. We were able to understand more broadly, the changes occurring due to the intervention. The following key outcomes emerged from our evaluation and in other to enable easy understanding, the outcomes and lessons these have been organised in thematic areas, although they are not mutually exclusive.

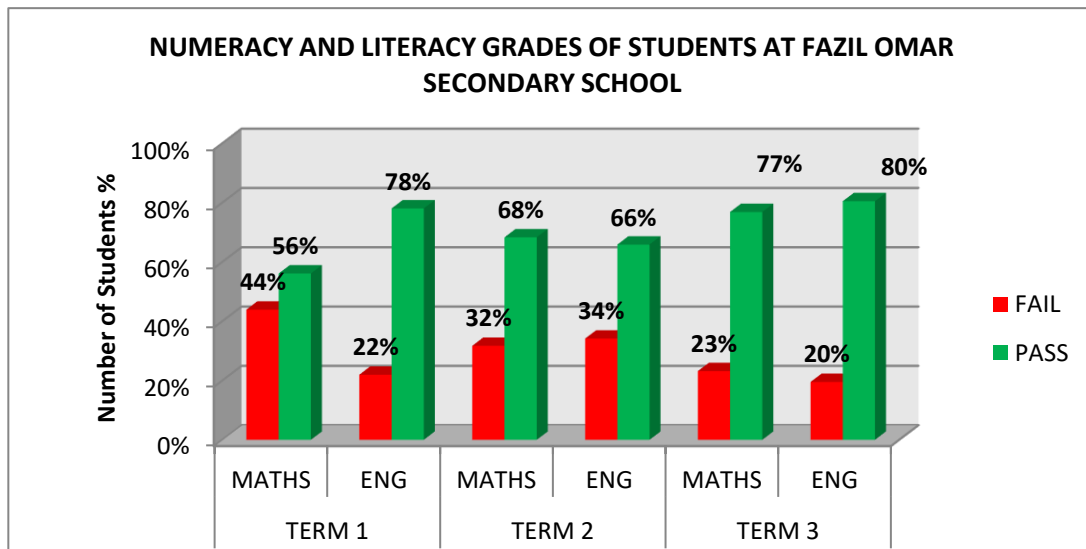


Improvements in Academic Outcomes - Case Study of Fazil Omar Secondary School

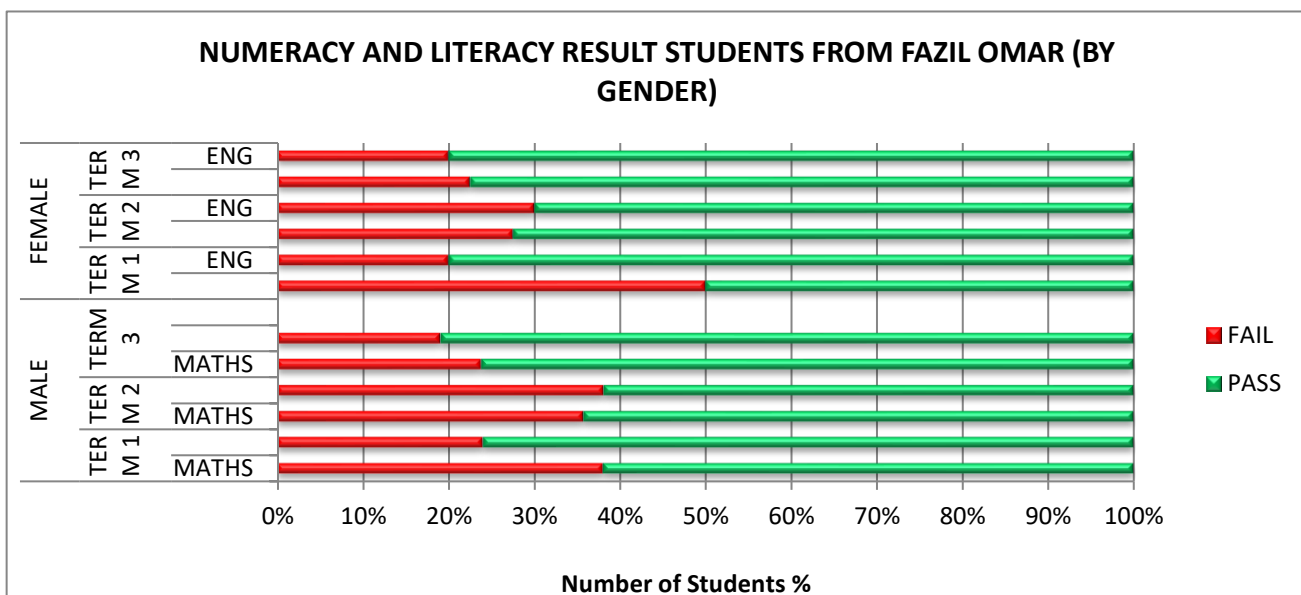
Investigating the relationship between life skills and academic outcomes has been a major point of inquiry amongst implementers of leadership and life skills training in recent years. There are strong arguments that the non-cognitive skills such as problem-solving, self-awareness, self- monitoring skills, coping skills and reality assessment skills hold the potential to impact academic outcomes. While this project provided the opportunity to advance the knowledge in this area, as it is also considered an outcome, there was a lot of difficulty in obtaining this data from the schools. The challenge was essentially bureaucratic, and we were only able to obtain academic records from two of the schools – Fazil Omar Secondary School and

Gbaja boys. The records from the later was received a day before this completion of this report while the former was received just a week to the reporting deadline.

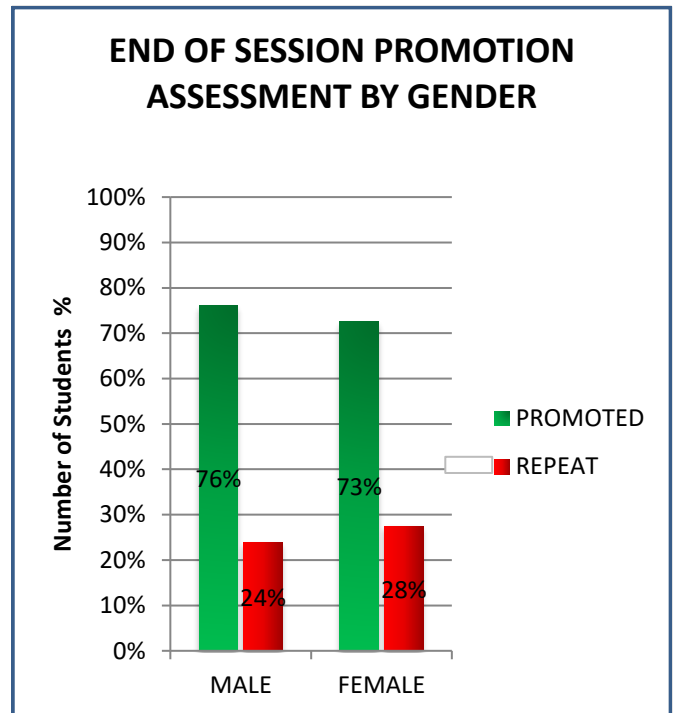
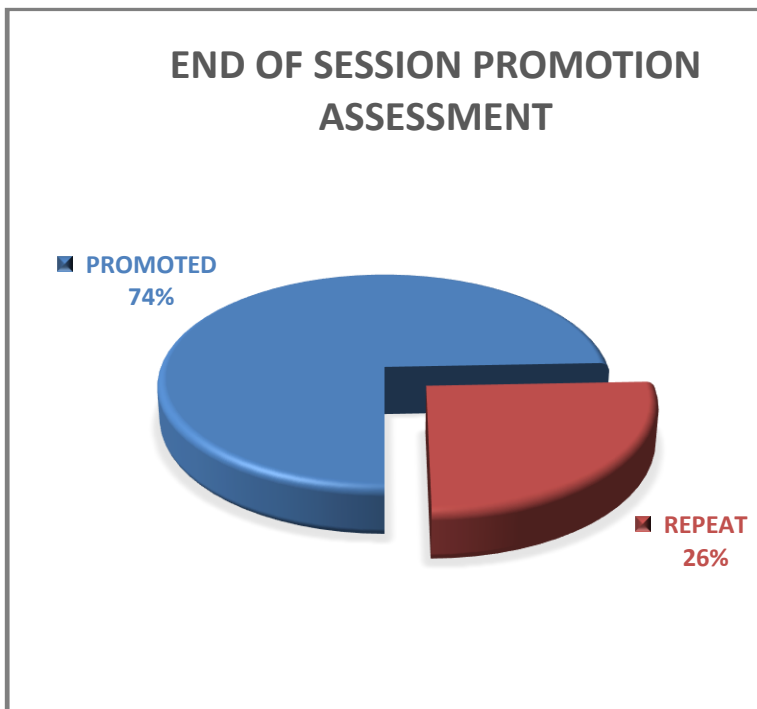
Be that as it may, we were able to do an analysis of the academic records from Fazil Omar mirroring on Mathematics and English subjects. The reason for this was that the record was a mix of student’s grades cutting across sciences, arts and commercial classes. This would require additional time for analysis and interpretation which we hardly had the luxury of. Furthermore, the results were received in hard copies which required manually imputing the scores before it could be analysed. The foregoing analysis represents only one of the five schools – Fazil Omar.



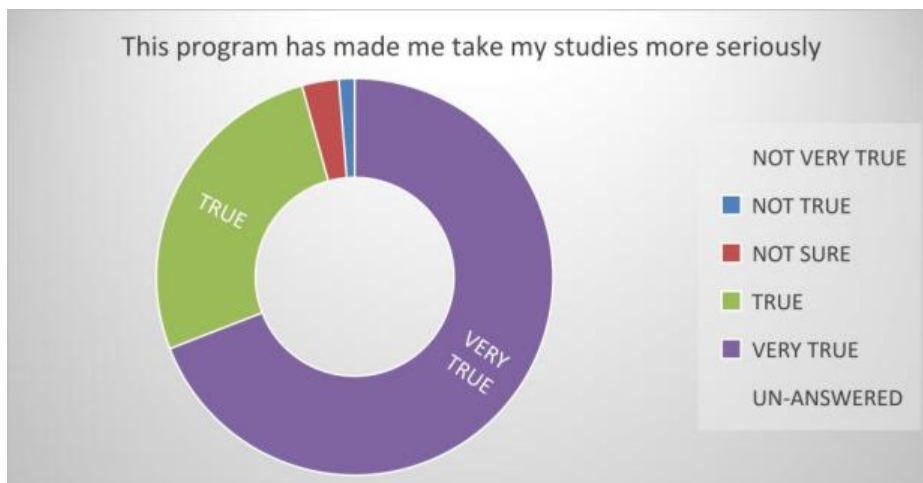
From the results, we found general improvements in students’ numeracy and literacy grades over the one-year period. Over the period we found that about half the students that failed in numeracy in term one had improved by the end of term three. At baseline, 44% of the students scored below 30% in Mathematics, but by the end of the term the number of students that failed Mathematics had reduced from 36 to 19 students. Like in many other contexts, students struggle to pass Mathematics and feel a bit more comfortable with English language as there was just a 0.02% increase in literacy grades. From the gender analysis, we found that the sharp reduction in the failure of Mathematics was more amongst the girls. In term one 20 girls and 16 boys failed Mathematics, but by term 3, 11 more girls passed maths while 6 more boys passed mathematics.



In the overall analysis, of the 82 students in Fazil Omar Secondary School 74% of the students were promoted to the next grade, while a total of 21 students have been asked to repeat the class – 28% girls while 24% were boys. While we are careful in making broad statements regarding attributions between students’ grades and the life skills program, additional evidence from the end line show that 69% of students say that the program has made take their studies more seriously. Furthermore, accounts from teachers corroborate improvements in students’ approach to their academics. One of the teachers from Fazil Omar Secondary school remarked:



“Some of them that were so poor academically have really improved, if you check their first term performance, they don’t even do assignments, but now they do their projects, even if they are not getting it, they will be chasing you to tell you they don’t understand it. Before they didn’t even care if they got zero”.



Improvements in Non-Academic Outcomes

“The most important thing I have learned is that leaders are not born, you must not become a class captain, before you lead by example... I did not believe that I could be a good leader, actually face the crowd...before I was shy and couldn’t face the crowd”

Understanding the reality of many of the students helped us to see beyond the fact that they are from low income and marginalised contexts, but it helped us appreciate the challenges they must deal with daily. Many of them on a consistent basis have deal very 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 behaviour. While, this underpins the reality of these teenagers, the leadership and life skills training provided them with the opportunity to defy these kinds of behaviour and alter these attitudes by empowering and equipping them with the moral courage and the resolve to become value-based leaders.

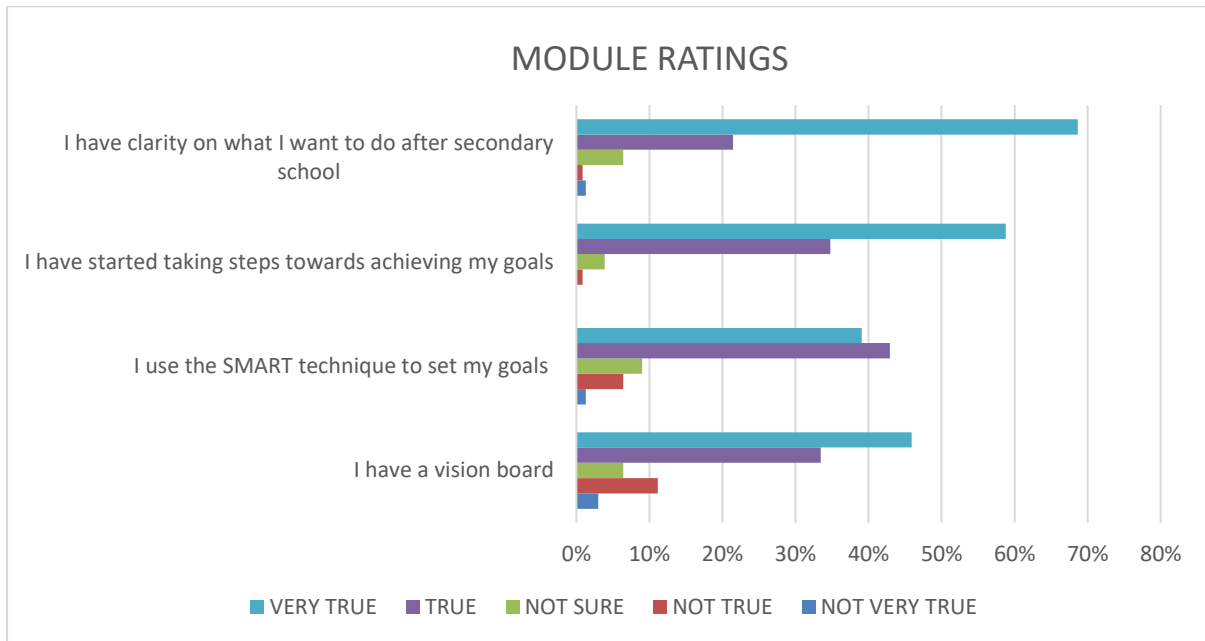
In understanding the student’s non-academic outcomes this report pays attention to the changes in four key areas and asking critical questions in this regard. They include:

1. Leadership mindset: Is there a fundamental shift how students understand leadership and how they can lead and achieve goals they set for themselves?
2. Self Confidence: Are there improvements in student’s ability to communicate effective and other social interactions?
3. Ethical mindset: Are there shifts in how students think about their values system and how they want to go about practicing these values?
4. Employability: Are there improvements in student’s problem solving and creativity skills, team work, and time management? What evidence exist to suggest that students are employable?

Leadership mindset - data collected during the end line indicate reasonable mindset shift mindset in understanding leadership beyond positions and the notion that leaders are made not born. From the Focus Group conversations, it was deduced that students previously held narrow notions about leadership. This suggests that fundamental reflections about who they really are is beginning to take hold and beginning to see themselves as leaders. Furthermore, we found that many of the students are for the first time documenting their vision, employing the leadership tools that they have been equipped with and are taking steps to towards achieving the goals they have set for themselves. From the students sampled 79% say they have vision boards, 82% are using the SMART tool, 94 % of the students say they are taking steps towards realising the targets they have set for themselves and 91% of the students say they beginning to time more productively.

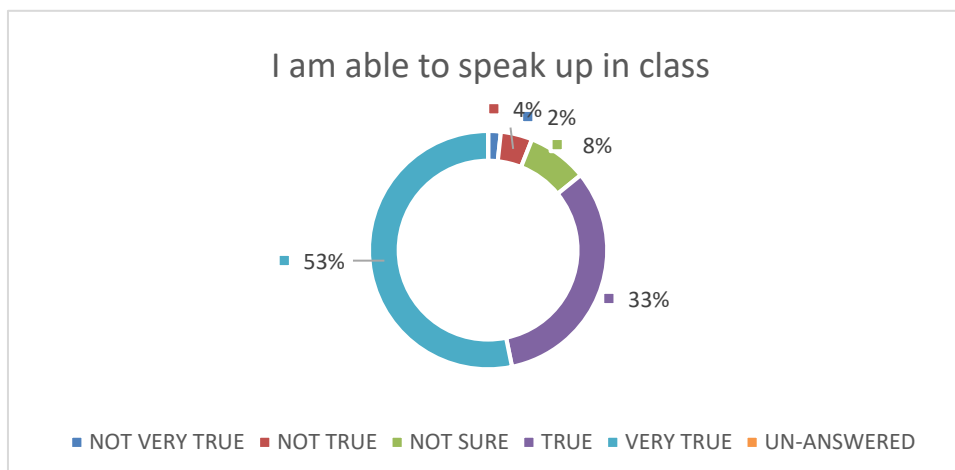
QUESTIONS	NOT VERY TRUE	NOT TRUE	NOT SURE	TRUE	VERY TRUE	NO RESPONSE
I am not the class captain, so I cannot be a leader	52%	38%	1%	2%	8%	0%
Not everybody can be a leader	32%	25%	10%	18%	13%	1%

Leaders must be disciplined, bold and focused.	1%	1%	1%	12%	83%	1%
Leaders don't necessarily have to lead by example.	32%	33%	10%	10%	13%	2%



Self Confidence: Across the schools we found reasonable evidence to suggest that student had experienced significant improvement in their self-confidence. Some of the students while sharing stories of their leadership journey mention how they moved from being shy to being confident, taking responsibility and stepping out of the crowd. Their experience draws attention to the impact the programme has had on their sense of self, their growth and transformation. One of the teachers from Apapa Senior High School asserted that there was significant improvement in her students' confidence levels as well as their general behaviour and attitude. She went further to report a conversation that happened with one of her students who said.

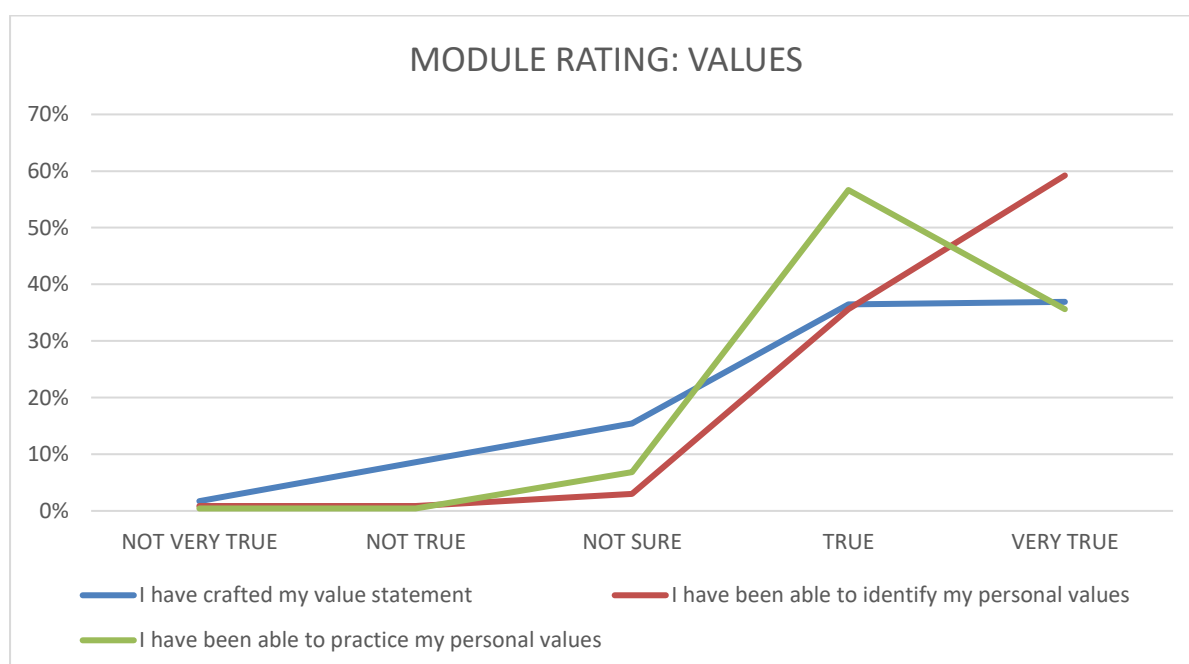
“Ma, do you know that before I could not talk? I can't stand where my friends or classmates are to say anything, but now, I am more confident, I can stand anywhere and talk”.



Ethical Mindset: Given the issues of corruption which has eaten deep into the social fabric in Nigeria, it is clearly not enough to just develop young leaders. It is more important that young leaders are groomed to base their decisions on an ethical framework which considers their broader impact on society. Ethics in leadership development means that leaders model their actions on solid ethical principles by adhering to certain core values including integrity, because integrity is the foundation of trust between leaders and followers.

From the Focus Group Discussions with the students the following values came out more strongly: integrity, contentment, time management, respect, obedience, patience, faithfulness, excellence, Leadership, accountability, honesty, truthfulness etc. Similarly, some of the students' value statements were:

“To always maintain a high level of integrity”,
“To study hard in order to be successful”,
“To have strong morals”,
“Hard work is needed for a bright future”
“To always be truthful and faithful to my team members”
“To make Nigeria a better country”
“Never take another person's item without asking”



Employability: The realities of globalisation and technological advancement is altering the nature of work as well as the skill set requirements and processes at the workplace globally. However, its manifestations hold peculiar implications for inequality, productivity and employment in the global south where the youth population is at its highest rates. Consequently, there is an emerging appreciation that the current realities of work require the mainstreaming of employability skills into a curriculum if learners

will transition into a meaningful life and thrive in a competitive global economy. Performance standards are now measured by competences relating to accessing, synthesising and communicating information; teamwork, critical thinking and problem-solving abilities as well as engaging multiple technology tools.

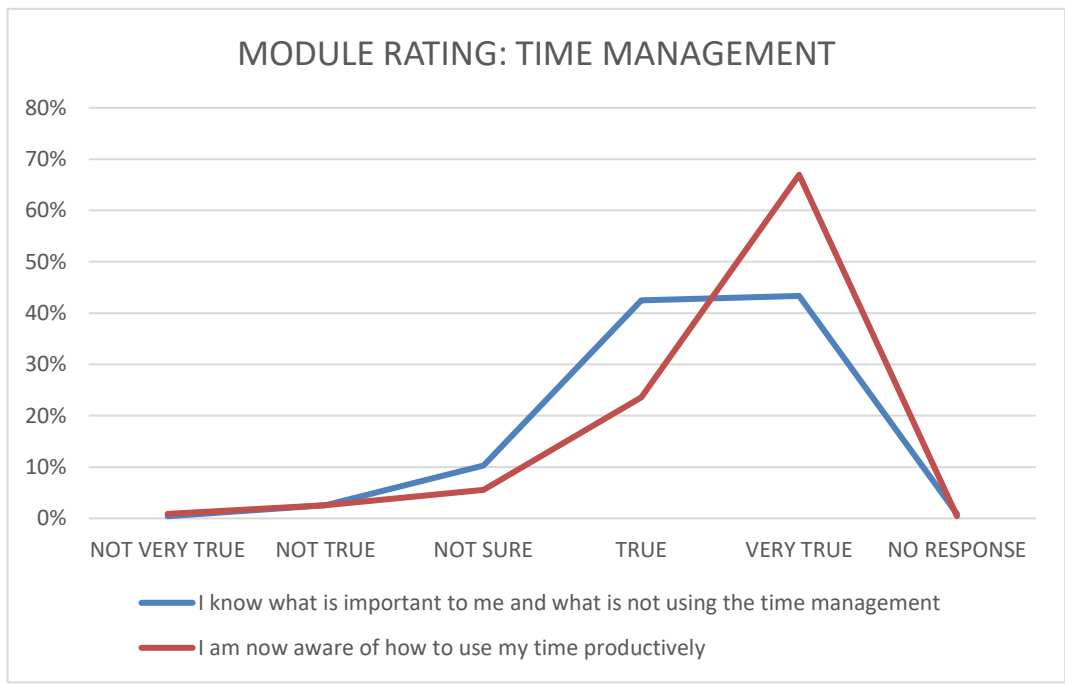
A key part of the BTC curriculum are the modules that speak to employability which includes time management, teamwork, problem-solving and creativity and communication. Data collected suggests critical pointers to fact that the students have raised consciousness about work and how they need to begin to prepare themselves. The community change project for instance has opened the opportunity for students to practice key employability skills including problem-solving and creativity, critical thinking, teamwork, communication as well as time management.

For many of the students, time management emerged as the most impactful of all the modules after self-awareness and self-identity, in a comment made by one of the students at Opebi Senior Grammar school, the student report that since he joined the program, his commitment to time management had improved significantly. He noted that the session changed his attitude and mindset to achieving goals, fulfilling duties and obligations on time. His words were captured verbatim:

“Before now, time management was my biggest problem, I never used to do things on time. So, I bought a wristwatch to time my activities even when I am in the bathroom. I will put it (the wristwatch) somewhere, I know the time I use for bathing, once it is getting late, I will hurry to finish quickly; unlike before, I will just be doing things anyhow, sometimes I even used to get into trouble because my assignments were always left undone. Since we had the session on time management, I have been able to adjust some things to an extent”

Another student from Ilupeju Senior Grammar School had this to say about how the session on time management had changed him:

“When I was in junior school, my report card always read: perpetual latecomer, but since I took part in joined the training, I have been coming to class early, in fact I can tell you that I am one of the most punctual students in my class”



Self-Reflection and Self Discovery

One of the key learnings for this project was to understand how the transformative leadership curriculum provides the opportunity for students to reflect and begin a journey of self-discovery. From the FGDs, we found that students were for the first time provided with the opportunity to reflect on who they really are beyond how society has mirrored them – particularly the girls. Girls are being socialised to aspire less than boys and society has in particular ways framed the kinds of future girls from marginalised societies can have. However, most of the girls that we spoke with during data collection were resolute about how they perceive of themselves, what they want for their lives and what they think is possible about their future.

The module on self-identity and self-confidence appears as the single most powerful module in the curriculum and it is not farfetched that it has the highest rating amongst the other modules. The module on self-identity and self-confidence has an excellent ranking by 81% of the students. This is followed by visioning and goal setting which is ranked at 78%.



However, we found that many of the students have not come to a full grasp of what their strengths and weaknesses are. In this regard, we find coherence across data sets where 90% of the students say that they have a new understanding of who they are and what can become, while 96% of the students also consider themselves as transformative leaders. It is not surprising however, that 64% of the respondents rate the module on self-identity and self-confidence as excellent and say that it was the most impactful session for them.

Objective 3: Raising Youth Aspirations on Career Pathways and the Future of Work

Youth employment remains an urgent challenge across Africa with an estimated 122 million young expected to join the labour force in the next decade. This is nearly three times more than the rate at which jobs are being created and this is a race against time. Today, the grim realities of poverty continue to fan the flames of unequal access to education, employment and citizenship amongst other issues. These limit the opportunities available to the youth and women in marginalised communities, who are unable to advance beyond secondary school levels. In a society where the openings for formal employment is largely shaped by one's level of education, under-educated youth must rely on the informal sector where

employment is essentially volatile and vulnerable.⁹ The consequence is even dire for young girls who must also struggle with multiple forms of sexual harassment, early marriage and teenage pregnancy.¹⁰ As a means of raising young people's aspirations about work and preparing them for a successful future, LEAP organised a career fair in each of the 5 schools between 30th May and 6th June 2018. the career fair provided the opportunity for the students interact with young professionals across various sectors who told inspiring stories about their career journeys to open their minds to existing possibilities and raise their aspirations about other career pathways as well as the steps for that journey and the competences required for success.

The career fair was therefore designed to expose the students to a variety of career opportunities, stir up their interest in multiple career pathways and enlighten them on how they could navigate their ways towards actualizing as well as raising their career aspirations.

The specific objectives of this project were:

1. To expose beneficiaries to various career pathways and effective ways for them to take ownership of their career at a young age.
2. To create a platform for student beneficiaries to learn from the experiences of professionals from various sector of industry.

School	Date
Opebi Senior Grammer school, Opebi Lagos.	Wednesday, 30 th May, 2018
Fazil O'mar senior secondary school, Iwaya, Lagos.	Thursday, 31 st May, 2018
Apapa Senior High School, Apapa Lagos.	Monday, 4 th June, 2018
Ilupeju Senior High School, Ilupeju Lagos.	Tuesday, 5 th June, 2018
Gbaja Boys Senior High School, Surulere, Lagos.	Wednesday, 6 th June, 2018

The evaluation team was present at two of the career fairs and could observe how impactful the event was. Having professionals tell their personal stories was powerful for the students of which they were really excited about. Interestingly, over 90% of the students say they have raised aspirations about what is possible about their future and clarity on who what their future are particularly after school. During the focus group discussions, it was overwhelming to hear that more than 90% of the students say they would like to further their studies to the university level, but they know funding will be a challenge. However, it was inspiring to hear the students say that they will apply for scholarships, some mentioned they will not mind starting a business to support their education and will not want to put a burden on their parents to fund their tertiary education.

We also tried to understand how they were preparing for their senior secondary school certificate examinations (SSCE). We found that more of the girls than the boys appeared to have that in their purview. We heard many of the girls say that they were already saving money to purchase previous study questions so that they can begin to familiarise themselves.

⁹ Abbink, Jon (2005). 'Being Young in Africa: The Politics of Despair and Renewal'. *Leiden University Repository*, pp, 1-33.

¹⁰ Ibid



Objective 4: Entrenching a Mindset of Citizenship for Social Change

The reality of many young people in parts of Africa is that they have been a marginalized, disenfranchised and powerless population. This has peculiar expressions in contexts of poverty and vulnerability and are in many ways framed or constructed as destructors of community, despite evidence of structural disinvestment, and are rarely given opportunities to participate in their communities. But just as organisations need to remain innovative and respond to change, so do communities and Nations. Likewise, as young people mature and develop, so do their mental capacity expand to understand and appreciate difficult social and national problems, as well as finding their root causes. If we will strengthen democracy, then we must increase the capacity of the youth to interrogate and courteously examine how to improve society while also challenging established norms that have implications for peace, security and development.

While youth form 60% of Africa's population, they are 100% its future, it is therefore imperative to begin to expand their capacity to own and change the future of the continent beginning now. One way of doing that is to start early by getting them to participate in community change projects which allows them to connect classroom learning with real world situations in their communities. This holds the potential of their horizon to see the world from a holistic perspective, while they also begin to think about ways to initiate change achieve the global goals.

The experience of the students on the BTC program in particular ways captures how leadership and life skills helps young people shift away from a mind-set of being in need into an orientation that emphasises the possibility of self-actualisation and social transformation. This experience, as the data suggests was essentially transformative for the students as they began to engage the thought process about how the world works and how change can occur. It brought to the fore a unique opportunity to begin a transformative journey into becoming not just positive change agents but also innovative citizens, who are not only able to analyse issues but also lead change in their communities.

Essentially, learning about the complexities of environmental problems is considered crucial to developing feasible and sustainable solutions and for establishing credibility within the communities. And LEAP Africa encourages youth to conduct a community needs assessment to help them identify locally relevant projects to benefit the environment, and people. A deep understanding of local environmental issues is

facilitated by community service work and reflective activities, such as discussions on sustainability. These service experiences also build community connections for youth and foster the development of being caring and compassionate that further inspire them to become change agents.

Many of the students through their give back projects are beginning to ask fundamental questions and contributing to issues relating to climate action, youth empowerment, public health, sanitation, as well as developing mindsets for social change.

The community change project is a key component of the leadership and life skills curriculum proving the students with the opportunity of identifying challenges and issues within their communities and preferring solution to these issues. Each group were expected to come up with three issue areas and document solution ideas which would be vetted by program staff at LEAP Africa. Following this, a seed grant of N50, 000 (Approx. \$USD150) was provided to each group of 30 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.

The limited funding required the students - with the support of their mentors – to fundraise within their communities to implement individual projects. This provided the opportunity to test the students’ ability to put into practice all the skills and tools they had acquired during the training including; agenda-setting, goal-setting (SMART goal technique), budgeting, money management, self-confidence, and communication skills amongst others.

No.	Name of School	Change Project	Location	Status	No of Beneficiaries
1.	Apapa Senior High School	Health Initiative	Sabokorgi Community Apapa, Lagos	Completed	150
		Entrepreneurship Seminar	In school	Completed	
2.	Fazil Omar Secondary School	Donation of Health Equipment	Iwaya Health Centre	Completed	200
		Construction of wooden bridge	Ago-Egun, Iwaya community	Completed	Over 800 people use the bridge on a daily basis
		Signpost Sensitisation on Social Vices	Iwaya, Makoko	Completed	Cannot be determined
3.	Gbaja Boys Senior High School	Renovation of basketball court	In-school	On-going	Yet to be determined
		Bins made from recycled PET	6 schools within the Surulere	Awaiting	Yet to be

		bottles	community	commissioning	determined
		<ul style="list-style-type: none"> Sensitisation Seminar on the ills of Social vices Bill board and banners to sensitise school students to shun violence 	6 schools within the Surulere community	Seminar held. Bill boards and banners yet to be commissioned	Yet to be determined
4.	Opebi Senior Grammar School	Large waste bins	Opebi Housing Estate	Completed	18 households
		Starting and equipping a school library	In-school	Completed	600
		Large waste bins	Opebi	Awaiting commissioning	Yet to be determined
5.	Ilupeju Senior Grammar School	<ul style="list-style-type: none"> Zebra Crossing Beautify and fortify school waiting space 	Ilupeju/Oshodi community	On-going	Yet to be determined
		Anti-Malaria Campaign	Oshodi (Community living under the bridge in Oshodi)	Planning stages	Yet to be determined
		School Toilet renovation	In-school	Planning stages	Yet to be determined

At the time of this evaluation, change projects across the schools were at varying stages of their completion. Seven had been completed, 3 were awaiting commissioning, 2 were still on-going in terms of implementation while 2 others were still in their planning stages as detailed in the table below. The teachers facilitated the thinking process with the students as they also began to engage and practice the leadership and entrepreneurship skills they had imbibed during the trainings.

From the FGDs, we found that the concept of volunteering and the implementation of change projects in communities by the students produced the expected outcomes to some degree. In the schools where the projects had been completed there was a sense of fulfilment and pride amongst the students for contributing to social change. The students demonstrated ability to utilise the leadership tools, money management and the idea of taking up roles and responsibilities in the society without depending on incentives or rewards, especially when it comes to solving challenges in the society. To better understand these outcomes and their broader implication on student, school and society two case studies were conducted.

Case Study 1: Refocusing Youth Agency towards Positive Development – Gbaja Boys Senior High School

Almost all the students on the BTC program come from marginalised and fragile contexts, many of whom must endure the hurdles of poverty in isolation. The shock of enduring vulnerability and disempowerment can lead young people into risky and unlawful behaviours, substance abuse, domestic violence, dejection, or even suicide. While, this forms the social reality of many these young people, we found that leadership and life skills not only challenge these kinds of behaviours, but it also transforms attitudes in particular ways. Through the change project the students from Gbaja Boys Senior High School demonstrated the moral courage and the inner strength to fighting violence within their community.

Being an only boys' school as well as the structural limitations they face, there has been a huge tendency for the boys to be predisposed towards formations that produce and create violence in various arrangements. For many of the boys, these formations create pseudo forms of social mobility, increased material wellbeing and the co-opting into power structures that harm society in ways that include crime, rape and thuggery. From the FGDs the boys mentioned that there has been continuous fighting between and amongst schools in the community. While most of the fighting was amongst the boys, it was also interesting to also hear that their female colleagues were also involved in the fighting and were on many occasions the reason for the fighting amongst the boys.

These issues informed the choice of the boys to organise a seminar on the ills of social vices, put up bill boards and banners in other schools and other parts of the society with a message of shunning violence; and the renovation of the schools' basketball court. The students from Gbaja Boys Senior High School began by inviting 6 neighbouring schools to a seminar which highlighted the personal and social implications of violence, drug abuse, prostitution and other social ills. The schools invited included:

1. Iponri Estate Senior High School
2. Clegg Girls Senior High School
3. Ajigbeda Girls Senior High School
4. Adebola Senior High School
5. Stadium High Senior Secondary School
6. Community Senior High Secondary

Furthermore, the boys thought it would also be a great idea to put a bill board in a strategic location with pictures of some of the boys at the fore front of violence with a message that encourages their counterparts to eschew violence and other social vices. In addition to this, small sizes of the bill board in form of banners will also be distributed to the other 6 schools. It is expected that the information on the boards and banners will reinforce the message of non-violence amongst the students in these schools.

To further support these initiatives, the second group in began by inviting 6 neighbouring schools to a seminar which highlighted decided to renovate the schools' basketball court. The aim is to engage sport as a tool for peace building. The boys noted that rather than having boys from other students to fight, they would rather have them come over to engage ion sporting activities.

Although, this project is yet to be completed it has prospects to advance social development processes. Employing sporting activities to foster social change has been recently promoted by notable international actors, including the UN, international development agencies, FIFA and the International Olympic Committee among others. Working together with non-governmental organizations, sport federations, and the private sector under a strategy referred to as Sport for Development and Peace (SDP), they have become supportive of the idea that sport is indeed valuable when addressing issues related to human justice and equality.

While these violent acts are committed mostly by male students, many of the other boys on the program never commit such acts of violence. This can provide an opportunity for conversations, although hard, about healthy masculinity to prevent violence from happening. The potential here therefore is that sports can empower young leaders to have hard and transformative conversations that can foster peacebuilding throughout the entire community. it is a platform that can be used to raise awareness to prevent violence and build partnerships that can redirect youth agency towards positive development.

Case Study 2: Developing Compassion in Young Leaders through Community Development Initiatives - Fazil Omar Secondary School

The pain and suffering that goes mostly unnoticed by many young people does not melt away because it is unseen. On the contrary these problems continue to exist as it remains overlooked. These problems

become normal in communities, and little or nothing is done because they are not strange. However, developing a conscious awareness of problems in communities reveals pertinent issues that require intervention; that is, paying attention to the everyday problems around us.

Compassion is a quality and an asset that many are born with and that is first developed in the caregiver-infant bond. This fact provides hope for further igniting and encouraging compassion in individuals, in groups, in communities, and in the world at large. Compassion has a fundamental role to play in resolving the challenges of our 21st-century world, and now, more than ever before, is urgently needed to assist the more than seven billion humans on the Earth in finding a way to care for each other and for the planet. On the hand patriotism *and a patriotic culture is undoubtedly essential for development of a nation and nation building. It acts as a foundation for all developmental activities, integrates diverse cultures, traditions and religions. It acts as an umbrella, under which all diversities mingle and contribute to nation building and progress. Patriotism is a feeling a person has towards his country. However it is impossible to be patriotic without being involved*

Community projects have played active roles in developing compassion and patriotism amongst youth. During the development of community projects, there is a need to bring awareness and build empathy, which is identifying challenges that needs to be solved. To be successful in developing a lasting solution for the community, youth will need to bring about design and compassionate actions among community members. Successful solutions cannot be imposed; they must be developed with understanding, empathy, and compassion for those who are suffering. In the course of identifying the challenges faced in communities, youth take time to really listen with empathy and compassionate actions. They further develop a sense of contributing immensely to the development of their community. They build a strong desire to solve the challenges they discovered. Youth are able to realise a need to solve problems rather than contributing to problems. They are able to think critically on best methods to be used to solving problems identified. Youth are able to feel the pain their projected beneficiaries are feeling and put themselves in the same situation as them.

In the case of Fazil Omar Grammer school, the students were able to identify critical issues in their community and developed solutions that helped curb these problems. The first project was the donation of health equipment to Iwaya Community Health Centre. The community in which the school resides, has only one government owned primary health care that caters for more than 10,000 community members. The health care also serves as the school's sick bay for the students. For several years this primary health care has either lacked enough funding for development and issues of adequate materials to cater for patients. During their needs assessment, these students realised that there is a lot of que of sick patients in the hospital who can't be admitted, because material's such as bed sheets are not adequately available for the beds. They also realise the trauma faced during delivery of babies. There is lack of electricity to boil water used to bath their child when they are born. The pregnant woman has to bring along their own boiled water to wash their babies when they are born. A certain evening, while one of the student was receiving treatment, he realised that the nurses could not wash the just delivered baby because of no electricity to boil water. Likewise, there was not weighing scale to weigh the baby.

This experience spurred the students to develop solutions that can help solve the challenges. They provided a cooking gas cylinder, baby weigh scale and bed materials for the primary health care. These students looked beyond their limitation of being students, their compassion for the community members who visited the primary health care was a major reason for them to solve the problem.

Key Lessons

Leadership and life skills curriculum broadens the opportunity for closer teacher student relationships which fosters role modelling, mutual respect, experience sharing and exceptional learning moments. Students are seeing their teachers as role models and mentors. They are able to share their deepest stories with their teachers because of the relationship and trust built with students and teachers. The leadership and life skills curriculum has reflected the positive relationship that should happen between students and their teachers

The ToT and curriculum delivery has had a huge influence on the Teachers making them more conscious about their purpose, pedagogy and attitudes more broadly. It has developed a conscious effort of making impact. The teachers see beyond just teaching, but an avenue to drive change and development in the lives of the students. They see their students not just as kids but as potential change agents that can drive Africa to realise its potentials. Thus, they are committed and put their hearts to change lives through their teaching. Their teaching style is also influenced because of a mind-set to create impact. They make use of 21st century skills in teaching.

Leadership and life skills development training is fundamental for building confidence as well as satisfaction in one's self and this has implications for students learning outcomes. Students are becoming more confident to speak up in class. They have a mind-set shift about themselves. They realise that who they are is a product of what they think themselves to be. Through this, students have increased learning outcomes, because they believe in themselves.

Students have started a process of self-reflection and self-discovery for the first time which is proving useful for their development, particularly girls. Students are now thinker's not mere observers. They are having a broad understanding of themselves through personal reflection. They are more cautious with the way they speak and behave. Girls have developed a sense of value in themselves. They are discovering who they are and their natural abilities

Students are setting academic targets for themselves for the first time. The leadership and life skills curriculum has been able to teach students visioning and goal setting, thus students are setting academic targets, they are managing their time effectively and ensuring that at every stage they are making significant progress.

Students have raised aspirations about what they want to do after school. Students are setting post-secondary school goals. They have vision boards and are constantly being guided by their vision board. They take critical decisions that influences their future aspirations. Students likewise pay more attention in their academics because of aspirations set by themselves for their future

Principals confirm that they can identify changes in the behaviour of the students. These are in the areas of self-confidence, time management and leadership. Students they had improved in communication skills, team work, conflict resolution and problem solving, social skills, sense of achievement and self-belief, empathy, self-awareness, self-control, confidence, public speaking and assertiveness. They are more responsible in their school and family. There take themselves to be adults with responsibilities. Thus, they take action where they need to.

Leadership and life skills is key in redirecting youth agency away from violence towards positive development. Young people involved in the programme felt they had more opportunities to engage as a leader and felt that they could see opportunities in their communities to use their skills. Enhanced opportunities for community involvement, including positive recognition and appreciation from the young people's involvement and contribution.

Self-awareness and positive self-identity are important components of leadership development programmes. A strong sense of and confidence in self-precedes the ability to effect change in one's environment. Increase in self-confidence, has the ability to enable one make decisions without any fear. It also increases one's assertiveness to responsibilities. Students are able to make decisions for themselves through an increase in their confidence level.

Leadership and life skills can affect academic performance positively, with increasing competency in leadership and life skills, students learn how to manage themselves and their time better. Their aspirations also increase and they are able to apply themselves to their goals. The young people involved in the youth leadership programme demonstrated a statistically significant improvement in decision making, critical thinking, life skills, leadership skills and community involvement between times one and time two. Furthermore, the benefits were maintained and built upon between time one and time three, as youth demonstrated statistically significant increases for empathy, communication skills and goal setting. This suggests that programme participants improved over the course of the leadership programme and beyond.

Girls face more barriers in their leadership development, girls are still being socialized to aspire less than boys. A structured programme that is gender-neutral can facilitate their leadership development and empower them with skills and tools to overcome barriers they face.

Factors that Contributed and Affected the Program

- **The Quality of the Curriculum:** the modules on self-identity and self-awareness provided the opportunity for students to begin a journey of self-reflection and to think about themselves differently, regardless of their gender, ethnic leaning or social class.
- **Willingness and Cooperation from community members during the implementation of change project:** All of the change projects were implemented in school environments, as such there was immense support from Principals, Teachers, School administrators as well as other students outside of the project. This suggests that the issues the students identified were real issues that perhaps the school community did not bother about solving or the solution was dimly sensed.
- **Committed Teachers:** All the teachers recruited on the project were committed. They gave themselves to learning, unlearning and relearning while also providing additional support to the students.
- **Government bureaucracy:** delays in government approvals delay the program from starting as planned. This also prevented the evaluation of students' academic outcomes in a more robust way.