

LEAD THE WAY PROGRAMME

Evaluation Report 2022





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Acknowledgement

It is with immense pleasure and gratitude that we bring the 2022 LEAD The Way cohort 1&2 to an end. We appreciate the principals and management of all the schools we worked with during the project. We are particularly grateful for the access and the support throughout the programme. To all the participating students and those who made themselves available during the evaluation. We were particularly impressed by their conduct across the schools and how they could articulate their experience freely and honestly during the evaluation.

We would also like to express our heartfelt gratitude to the entire LEAP staff, especially the team who worked directly on this project- Ebuka Ukwunna, Ebuka Alumona, Faith Mac-Iriase, Joshua Olawuyi and Aniebet Udokang- for all the hard work in executing the project, along with their support in facilitating many of our arrangements with the schools. My colleagues and I on the evaluation team deem it an honor to work side by side with you.

The results and suggestions in this document are entirely independent and are firmly grounded on the evidence collected. I want to acknowledge the full acceptance of this independence accorded by the management of LEAP Africa. Special thanks go to my colleagues in the evaluation unit – Evi Michael, Pamela Uzoma and Terhemmen Agabo – for the tremendous work they have done in collecting, analyzing data, and contributing to this evaluation in many ways. We anticipate that this evaluation report will be of interest to stakeholders on this project and beyond. We also hope that it would help individuals, particularly academics, development partners, and policy actors working in education, youth leadership, and youth transitions.

Obamwonyi Hope Imuetinyan

MERL Manager, LEAP Africa

Programme at a Glance

APRIL 2022



11 Participants



53% Male, 47% Female



4 Schools



1 Community Project



4 Mentorship Sessions



6 participants successfully completed the course on the LMS

JULY 2022



30 Participants



67% Male, 33% Female



10 Schools



1 Community Project



3 Leadership Workshops



23 participants successfully completed the courses on the LMS

105+ community members collectively impacted through two change projects

Programme Outcomes



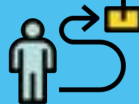
100%

found the programme useful



90%

see themselves as leaders



63%

understand their purpose in life



87%

have personal values that guide their behaviors



95%

have started taking steps towards achieving their goals

***EXECUTIVE
SUMMARY***



Figure 1: Participants and facilitators posing for a shot after the community change project

Executive Summary

The LEAD The Way programme championed by Leap Africa has since 2016 impacted over 370 young leaders across 40 secondary schools and five nationalities represented across Nigeria, United Kingdom, Netherlands and the United States. The Virtual LEAD The Way is a leadership development programme, aimed at inspiring, empowering and equipping teenagers between the ages of 13-17 to understand and achieve their full leadership potential. This goal is hinged on the evidence from our work with young people which suggests that when given the opportunity to discover and understand their potentials, a mindset shift occurs; causing them to become positive change agents in the communities. Experience has also shown that before young people can become leaders, they must retain vital skills and values which help them to take ownership of their success and cascade change to others beyond themselves.

In 2022, the Virtual LEAD The Way programme offered two cohorts in April and July, which ran for a period of five (5) and three (3) weeks respectively. In all, the participants were exposed to self-paced courses- Self Leadership, Art and Act of Leadership, Values and Moral Ethics, Visioning and Goal Setting and Self-Identity and Confidence. They were also given the opportunity to carry out a community change project as well as given access to mentorship sessions and leadership workshops. These events exposed the participants to leadership skills, helping them prepare for success while setting clearly defined goals and embracing actionable steps towards creating positive change in the world at large. They also developed positive qualities that help them reflect internally on their values and how to embrace honesty, integrity and be true to themselves regardless of any situation they may find themselves in life.

In evaluating the programme, qualitative and quantitative data collection methods were employed to triangulate and eliminate any bias that may occur due to using only one method of data collection. Data was collected in an attempt to measure themes and changes in leadership skills, values, ethics and life

skills generally that may occur during and at the end of the programme. Using quantitative methods, In April, out of 11 participants who registered for the programme, 9 students filled the baseline survey while 6 students (67% male and 33% female) completed the endline survey. Conversely, the second cohort which flagged off in July recorded 30 registrations. 19 students participated in the baseline survey and endline respectively (53% Male, 47% Female). Generally, in both cohorts, there was difficulty in getting the students to fill the survey.

The Key outcomes from the programme can be seen below;

Usefulness of Programme: Overall, participants acknowledged how instrumental the programme was to their personal growth. This was realized as 100% of the participants who filled the surveys acknowledged that the programme was truly helpful to them as most of them shared that the courses met their expectations

Recognition of leadership abilities and potentials: Evidence suggests that the participants experienced mindset shift in their perception of self-leadership and transformative leadership. At the end of the programme, a significant number of the participants expressed that they now see themselves as leaders and a person must not necessarily be in a position of leadership to be a leader.

Improvement in ethical behaviors and values: Overall, there was a general increase in knowledge as well as an evident reflection of a renewed sense of value which the participants expressed after the programme. This was also quite apparent as analyzed data showcased an upsurge in the competencies at end line.

Heightened career aspirations through mentorship: This was particularly evident as the students acknowledged how valuable the

mentorship sessions and leadership workshops was to them. Collectively, there was a consensus that having a mentor enabled them to make good decisions regarding their career paths. Also, a significant percentage of participants admitted that they could work productively and efficiently if they were supported.

Community change project as a catalyst for achieving SDG goals: This provided an excellent platform for the participants to develop problem solving skills and become positive change agents in their local communities. With the understanding that age is not a limiting barrier, the students voiced out the need to provide solutions and contribute positively to their communities in diverse ways.

Learning Management Systems: Using a rubric of 1-5 with 1 being poor and 5 being excellent, analyzed data showed that an average of 95% of participants across both cohorts rated the LMS between 4 and 5. However, qualitative data accessed through focus group discussions and interviews revealed some level of dissatisfaction among the participants regarding its interface and usability especially when watching the videos on the platform.

Following the rigorous evaluation of the programme, the following useful **recommendations** were suggested:

- **Additional support to participants:** With the programme adopting a self-paced mode of learning, emerging evidence showed that some participants were unable to complete the courses on the platform, thus contributing to the level high of attrition before the end of the programme. This therefore indicates the need for reinforced support towards the learning process of the participants. It may be useful to ensure that the participants complete the modules weekly before moving on to the next weekly session. This will improve engagement on the platform towards the holistic development of the participants
- **Integration of physical activities:** Undeniably, the programme components were commonly found to be worthwhile among the participants. However, the most interesting aspect for

most was carrying out the community change project. 58% of the participants shared that the change project was the most remarkable experience for them on the programme. In the same vein, 60% of the parents who were interviewed opined the need for more physical activities to be incorporated into the programme. It may therefore be constructive to integrate a physical element to the programme to further aid interaction among participants which would improve their leadership capabilities

- **Improvement to UI/UX:** The experience on the platform was generally rated highly and found to be quite easy to navigate. However, some participants disclosed issues with watching some of the video contents as it proved quite difficult to play and/or resume from where they stopped. It may be useful to consider adequate adjustments to this end as it has the potential to influence the completion of the modules thereby affecting the outcomes for the students.

INTRODUCTION

INTRODUCTION

The continuous increase in the youthful population especially in Africa has predictably contributed to the youth bulge which conveys a variety of meanings to the African continent. But with the understanding that indeed, the youth are Africa's greatest assets, could this a blessing for Africa?

Evidently, African youth currently occupy a large stake in the working population with projections showing that the population of young people is expected to increase and double by 2050. So, it is only pertinent to direct a sizable amount of attention towards harnessing the potentials as well as seek out innovative and sustainable ways to support them to be the best versions of themselves. In doing so, a cut-cross approach must be adopted, strengthening them through various industries across board. While this may seem cumbersome, the benefits are most certainly likely to be worthwhile.

“ Give a Man a Fish, and You Feed Him for a Day. Teach a Man to Fish, and You Feed Him for a Lifetime”

Maimonides

Drawing from the uniqueness and diversity of young people, creativity and ingenuity are some of the words that could be used to describe them. And so, creating opportunities to inspire and dredge up their potentials through adequate investments in their capacities and skills is highly germane. While investing in avenues to increase access to job opportunities, it is important to stay abreast with changing times where employers more than ever, focus keenly on the possessions of employability skills such as leadership, problem solving, communication skills, emotional intelligence etc. Most education institutions do not teach or hammer on the development of such key skills. In a fast paced environment such as this, young people need to prepare themselves for the work environment where they are able to work seamlessly with team members, proffer solutions to problems and communicate effectively at all times. These attributes would clearly be instrumental in their abilities to influence positively and become transformative leaders in any environment they find themselves.

Nonetheless, inspiring young persons to take charge of their futures and instilling in them, the entrepreneurial mindset is not only helpful in improving their lives but will aid in enhancing economic development on all fronts. Empowering them with the essential skills to cascade change and compete auspiciously in such competitive global economic terrain, is likely to be a vital element to their success. Building their leadership capabilities and self-confidence would also offer them a learning curve, opening their eyes to see opportunities for impact in every trial. Suffice to say that providing them with sufficient knowledge on values and ethics offers an opportunity for them to reflect on their principles, staying true to themselves at all times regardless of the circumstances in life. In all, these attitudes transform them into positive change agents who can rise above structural social conditions rather than cope with existing limitations.

This report focuses on how empowering young persons with leadership capacity and other life skills, creates a window of opportunity for them to become active citizens focused on confronting and solving social issues.

***THE
PROGRAMME***

The Programme

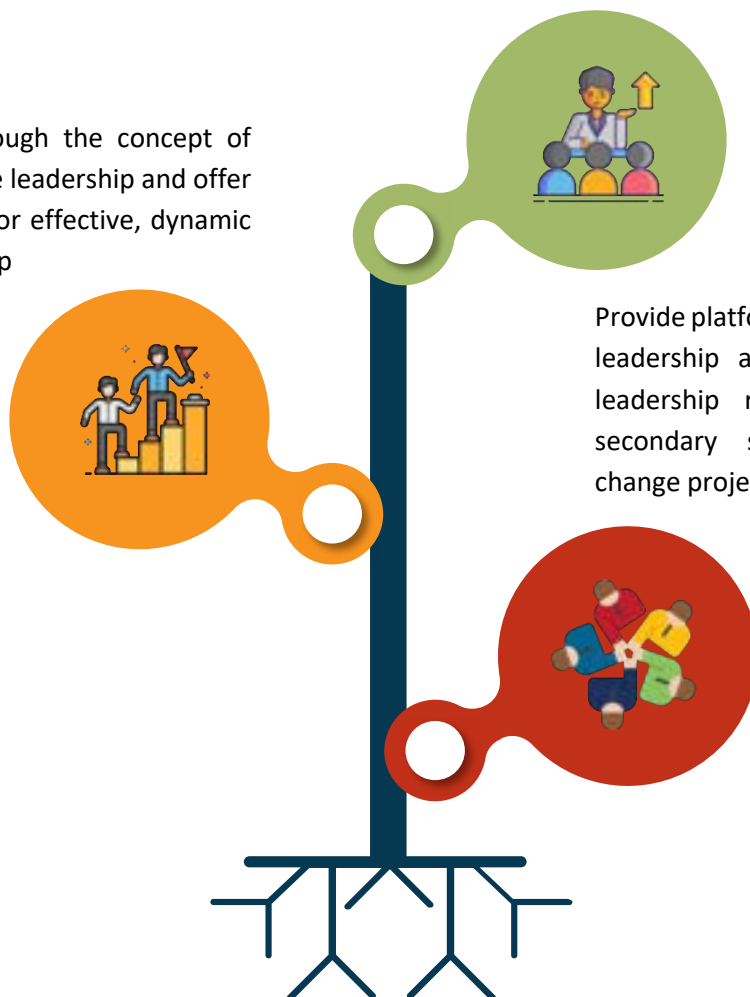
The Virtual LEAD The Way programme was deliberately fashioned as an instrument to inspire, empower and equip teenagers between the ages of 13 and 17 to understand and achieve their full leadership potentials. The programme serves a platform for the participants to acquire and build core leadership skills, leading them to set clearly defined goals skills which will prepare them for the fast-paced environment. Across the weeks, the teenagers are taken through a journey of self-awareness, supporting them to make purposeful and meaningful career transitions. Inspire teenagers through the concept of self and transformative leadership and offer them tools and skills for effective, dynamic and principled leadership.

The set objectives for the programme are;

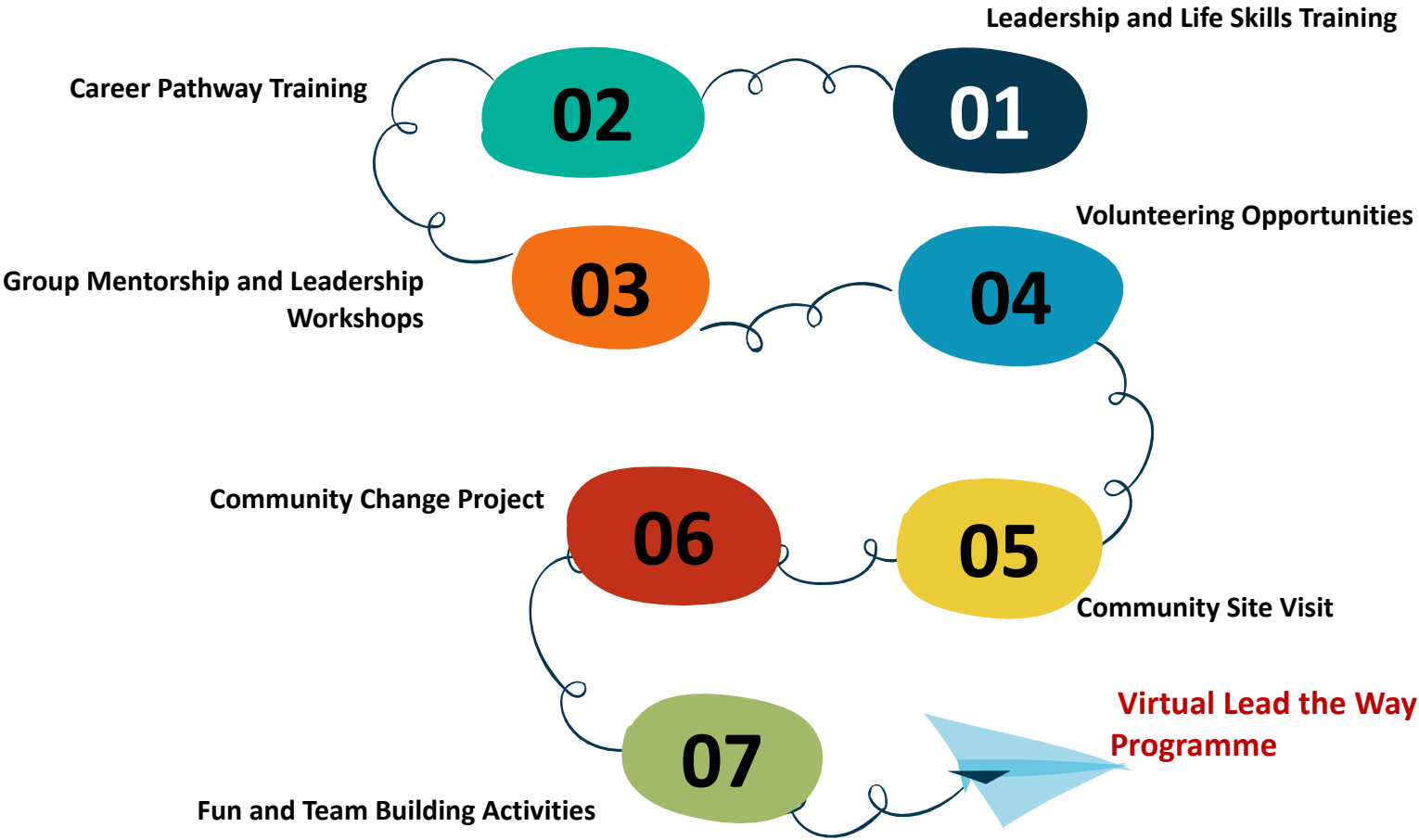
Inspire teenagers through the concept of self and transformative leadership and offer them tools and skills for effective, dynamic and principled leadership

Expose young people to purposeful transition pathways- employability and entrepreneurship through mentorship and and dedicated modules centered on building purposeful and successful careers and developing entrepreneurial mindset

Provide platforms for teenagers to exhibit leadership and social change through leadership roles within and beyond secondary school, volunteering and change project



PROGRAMME COMPONENT



Evaluation Framework

LEAP Africa's project evaluation is guided by a Monitoring, Evaluation, Research and Learning (MERL) policy which mainstreams the imperatives of promoting accountability, learning and knowledge sharing of project/programme results and lessons learned. It also emphasizes continued reflection on how to improve on outputs, outcomes, and impact, while also reporting these to our clients, partners and donors in formats that meet global standards.

The MERL structure for this programme employs both qualitative and quantitative formats. In collecting qualitative data which will measure specific themes, baseline and endline tools will be employed. While qualitative data will also be collected in form of interviews and Focus Group Discussions (FGD) which provided a basis to understand the participants' perception, opinion, and motivation. In the end, collected data will be computed and data analysis would be carried out.

Evaluation Metrics

The evaluation of the Virtual LEAD The Way Programme is informed by the results-based framework (see table 1) and theory of change (see figure 2). These graphic designs showcase how the programme activities connect to the expected outcomes in a progressive order for students. As projected, the programme is ultimately envisioned to transform the teenagers into value-based leaders who are inspired to become catalysts of positive change in their communities and the even more, the world at large.

Table 1: Result Chain

	Input	Activity	Output	Outcome
Equip	<ul style="list-style-type: none"> Call for applications Registration of participants 	<ul style="list-style-type: none"> Organize self-paced virtual 3-week training 	<ul style="list-style-type: none"> Students are trained on leadership and life skills required to achieve their full leadership potential. 	<ul style="list-style-type: none"> Students have a changed mindset about the key concepts of leadership and are able to achieve their full leadership potential.
Support	<ul style="list-style-type: none"> Identifying and notifying mentors. 	<ul style="list-style-type: none"> Weekly mentorship sessions Coaching calls 	<ul style="list-style-type: none"> Students interact and learn from mentors. 	<ul style="list-style-type: none"> Students have increased awareness about various career pathways and are able to make meaningful decisions about their future and careers.
Inspire	<ul style="list-style-type: none"> Provide support for change projects 	<ul style="list-style-type: none"> Students engage in community development by implementing a change project. 	<ul style="list-style-type: none"> Students have increased understanding of the steps in implementing positive changes in their communities. Students complete change projects. 	<ul style="list-style-type: none"> Students become value-based citizens who can lead positive change by creatively solving problems in their local communities and beyond.

The idea is that the students will progressively glide into the process of introspection which would ultimately lead to self- discovery. Through recognition of their leadership potentials after the passing through the leadership programme, they become transformative leaders with raised aspirations to cascade change in their local communities. More than ever, they become intentional about setting clear goals towards their future, seeking out opportunities to increase their capacities to act as active citizens in the society.

As clearly shown, all the activities and outcomes are logically linked by fundamental assumptions, which also form part of this evaluation's learning priorities. Essentially, the success of the programme relies heavily on the students' commitment to recognizing their leadership and life skills in order to achieve their full leadership potential. It is also assumed that students will continue to reflect on the training they have received and begin a journey of actualizing all their dreams and set goals.

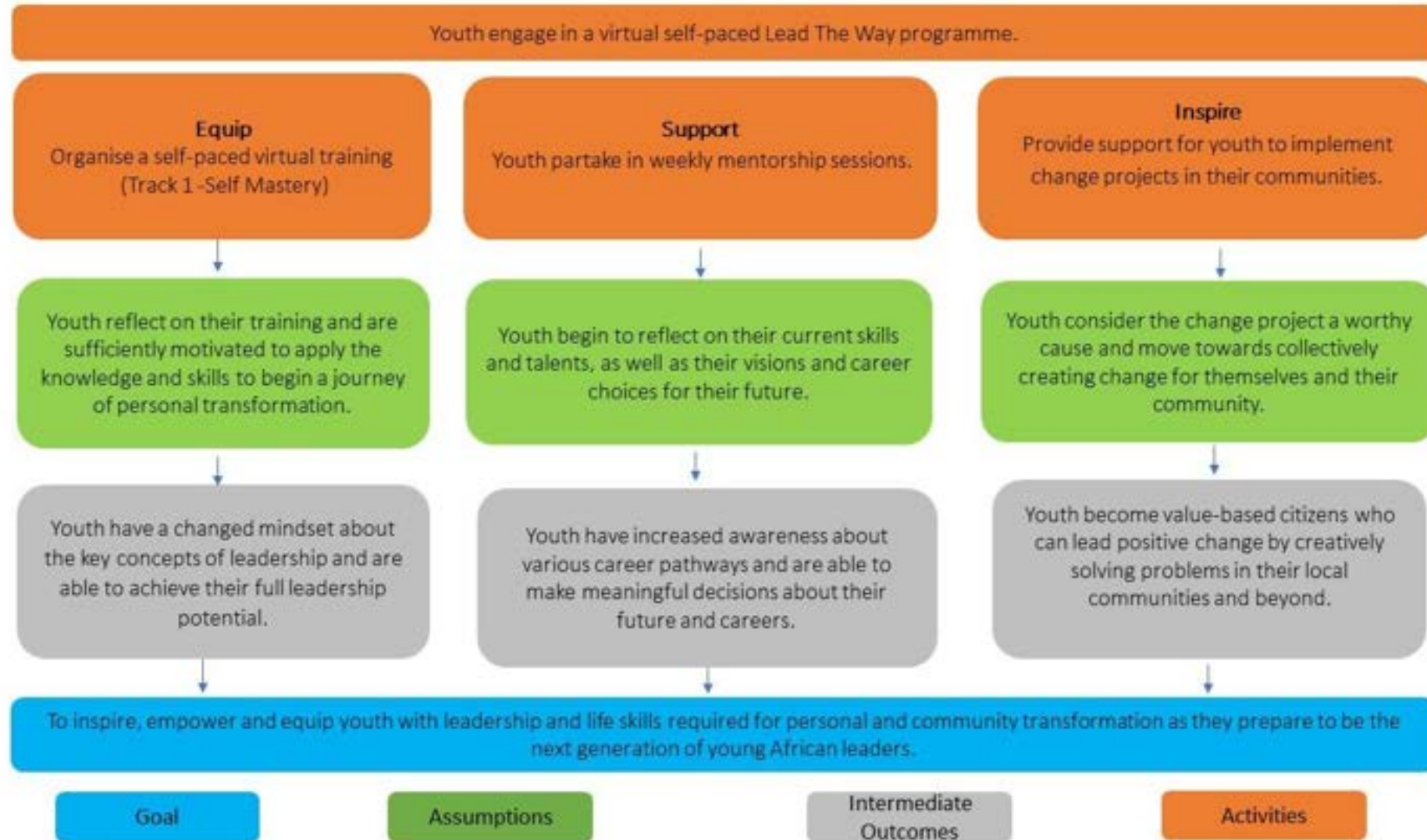
Evaluation Objectives

The primary objective of the Virtual LEAD The Way Programme is to produce positive outcomes for teenagers is the primary objective of this evaluation report. It attempts to uncover and estimate degree to which the stated objectives were accomplished and how the outcomes were achieved. The report also identifies gaps and teases out key lessons within the executed programme which provides vital lessons to be incorporated in the programme which will in turn, serve to improve the quality of the programme going forward.

Specifically, the evaluation objectives include:

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

Theory of Change



METHODOLOGY

Methodology

For this programme, a mixed method of evaluation was adopted for the evaluation process. This approach was employed to reduce the influence of bias to further achieve a high level of reliability and validity. The qualitative data sought to provide insights into the changes in the various competencies which had taken place in the course of the programme. To this end, a unique scoring method was adopted using a 5 pointer rubric where 1 had the lowest score attached and 5 had the highest. Scores were assigned based on participant's responses to scenario based questions at baseline and endline and a weighted average was computed as the final score. The logic was to broadly calculate the differences at baseline and endline for the participants, to determine the extent of change which had occurred during the programme.

Conversely, the insights provided from qualitative analysis only, may be insufficient in explaining the level of impact as well as the entire changes that took place during the programme. Qualitative data was then used as a method of inquiry, to check for consistency and provide additional knowledge on how the changes were brought about.

Data Collection

The data collection process was guided by the logical framework (log frame) and theory of change developed for the programme. This was followed through although in varying degrees at different points before, during and after the completion of the programme. The tools employed are as follows;

- **Baseline and End line surveys:** Surveys were administered to the participants at baseline and endline through Survey Monkey- a data collection platform. This was done to show evidence of progress in terms of mindset and knowledge shift. Out of 11 participants who registered for the programme in the April cohort, only 9 and 6 students filled the survey at baseline and endline respectively. Meanwhile, in the July cohort, 19 participants completed the survey at baseline and endline respectively out of 30 students who registered for the cohort. The number of participants who engaged in the baseline and endline surveys were represented in the analyzed data.
- **Interviews:** To further triangulate the evidence gathered from the quantitative data analysis, interviews were conducted via phone calls to the parents and students in both cohorts. Although this was carried out after the July programme ended, the interval indeed afforded the opportunity to truly assess the experiences and changes in mindset as well as behaviors of the students' post training.
- **Focus Group Discussion (FGD):** This tool was intended to discuss and understand the experiences, opinions and motivation of the participants. The focus group discussion was carried out physically on some of the July cohort participants (four boys and five girls for gender balance) after their community change project. There, they shared on how much the programme had impacted them as well as recommendations for the future.

Limitations

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

- **Low Student Response** – Overall, collection of data proved difficult at baseline and endline. There was generally low response from both cohorts to fill the surveys at given points. This was quite evident as out of 41 participants in total, only 27 and 25 participants filled the baseline and endline survey respectively from both cohorts. To this end, it may be useful to utilize physical opportunities (such as during the change project, visits to their schools) to collect data from participants to prevent disruptive delays.
- **Attrition rate-** Collectively, only 29 participants completed the courses on the LMS successfully. This led to an attrition rate of at 29% at the end of both programmes. This may have resulted from low morale to complete courses, issues arising from watching the videos on the LMS amongst other reasons.
- **Visioning and Goal Setting Module:** Questions on this competency was unintentionally skipped in the baseline qualitative survey. However, much of this bias was mitigated by the collection of qualitative evidence, garnered through in-depth interviews and focus group discussions with the participants who are able to provide and substantiate viable information regarding this competency.

KEY FINDINGS

Key Findings

After careful analysis and evaluation of the programme, the key outcomes from the programme were compared against the activities and outcomes highlighted in the theory of change as well as results chain.

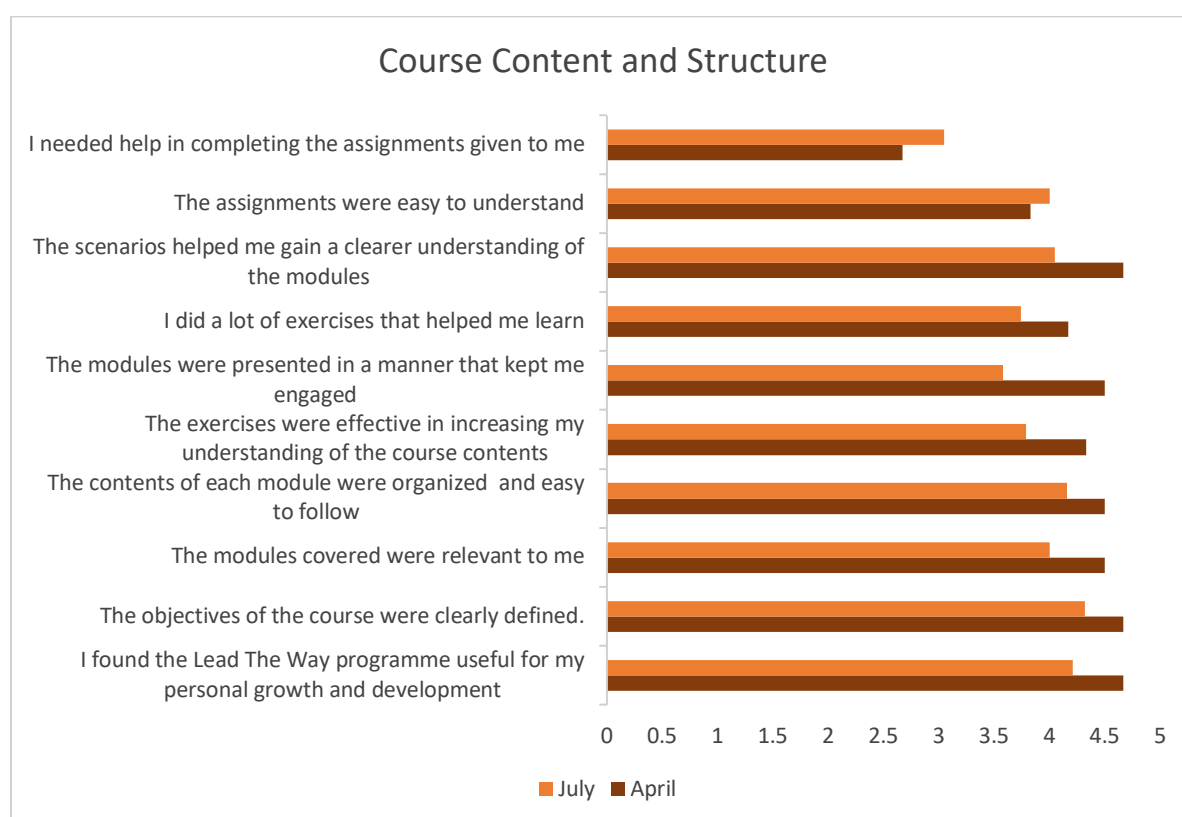
The following section highlights the key findings of the Virtual LEAD The Way Programme.

Objective 1: Inspire teenagers through the concept of self and transformative leadership, and offer them tools & skills for effective, dynamic and principled leadership.

Curriculum Delivery

The programme components included self-paced courses which afforded the participants the benefit of taking their courses at the students own speed; learning in their own time and schedule. With participants from different schools enrolled on the learning management system (LMS), the programme covered a total of five modules- Self-identity and Confidence, Self-leadership, Values and Moral Ethics, Act and Art of Leadership, Visioning and Goal setting.

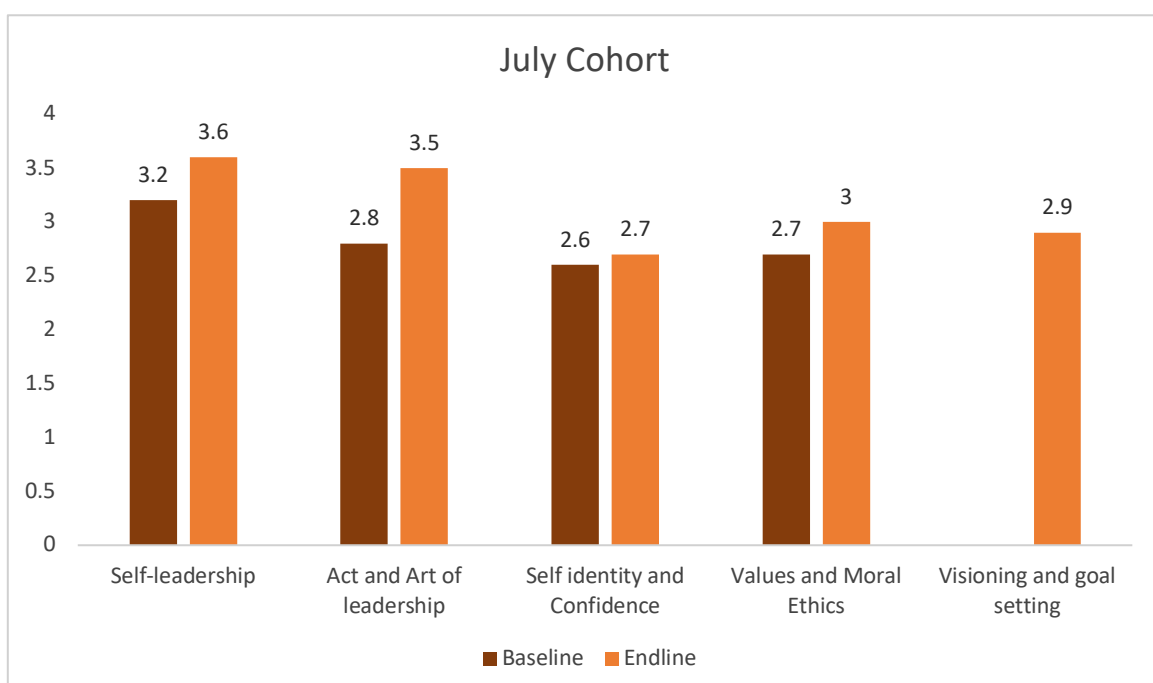
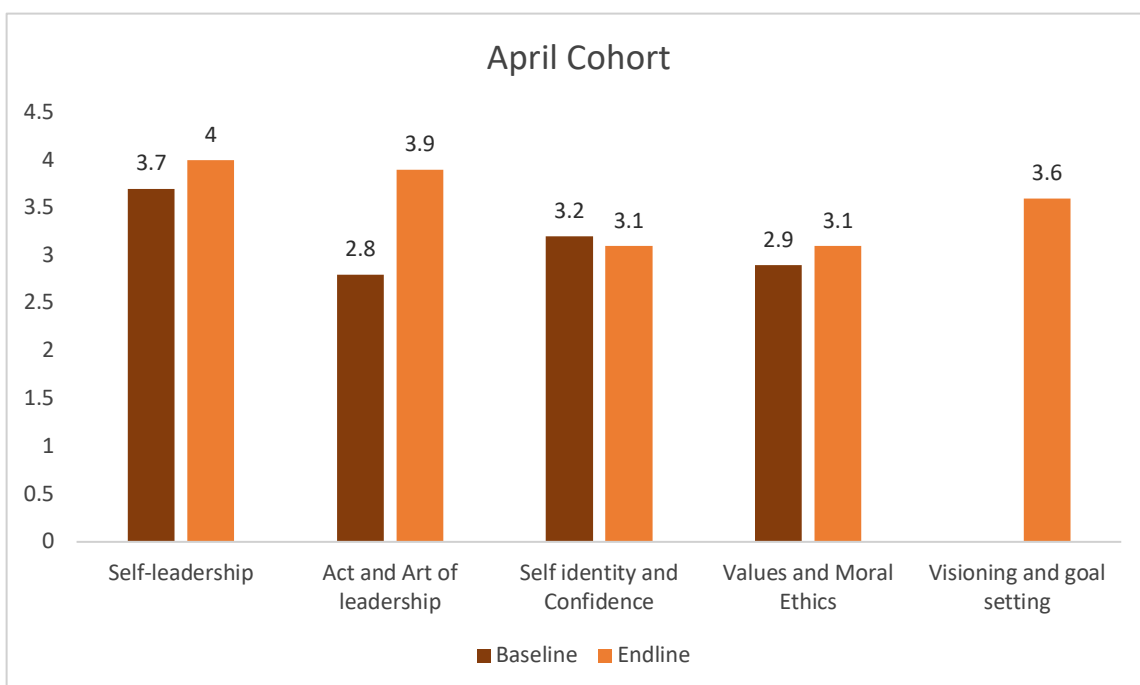
During the end line evaluation, it was imperative to understand the students' experience during the self-paced training and the mindset shifts that may have occurred in terms of how they perceived themselves as well as their values and futuristic plans. Overall, 100% and 87% of the April and July cohort participants respectively, remarked that the courses met their expectations. This reflected an impressive rating, indicating that the courses were truly as impactful as envisaged from the inception of the programme. To ensure the reliability of the information, the participants further came to the same consensus when asked about their experience on the programme during the interviews and focus group discussions. Also, collectively, an average of 95% of the participants across both cohorts rated their experience on the LMS between 4 and 5, using a rubric of 1-5 with 1 being poor and 5 being excellent. 89% of the total number of participants found the LMS easy to navigate. However, 32% of them experienced some form of technical difficulty on the platform.



Module Rating

From the onset of the programme, the goal to actualize the dream of raising young people as leaders was indeed a driving force. In doing so, it was no doubt necessary to furnish young people with fundamental skills as well as provide them with opportunities for self-discovery. This is greatly tied to building a set of estimable core values and beliefs and also developing their leadership potential to enable them to be positive change agents in their communities.

Pre and Post training, the students were given the opportunity to share on their knowledge and perception on the competencies by answering scenario-based questions. As seen in the charts below, the difference at baseline and endline showed a remarkable difference as there was generally an increase across the various competencies in both cohorts. Interestingly, the modules on Self Leadership and Art and Act of Leadership received the highest ratings in both cohorts.

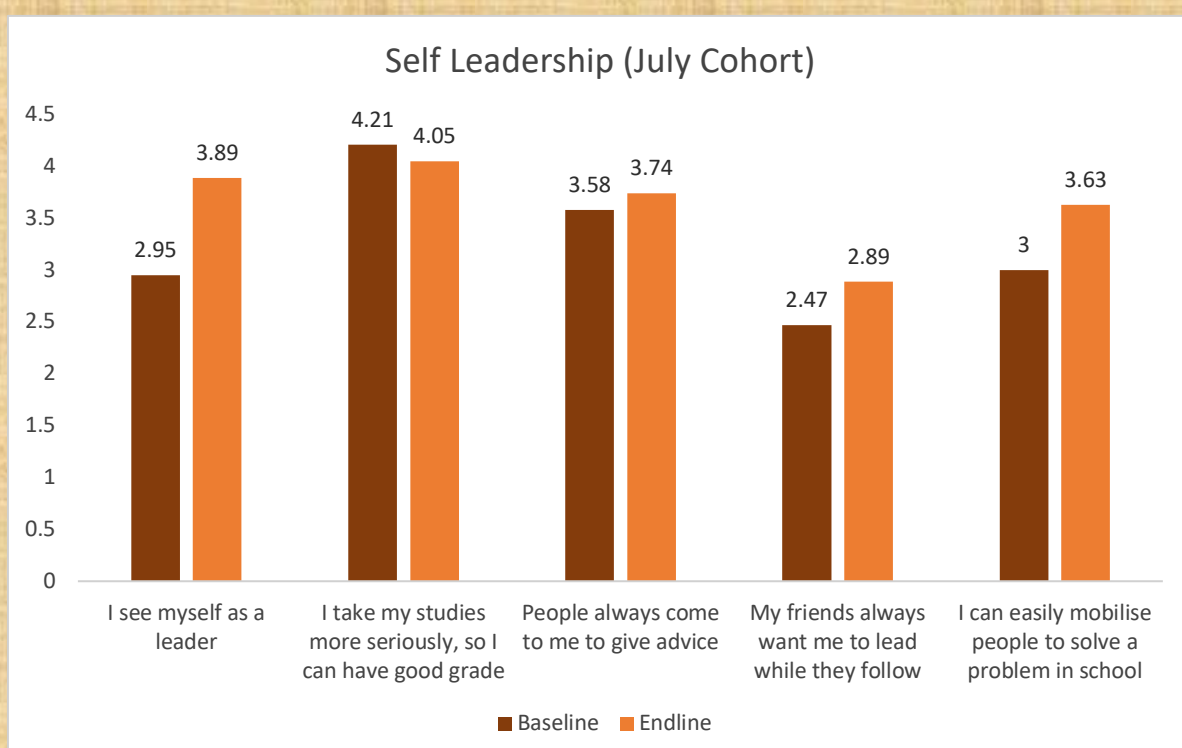
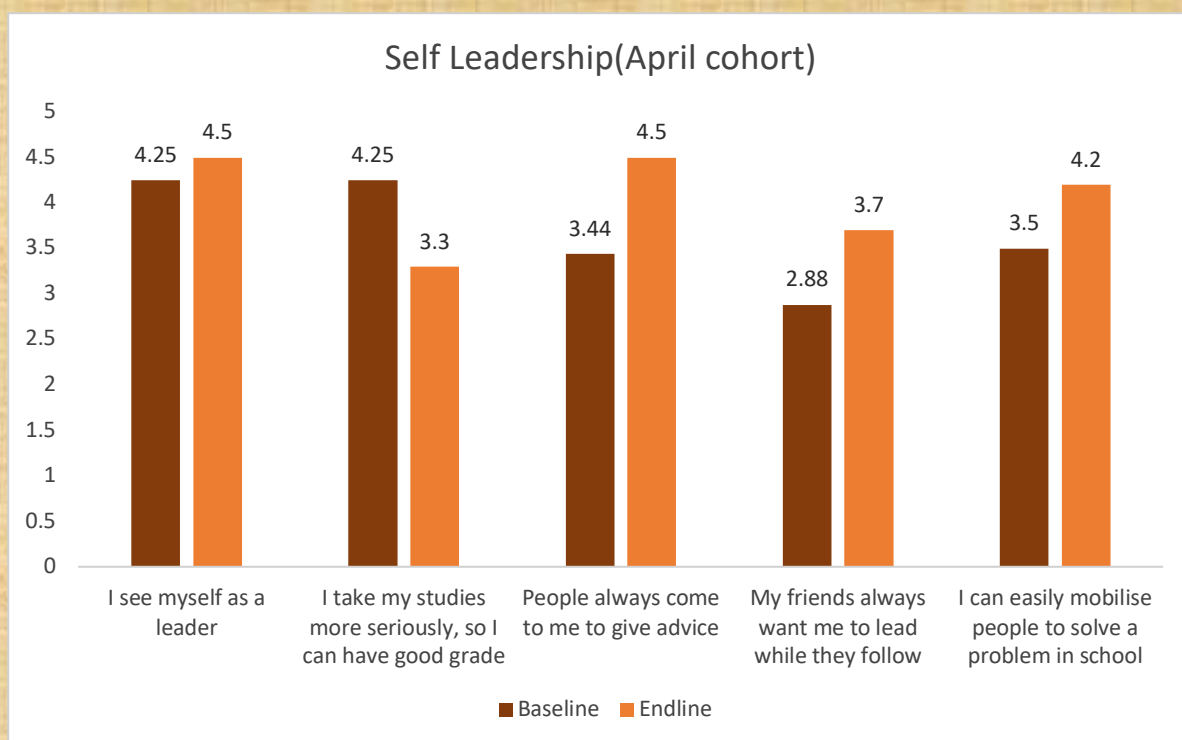


Understanding the Competencies

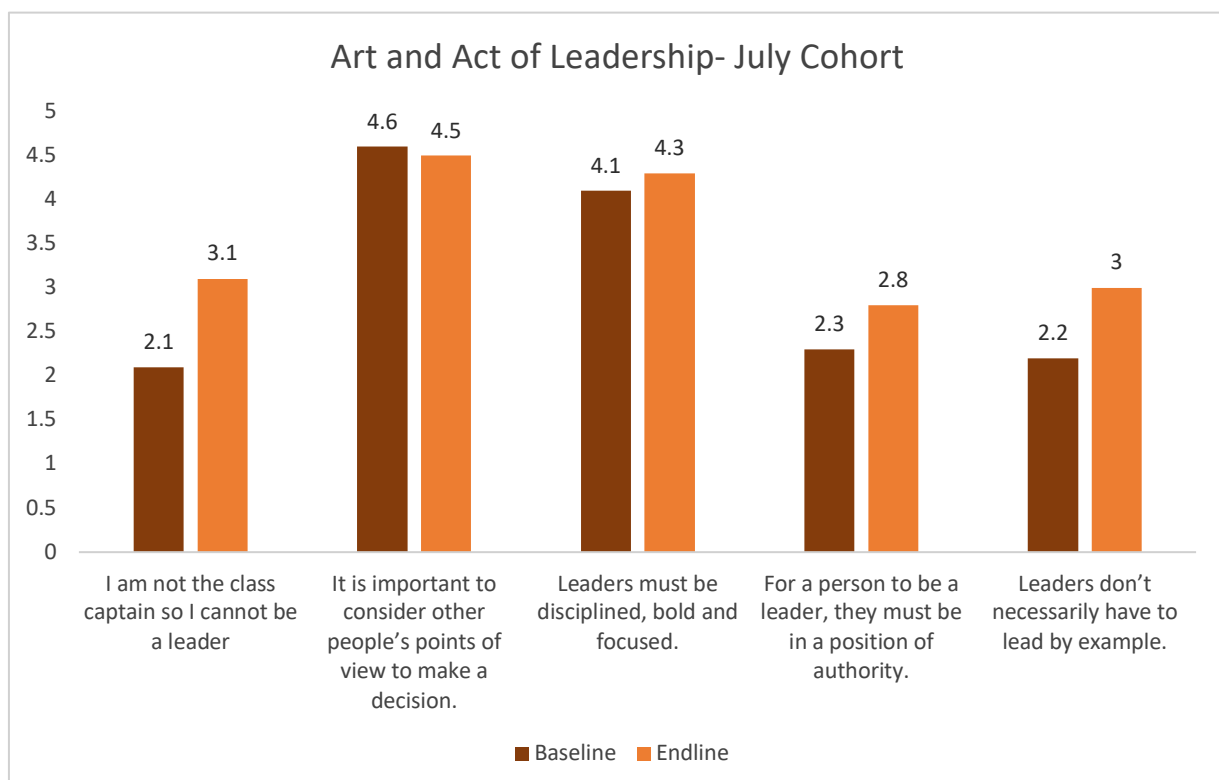
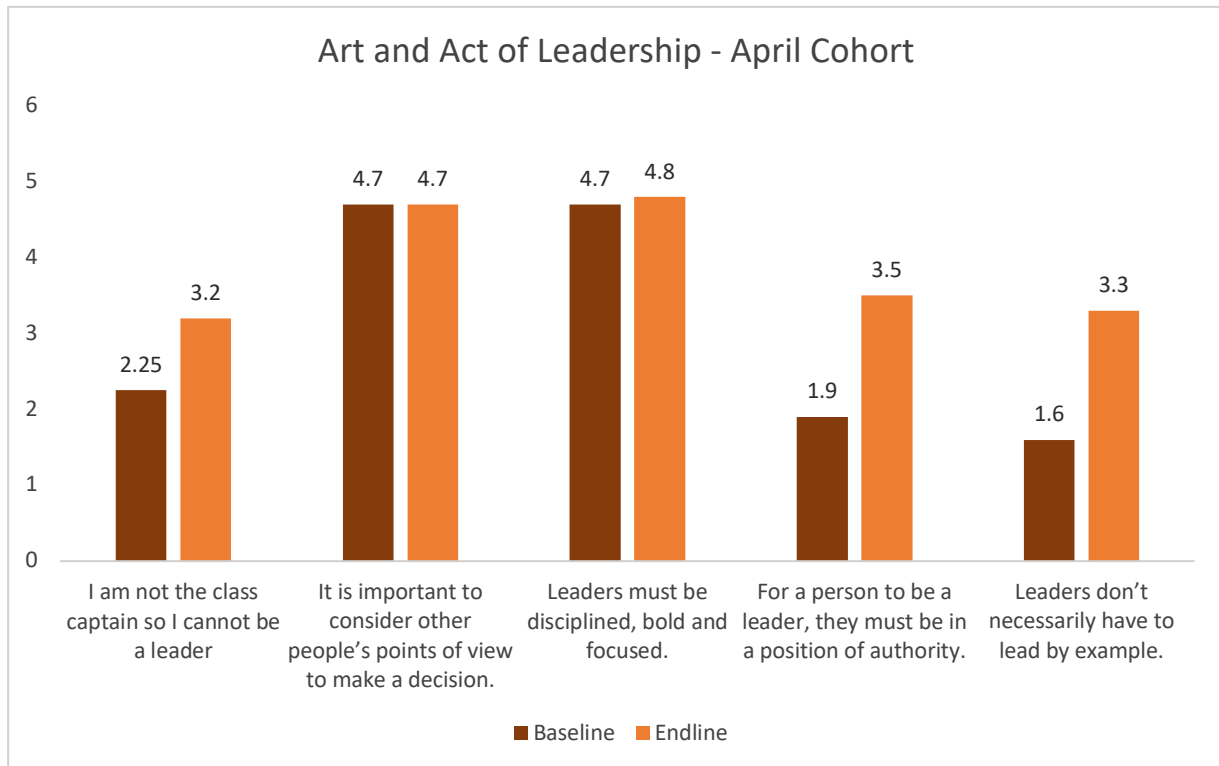
Leadership

- **Self-Leadership ((April- Baseline 3.7, Endline 4.0) (July- Baseline 3.2, Endline 3.6))**
- **Art and Act of Leadership ((April- Baseline 2.8, Endline 3.9) (July- Baseline 2.8, Endline 3.5))**

There was indeed a fundamental shift in how students perceived leadership at the start of the programme when compared to their perception in the end. Across both cohorts, data collected revealed that the students experienced a shift in how they now see themselves as leaders. This suggests a significant transformation as many are beginning to reflect on who they are as leaders. This transformation also reflected outwardly, as they remarked on how their friends expressed wanting them to lead while they follow.

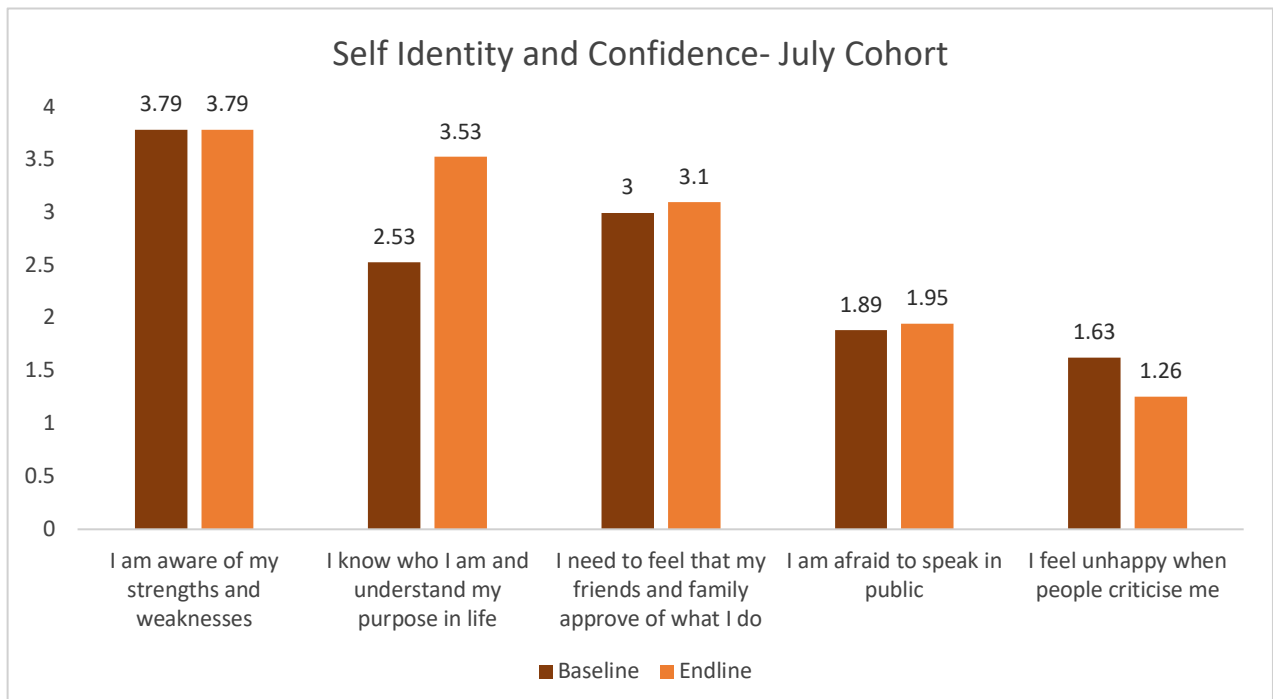
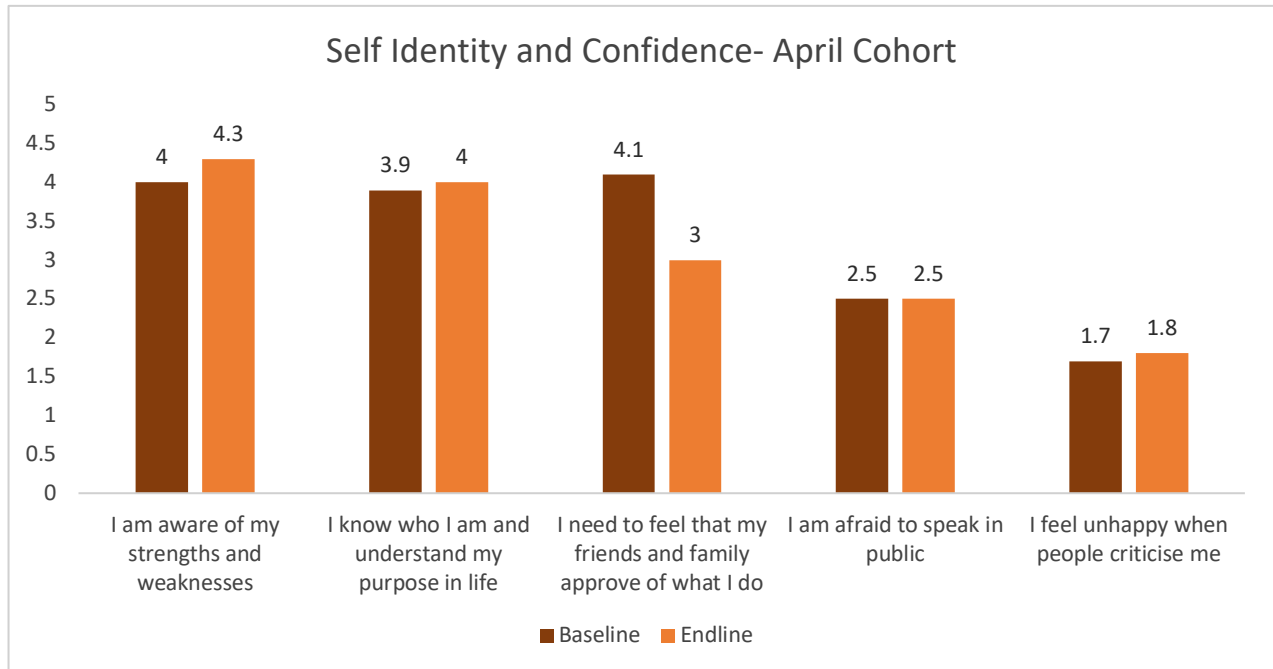


The participants also showed an increase in knowledge on the aspect of leadership not being about the position but about the act. They understand that making positive changes and impacting their communities does not necessarily need to be tied down to being in a position of authority. More so, they realize that an element to becoming a leader is the consideration of other people's opinions and views to make sound decisions.



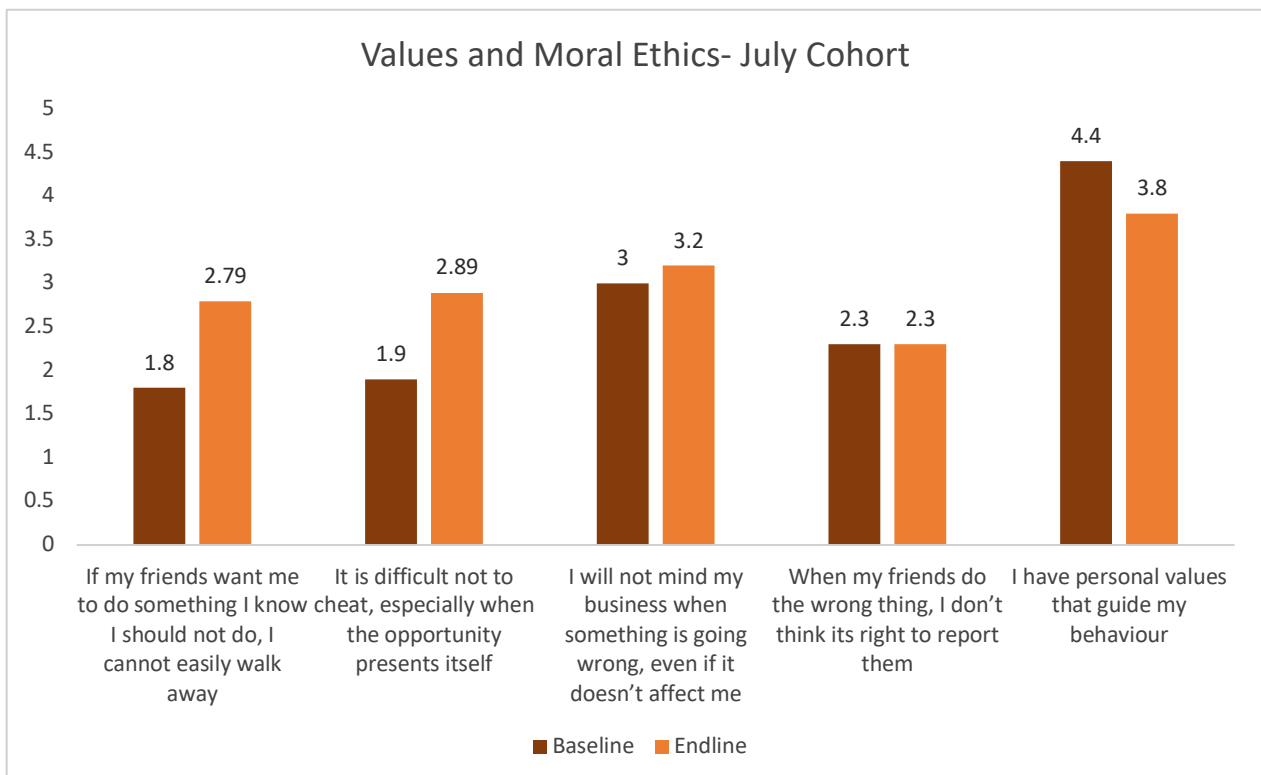
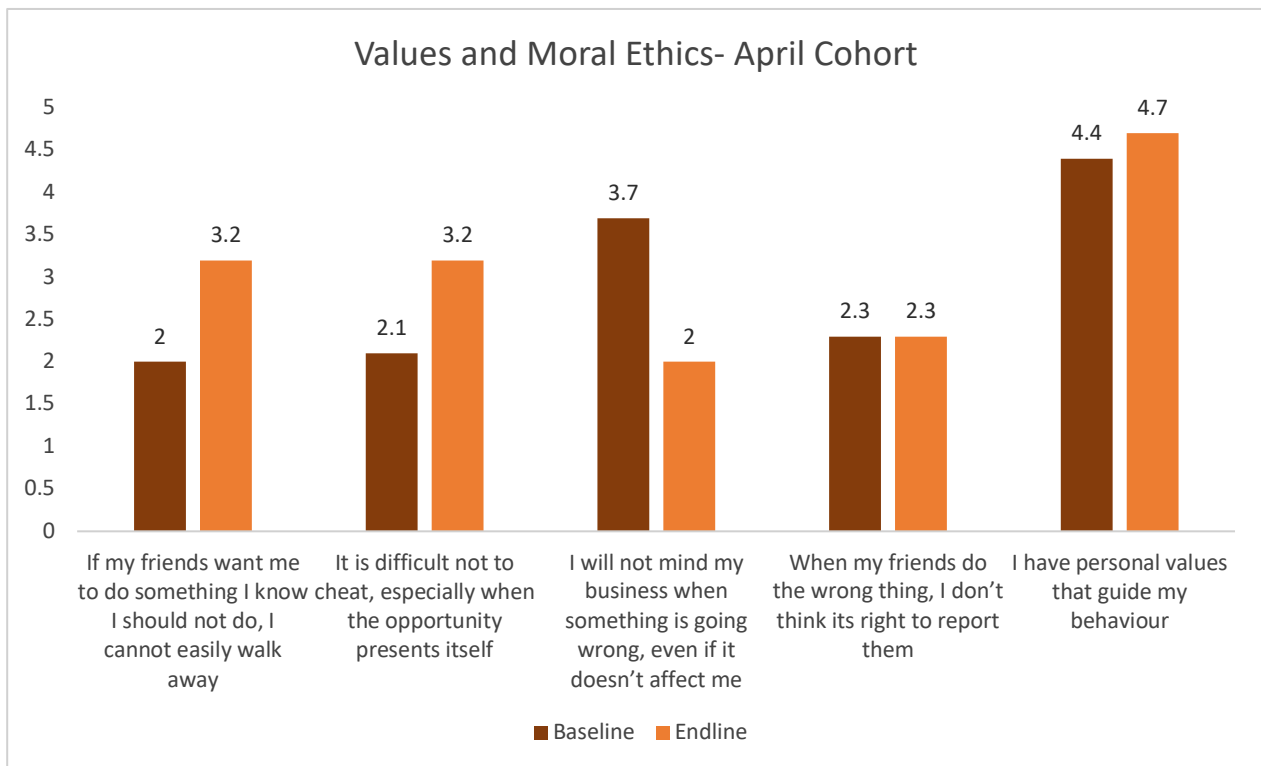
- **Self-Identity and Confidence ((April- Baseline 3.2, Endline 3.1) (July- Baseline 2.6, Endline 2.7))**

The programme sought to help the participants reflect inwardly in a bid to discover their self-worth and showcase their inner strengths while taking thoughtful steps to work on their weaknesses. In spite of the insignificant changes shown through the scores at baseline and endline, further interaction with the participants provided further insight to the rating of this competency. A good number of them echoed on how they now possess a certain level of understanding regarding their purpose in life and now appreciate themselves even more.



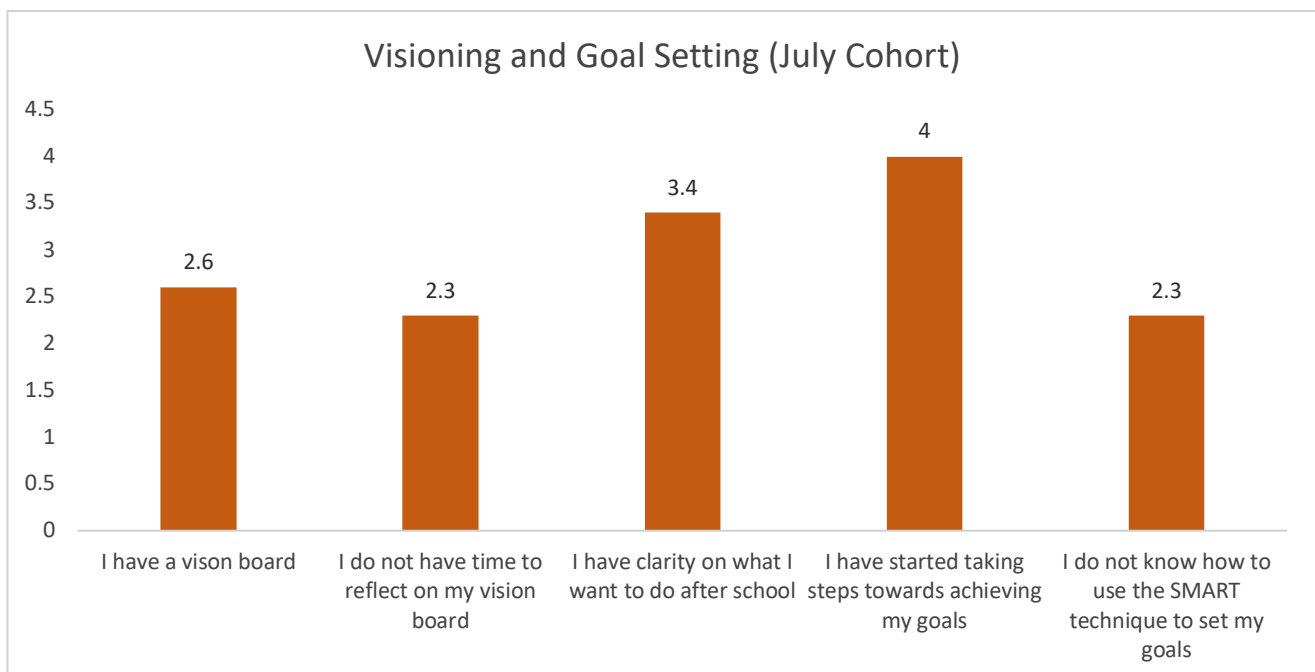
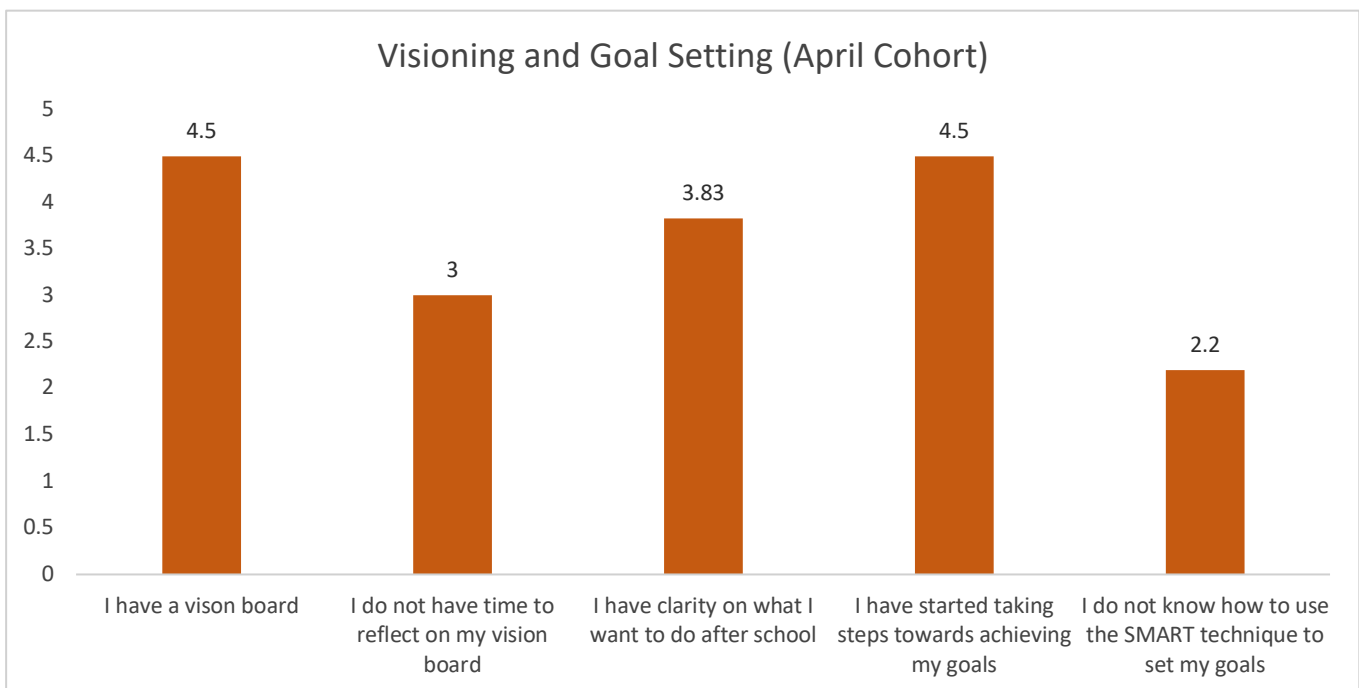
- **Values and Moral Ethics ((April- Baseline 2.9, Endline 3.1) (July Baseline 2.7, Endline 3.0))**

The importance of students developing core values and skills especially in such dynamic environments cannot be overemphasized. The benefits of developing these values are beyond short-term benefits, but instead, serve as a guideline as they navigate through their live journey. Even so, with leadership development as a core emphasis in the programme, imbibing ethical values and principles such as integrity provides an excellent basis for good leadership.

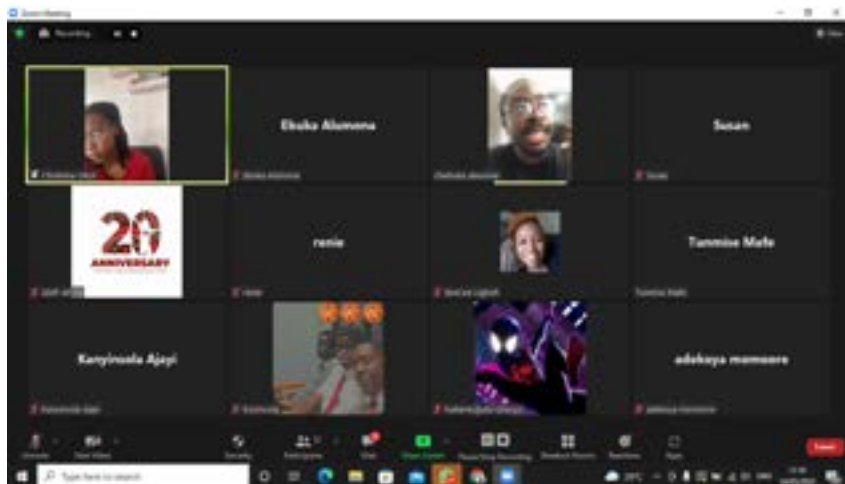


- **Visioning and Goal Setting ((April- Endline 3.6) (July- Endline 2.9))**

Quantitative data was unintentionally skipped at baseline for this competency. However, quantitative data at endline revealed that a high number of participants sharing that they have started taking steps towards achieving their goals with quite a number of them admitting to have clarity on what they wanted to do after school. This was also substantiated by their remarks during the focus groups and interviews on how impactful this module was to them. Most importantly, with their increased leadership understanding as well as capacity, the participants have shown a reorientation towards setting clear goals and achieving them.



Objective 2: Expose young people to purposeful transition pathways- employability or entrepreneurship through mentorship and dedicated modules centered on building purposeful and successful careers and developing entrepreneurial mindsets



Mentorship

At baseline, 88% and 90% of the participants in the April and July cohort respectively, shared that having a mentor would help them make good decisions about their career path and life. More so, a significant number of the participants also remarked that they could work productively and efficiently if they were supported.

In April, four mentorship sessions were held and facilitated by inspiring leaders in prominent fields who were charged to discuss vital topics and share their youthful experiences with the students. The mentors – Mr. Osarume Akenzua, Mrs. Ore Macaulay, Mr. Kelechi Anyalechi and Ms. Chidinma Okoli - dedicated maximum efforts on a weekly basis to coach the students regarding their roles as leaders as well as their career aspirations. Specifically, they covered topics on Choosing a purposeful career, Life after secondary school: Harnessing your talents and skills for success,

Developing and channeling your talent and passion for innovation, Social media and peer pressure and lastly, Managing money and financial resources. The students also enjoyed the benefits of the weekly check in calls where they shared what they had learnt from the modules that week. This activity helped to cement the knowledge gained in the minds of the participants of which many shared that they found useful and encouraging.

However, for the July cohort, the mentorship sessions and check in calls were modified as the Virtual Leadership Workshop. These sessions were facilitated by Femi Taiwo (The Acts and Art of Leadership), Moniola Odunsi (Kickstarting your Leadership and Entrepreneurial Journey and Ebuka Ukwunna (Self Leadership). Similarly, these workshops were facilitated once weekly for a duration of three weeks. Unlike the mentorship sessions which focused on various subjects on finances, social media, career etc, the leadership workshops focused majorly on broadening the entrepreneurial mindsets and

leadership abilities of the participants by building their leadership skills.

In all, the sessions provided an opportunity for the participants to experience intimate and interactive sessions with authorities and professionals in the field. Having access to discussing their fears, challenges, goals and aspirations as they journey through life and transit into purposeful youth. Ultimately, 100% and 84% of the

participants in April and July cohort remarked that they had learned new things from the mentoring sessions.





Figure 2: Participants discussing during the community site visit

Objective 3: Provide platforms for teenagers to exhibit leadership and social change through leadership roles within and beyond secondary school, volunteering and change projects.

Community Change Project

The community change project is an important component of the virtual LEAD The Way programme, where teenagers are exposed and given the opportunity to identify challenges and issues in their community, with the determination to become problem solvers. It provides the platform for young people to progress from proffering ideas to undertaking more of an actionable approach towards addressing the social issues they identify in their communities. As teenagers develop and transition into their youthful phase, it is essential to acquaint and cultivate their mental capacity to understand the plaguing national issues as well as challenge them to offer solutions to the root causes. In doing so, young people must see themselves as change makers, taking charge of situations to impact their communities positively without relinquishing these duties solely to the government.

“My best part of the programme was during the change project. Coming out and experiencing new things, seeing what people are going through in the country”

D.I, Male

“This programme was eye opening because we came here and saw how people that were less privileged than us lived. It inspired us to be better and help change our community so we can achieve the SDG’s by 2030”

A.A, Female

on the significance of proper plastic waste disposal, with the facilitators sharing their knowledge on experiences of the residents of Ilaje community with regards to waste disposal. With insightful discussions which developed in the course of the project, the participants also got to learn about the impact of plastic waste on the environment as well as the ecological and profitable benefits of recycling. Collectively, the programme was approximately able to impact 35 women who were recorded as the direct constituents with an average of 105 indirect constituents.

Exciting activities were infused into the change project;

- **Dialogs on sustainable development goals (SDGs):** Young persons’ play critical roles in the actualization of the sustainable development goals in diverse ways. So, it is quite pertinent to ensure that they remain aware and attune with these goals which necessitate them to take action. True to that, the participants were trained on the sustainable development goals and what achieving these goals meant locally as well as globally. During the training, the students showed an incredible amount of interest, asking questions and also sharing on their prior knowledge about the different goals. Nevertheless, the participants were encouraged to tap into their creativity in all areas to become young change makers as well as inspire others to take action.
- **Community Site Visit:** The students were also taken on an excursion around the community where they also visited the recycle dumpsite. Through that, they were opportune to see and converse with the women in the community whose livelihood depends mostly on recycling plastics, tins and cans. This was indeed an enlightening opportunity to expose the participants to the experiences of others as well as motivate them to contribute to reducing improper waste disposal in their communities.
- **Food drive/ Give Back Project:** In the spirit of volunteerism, the participants engaged in donating items to the residents and members of the community. While the participants in the first cohort distributed books and clothes to the residents, those in the second cohort engaged in a food drive, distributing foodstuff items such as garri, noodles, ribena etc to the members of the community. The recipients of the packages were mostly women in the community, totaling an average of 35 women.

PHOTO STORY FROM THE COMMUNITY CHANGE PROJECT



Participants engaging in fun games and activities



Ongoing discussions on the SDGs



The students on their way to the community site



Members of Atunlo Recycling Project



The participants listening attentively to the benefits of recycling waste products



Constituents and participants of the programme

The Key outcomes from the programme can be seen below;

Usefulness of Programme: Overall, participants acknowledged how instrumental the programme was to their personal growth. This was realized as 100% of the participants who filled the surveys acknowledged that the programme was truly helpful to them as most of them shared that the courses met their expectations

Recognition of leadership abilities and potentials: Evidence suggests that the participants experienced mindset shift in their perception of self-leadership and transformative leadership. At the end of the programme, a significant number of the participants expressed that they now see themselves as leaders and a person must not necessarily be in a position of leadership to be a leader.

Improvement in ethical behaviors and values: Overall, there was a general increase in knowledge as well as an evident reflection of a renewed sense of value which the participants expressed after the programme. This was also quite apparent as analyzed data showcased an upsurge in the competencies at end line.

Heightened career aspirations through mentorship: This was particularly evident as the students acknowledged how valuable the mentorship sessions and leadership workshops was to them. Collectively, there was a consensus that having a mentor enabled them to make good decisions regarding their career paths. Also, a significant percentage of participants admitted that they could work productively and efficiently if they were supported

Community change project as a catalyst for achieving SDG goals: This provided an excellent platform for the participants to develop problem solving skills and become positive change agents in their local communities. With the understanding that age was not a limiting barrier, the students voiced out the need to provide solutions and contribute positively to their communities in diverse ways.

Learning Management Systems: Using a rubric of 1-5 with 1 being poor and 5 being excellent, analyzed data showed that an average of 95% of participants across both cohorts rated the LMS between 4 and 5. However, qualitative data accessed through focus group discussions and interviews revealed some level of dissatisfaction among the participants regarding its interface and usability especially when watching the videos on the platform.

Following the rigorous evaluation of the programme, the following useful **recommendations** were suggested:

- **Additional support to participants:** With the programme adopting a self-paced mode of learning, emerging evidence showed that some participants were unable to complete the courses on the platform, thus contributing to the level high of attrition before the end of the programme. This therefore indicates the need for reinforced support towards the learning process of the participants. It may be useful to ensure that the participants complete the modules weekly before moving on to the next weekly session. This will improve engagement on the platform towards the holistic development of the participants
- **Integration of physical activities:** Undeniably, the programme components were commonly found to be worthwhile among the participants. However, the most interesting aspect for most was carrying out the community change project. 58% of the participants shared that the change project was the most remarkable experience for them on the programme. In the same vein, 60% of the parents who were interviewed opined the need for more physical activities to be incorporated into the programme. It may be therefore constructive to integrate a physical element to the programme to further aid interaction among participants which would improve their leadership capabilities.
- **Improvement to UI/UX:** The experience on the platform was generally rated highly and found to be quite easy to navigate. However, some participants disclosed issues with watching some of the video contents as it proved quite difficult to play and/or resume from where they stopped. It may be useful to consider adequate adjustments to this end as it has the potential to influence the completion of the modules thereby affecting the outcomes for the students.

*A GLIMPSE
INTO THE
REALITIES OF
THE PEOPLE
OF ILAJE*



Figure 3: Participants listening attentively to a constituent share on the experiences of the residents of Ilaje community

A Glimpse into the Realities of the People of Ilaje Community

Mama Ibeji (not real name) has been a resident of the Ilaje community for almost 20 years and has steadily been in the business of selling recyclable products to people and companies to make profit. She shared that in earlier years, the land was filled with water but in seeking shelter and a place of refuge, they had to sand fill the environment with dirt to get solid land. Talking in-depth, she divulged that when refuse from outside the community was brought and dumped in the community dumpsite, they go there to pick out glass, take-out packs, nylon bags and plastics which they sell to outsiders for recycling purposes.

She remarked that on a good day, she made an average of 2500 naira per bag selling these materials. She further stated that it took her an average of 2-3 days to fill up a bag which usually involved a rigorous process of sorting through the waste products. She revealed that apart from using the money recuperated from the business to feed herself and her family, she also had to allocate a part of it to buying medicine and accessing medical care. When asked about how the residents managed when rain fell given the blocked drainage systems due to clogged gutters from waste, she answered that most times, the houses got filled with water and they had to manually labor to remove the water. Sometimes the government dug gutters for them but they also take up the mandate of creating gutters in the communities.

Citing other opportunities the residents also engaged in, she went on to share that they also focused on selling sand to outsiders. They retrieved sand from the water and sold to people and companies who engaged in building services. She reiterated that this was one of the major ventures young people capitalized on to engage in the community alongside paddling and fishing.

She also added that to farm, they had to fill the land by basically bringing in soil to be able to grow their crops on the land which cost them a lot of money. She pointed that even though the lands were filled with

water, they were owned by persons who pay outsiders to sand-fill the lands. Sadly, she shared that when the community advances to a certain level, they are likely to be chased out of their homes.

With all of these, it is evident that strengthening communities by undertaking a more sustainable approach is truly the way forward. More than ever, the increase in the number of local communities plagued with poverty and disinvestments have been on an all-time rise lately at grass root levels. These vulnerable populations would benefit immensely from focused community efforts towards attacking the root causes, majorly eradicating poverty which is a multi-dimensional issue. To do this, improving the quality of life through economic advancement as well as encouraging communal change by supporting the environment and its resources is advised. Targeted efforts such as investments in strengthening the educational system, provision of affordable housing options, provision of job opportunities etc may be useful.

In all, the foundation of building sustainable development is ensuring that it is participant centered, thereby breeding inclusiveness. Through empowering young people and encouraging participation in these local communities, the needs of the people are critically analyzed such that actionable steps are taken seamlessly towards solving fingered problems while advocating for social change.

***FEEDBACK
FROM
PARTICIPANTS***

“ I have always been interested in trying out new things, so when I came across the LEAD The Way programme, I did not hesitate to be a participant. Over the course of three weeks, I have learnt some pretty important skills that are sometimes overlooked by the youth.

Firstly, the programme has aided in my understanding of the concept of leadership. I always thought that leadership was always about just leading a group of people but I was wrong. The whole idea of leadership is acceptance of responsibility, self-control, respecting the opinion of others and accepting help when it is necessary.

Another vital skill that I have learnt from the programme is in the aspect of time management. Being a leader also requires the skill of effective time management. The ability of doing the right things at the right time has helped me to be more efficient in my day-to-day activities.

One other lesson learnt is on the concept of having a vision and setting goals for the future. This particular module has given me a clearer understanding on having a clear vision on how I want my life to be and setting goals for the future”

-
***Mighty Mackson
Barca Academy***

“I intend to apply what I have learned majorly from the visioning and self-confidence courses. The visioning course spoke to me the most because it addressed my most pressing problem which is what I want to do with myself after high school. It helped me realize my problem which was not knowing how to begin. Starting today, I have decided to draw up a time audit to better help with my challenges at school and time wastage in general.

I also plan to take on more leadership roles as I see it as the only feasible way to get an insight into the work of a leader. I used to think being a leader meant being restricted to charge over people but this course made me realize that a leader could be so much more, he could be a friend, supporter, brother and father”

-
***Diete Spiff Michael
Chrisland High School***

“There will always be moments of uncertainty and insecurity in my life but after 3 weeks of the LEAP programme I have learnt that I should always be confident in my abilities, achievements and be in control of my own life. The community change project also opened my eyes to see how truly privileged I am, the various ways I can contribute to the development of my community and how I should live a life that is friendly to the environment.

Though I have not fully experienced life, I am satisfied knowing I have acquired lessons that have changed my perception of myself and others. Moving forward, I will make it my priority to value myself and my achievements, live my life by a set of ethics and principles, and help my community and the environment in any way I can”

-
***Simon-Etim Annalisa
Loyola Jesuit College***

Evaluation Team Profile

Obamwonyi Hope Imuetinyan is a skilled researcher with over 5 years of experience in international development, youth, and politics of development. She obtained a bachelor's degree in political science from the University of Ibadan and a master's degree in Diplomacy and strategic studies from the University of Lagos where she graduated with a distinction. With experience in evaluation, Hope projects youth voices in her work by using contextual methodologies and approaches. She is interested in writing and traveling because they are gateways to living a rich and fulfilling life. She currently serves the LEAP Africa team as Monitoring & Evaluation, Research and Learning (MERL) Manager.

Evi Michael is a Monitoring, Evaluation, Research and Learning (MERL) Associate at LEAP Africa. She is highly enthusiastic on monitoring and evaluating projects aimed at driving development in Africa and is a strong proponent of social change. She is currently undergoing her Master's degree programme in Public Health at the University of Lagos, Nigeria. Evi possesses a keen interest and proficiency in data analytics and research of which she has continually engaged in opportunities to hone this skill on various platforms. Through these opportunities, she has been able to effectively contribute towards the achievements of purposeful and socially impactful projects through data driven and sustainable solutions.

Agabo Terhemem has a background in development economics with over three years of experience in the international development sector. He currently works as a monitoring Evaluation Research and Learning Officer at LEAP Africa. Before joining LEAP Africa worked on development research projects for organizations such as the French Development Agency (AFD), French Institute for Research in Africa (IFRA) and Tony Elumelu Foundation (TEF). He holds a Bachelor of Economics degree from the University of Ilorin, Nigeria, and a master's degree in development economics from the University of Sussex, United Kingdom.

Pamela Uzoma is a development practitioner and a researcher with over 3 years' experience in data analysis, impact evaluation, and action research. She obtained my BSc. in international relations from Afe Babalola University with a second-class upper division and master's degree in the same course from Covenant University. As a Monitoring, Evaluation, Research and Learning (M.E.R.L) officer, she manages and coordinates the implementation of data collection, analysis and evaluation of programmes and research projects. She is very enthusiastic about youth development and gender issues as it relates to women and young people

Participant Baseline Survey

Dear Participant,

We are excited to learn that you are participating in the LEAD The Way Programme. Kindly complete the following questions. This is not a test and there are no right or wrong answers. The survey is designed to enable us to measure the impact of the programme. To this end, we would appreciate your honest response to the questions.

Do you consent to this survey? Yes / No

Section 1: Tell us about you!					
Name (Surname first)					
Gender	Female		Male		
Age	<ul style="list-style-type: none"> • 11-14 • 15-17 				
Permanent Address					
What is your WhatsApp Number (If you do have)					
Email					
Parent's Phone Number					
School					
Class/Grade					
Location					
Section 2: General Questions					
What activities do you consider fun?					
What do you usually do after school?					
What sports, clubs, or extra-curricular activities do you participate in?					
What social media platform are you on?	<ul style="list-style-type: none"> • WhatsApp • Facebook • Instagram • Twitter • Snap Chat 				
How do you like to be engaged?	<ul style="list-style-type: none"> • WhatsApp • Emails • Phone Calls • Facebook • Telegram • Text Messages 				
Section 3: Kindly tick as appropriate					
On a scale of 1-5, kindly rate the following with 1 being the lowest and 5 the highest					
	1	2	3	4	5
Access to data/internet					
Computer literacy (level of proficiency in using a computer)					
In section 4- 11, please tick the option that reflects how true the statement is to you.					
Section 4: Self-Leadership					
	I am not sure	Not very true	Not true	True	Very true
I see myself as a leader					
I take my studies more seriously, so I can have good grade					
People always come to me to give advice					

My friends always want me to the lead while they follow					
I can easily mobilise people to solve a problem in school					
Section 5: Act and Art of leadership					
	I am not sure	Not very true	Not true	True	Very true
I am not the class captain so I cannot be a leader					
It is important to consider other people's points of view to make a decision.					
Not everybody can be a leader					
Leaders must be disciplined, bold and focused.					
For a person to be a leader, they must be in a position of authority.					
Leaders don't necessarily have to lead by example.					
Section 6: Self-Identity and Confidence					
	I am not sure	Not very true	Not true	True	Very true
I am aware of my strengths and weaknesses					
I know who I am and understand my purpose in life					
I need to feel that my friends and family approve of what I do					
I am afraid to speak in public					
I feel unhappy when people criticise me					
Section 7: Values and Moral Ethics					
	I am not sure	Not very true	Not true	True	Very true
If my friends want me to do something I know I should not do, I cannot easily walk away					
It is difficult not to cheat, especially when the opportunity presents itself					
I will not mind my business when something is going wrong, even if it doesn't affect me					
When my friends do the wrong thing, I don't think its right to report them					
I have personal values that guide my behaviour					
Section 8: Visioning and Goals					
	I am not sure	Not very true	Not true	True	Very true
I have a vison board					
I do not have time to reflect on my vision board					
I have clarity on what I want to do after school					
I have started taking steps towards achieving my goals					
I do not know how to use the SMART technique to set my goals					
Section 9: Mentoring and Support					

A mentor is responsible for providing support to their mentee					
Having a mentor will help me make good decisions about my career path and life					
I do not mind sharing my fears, challenges and achievements with a mentor					
I can work productively and efficiently if I am supported					
Regular support will ensure that I keep to task and work consistently					
Section 10: Community Change Project					
The problems in my community can only be solved by the government					
I don't think that I alone can make a change in my community					
It is important for me to contribute to my community					
I would rather choose to help to raise money for a community project during my own free time					
For me to solve problems in my community, I need a lot of money					
I am still too young to create change in my community					
Section 11: Peer Engagement					
I am happy to contribute my ideas and opinions in a group discussion					
It is difficult for me to work with others on a project					
I do not like asking my peers for help with my schoolwork					
I must respect other ideas and opinions					
I am happy to learn from others					

Thank you!

Participant End line Survey

Dear Participant,

We are excited that you have completed your journey on the Lead The Way Programme. At the end of the programme, we will require your feedback on the programme's impact and changes. Kindly complete the following questions as honestly as possible. This is not a test and there are no right or wrong answers. Thank you.

Do you consent to this survey? Yes / No

Section 1: Tell us about yourself!											
Name (Surname First)											
Gender						Female			Male		
Age						11-14			15-17		
What is your WhatsApp Number (If you do have)											
Email											
School											
Class/Grade											
Location											
Section 2: Module Rating											
On the scale of 0-10, kindly rate the topic you have treated. (0 - for poor, and 10 - for Excellent)											
	0	1	2	3	4	5	6	7	8	9	10
Self-Leadership											
Act and Art of Leadership											
Self-Identity and Confidence											
Values and Moral Ethics											
Visioning and Goals											
Section 3: Experience on the Course											
Overall, did this course meet your expectations?						Yes			No		
Give reasons for your answer											
What module had the most impact on you?						<ul style="list-style-type: none"> Self-Leadership Act and Art of Leadership Self-Identity and Confidence Values and Moral Ethics Visioning and Goals 					
Give reasons for your answer											
What was the most remarkable experience for you during the Lead The Way programme?											
What new lessons have you learned?											
What are you going to do differently after this course?											
How many hours per day did you spend this on the course?						<ul style="list-style-type: none"> Less than 1 hour 1-2 Hours 3-4 Hours 5-6 Hours More than 5 Hours 					
What areas can we improve on to make the programme better?											
Section 4: Course Delivery											
How would you rate your experience with the Learning Management System (where 1 is poor and 5 is excellent)											
1	2	3	4	5							
Did you find the LMS easy to navigate?						Yes			No		
Did you find the audio and visual on the LMS appealing?						Yes			No		
What do you think about the visual design of the course content?											
Do you like the online method of learning?						Yes			No		
Give reason for your answer											

Did you experience technical difficulties?	Yes		No		
If yes, what kind of technical difficulties?					
Section 5: Course Content and Structure					
Kindly tick the option that reflects how true the statement is to you					
	I strongly disagree	I disagree	Neutral	I agree	I strongly agree
The objectives of the course were clearly defined.					
Participation and interaction were encouraged during the course.					
The modules covered were relevant to me					
The contents of each module were organized and easy to follow					
I found the Lead The Way programme useful for my personal growth and development					
The exercises were effective in increasing my understanding of the course contents					
The modules were presented in a manner that kept me engaged					
I did a lot of exercises that helped me learn					
The scenarios helped me gain a clearer understanding of the modules					
The assignments were easy to understand					
I needed help in completing the assignments given to me					
Is there any topic that you feel should have been addressed that was not included in any of the modules?	Yes			No	
If yes, please kindly elaborate.					

Section 6 (Kindly tick the option that reflects how true the statement is to you)					
Self-Leadership					
	Very True	True	I am not sure	Not very true	Not true
I see myself as a leader					
I take my studies more seriously, so I can have good grade					
People always come to me to give advice					
My friends always want me to the lead while they follow					
I can easily mobilise people to solve a problem in school					
Section 7: Act and Art of leadership					
	Very True	True	I am not sure	Not very true	Not true
I am not the class captain so I cannot be a leader					
It is important to consider other people's points of view to make a decision.					
Not everybody can be a leader					
Leaders must be disciplined, bold and focused.					
For a person to be a leader, they must be in a position of authority.					
Leaders don't necessarily have to lead by example.					
Section 8: Self-Identity and Confidence					
	Very True	True	I am not sure	Not very true	Not true
I am aware of my strengths and weaknesses					
I know who I am and understand my purpose in life					

I need to feel that my friends and family approve of what I do					
I am afraid to speak in public					
I feel unhappy when people criticise me					
Section 9: Values and Moral Ethics					
	Very True	True	I am not sure	Not very true	Not true
If my friends want me to do something I know I should not do, I cannot easily walk away					
It is difficult not to cheat, especially when the opportunity presents itself					
I will not mind my business when something is going wrong, even if it doesn't affect me					
When my friends do the wrong thing, I don't think its right to report them					
I have personal values that guide my behaviour					
Section 10: Visioning and Goals					
	Very True	True	I am not sure	Not very true	Not true
I have a vision board					
I do not have time to reflect on my vision board					
I have clarity on what I want to do after school					
I have started taking steps towards achieving my goals					
I do not know how to use the SMART technique to set my goals					
Section 11: Mentorship Support					
	Very True	True	I am not sure	Not very true	Not true
I am satisfied with the mentorship support I received					
I learned new things from the mentorship sessions					
I found the mentorship sessions useful					
I needed more support in completing the modules					
I found the weekly check-in calls useful for me to share my challenges and ask questions					
The weekly check-in calls ensured that I was making progress with the modules					
Section 12: Community Change Project					
What change project did you do?					
What was your role?					
How was the change project experience for you?					
What did you learn?					
What will do you differently as a result of your participation?					
Section 13: Peer Engagement					
	Very True	True	I am not sure	Not very true	Not true
I am happy to contribute my ideas and opinions in a group discussion					
It is difficult for me to work with others on a project					
I do not like asking my peers for help with my schoolwork					
I must respect other ideas and opinions					
I am happy to learn from others					

Focus Group Discussion questions for the Lead the Way Participants

Experience on the Programme

- 1) Tell us about your experience on the Lead the Way programme (Best moments and challenges)
- 2) How did your participation in the programme impact your personal, academic and career goals?

Curriculum Delivery

- 3) You were taught on 5 different modules which touched on Self-Identity and Confidence, Values and Moral Ethics, Visioning and Goal Setting, Self-Leadership and Art and Act of Leadership. What module was the most impactful? In what specific way did the modules benefit you?

Virtual Leadership Workshops

- 4) Were the mentorship sessions impactful for you? Please explain

Change Project

- 5) What was the most fulfilling aspect of your change project?
- 6) What were the challenges you faced when carrying out your change project?

Feedback

- 7) What key lessons have you learned from the programme?
- 8) In what ways can we make the programme better?

Interview Questions for Parents

1. How did you hear about the programme?
2. What prompted you to register your ward?
 - Curriculum component
 - Requirement from school
 - Based on Child/ward request
 - Other (Explain)
3. Did the programme impact in their short or long term personal, academic or career goals? [yes/No]
4. Have you noticed any changes in your child/ward? If yes, please share.
5. Please share any recommendations you have for the programme.
6. Would you recommend this programme for your family and friends?