Empowering Tomorrow's Leaders

Inspiring Leadership in Teenagers

LEAD The Way x Mater Ecclesiae College
Evaluation Report 2023

DISCLAIMER

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ACKNOWLEDGEMENT

We want to convey our sincere appreciation to everyone who played a pivotal role in the successful execution of the LEAD The Way programme at Mater Ecclesiae College. This endeavour was a collaborative effort that would not have been possible without the support, guidance, and assistance of numerous individuals.

First and foremost, we extend our deepest appreciation to the administration, faculty, and staff of Mater Ecclesiae College for their unwavering support throughout the planning and execution of this training programme. Their commitment to fostering an environment of learning and growth has been instrumental in making this programme a reality.

We are also appreciative of the entire LEAP Africa staff, especially those who worked directly on the programme- Ebuka Ukwunna, Ijeoma Kalu, Towojesudun Odede, Sarah Uwaechie and Joshua Olawuyi who brought their expertise and enthusiasm into the training sessions. Special thanks to Osarume Akenzua for supervising the project. Their dedication to sharing knowledge and nurturing the participants' skills has left a lasting impact that will undoubtedly contribute to the educational development of all involved.

Our appreciation extends to the families, who availed their wards to be present for the duration of the programme. Your understanding and unwavering support are very much appreciated.

In conclusion, we are humbled by the collective efforts that brought this training program to fruition. Each contribution, whether big or small, has played a vital role in achieving our goals. Thank you all for being part of this journey.

Rasheed Ajao,
Senior MERL Coordinator, LEAP Africa

PROGRAMME AT A GLANCE

TOTAL NUMBER OF STUDENTS

245

213 Physical Participants

JSS1-33%
JSS2- 35%
SS1- 20%.
SS2- 12%

32 Virtual Participants

JSS3-100%

Gender

Females **48%**

Male **52%**
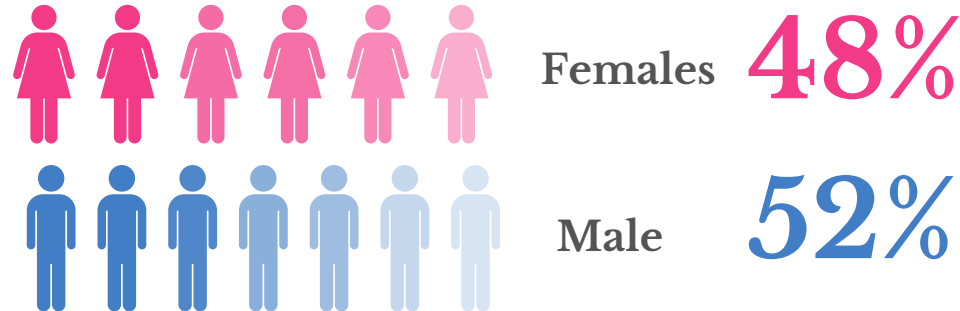
90%
Believe they do not need to occupy a position to make positive impact in my community

75%
Have their goals and and aspirations clearly written

90%
Have personal values that they take seriously

A facilitator explaining an exercise from the modules to the students

EXECUTIVE SUMMARY

Since 2016, LEAP Africa has undertaken the role of nurturing leaders through the LEAD The Way programme. This programme has embraced the task of transforming the potential of young individuals into leaders, empowering them to uncover their self-value and inner resilience. Consequently, they adopt behaviors that shape them into positive catalysts for change, equipped to confront societal challenges and offer pertinent solutions to both their local communities and the global arena.

This year, in collaboration with Mater Ecclesiae College, the LEAD The Way programme was implemented between 10th July- 20th July (for the Jss3 virtual participants who took courses on the LEAP Africa learning management system and zoom classes) and 17th July to 20th July 2023 (for the physical participants). The goal was to enable the students to recognise their full leadership potential. The programme in turn, provided the opportunity for the students to cultivate essential leadership and life proficiencies.

These proficiencies will enable them to take responsibility for their accomplishments, establish well-defined goals, and take the necessary steps to foster positive transformation in their personal lives and communities.

Guided by LEAP Africa's MERL policy which mainstreams the imperatives of promoting accountability, learning and knowledge sharing of project/programme results and lessons learned, this report presents the independent final evaluation of the project.

Findings from the endline assessments revealed the following ;

- According to the available evidence, the curriculum led to a positive shift in knowledge and perspective about transformative leadership and other crucial skills taught in the programme. This can be seen in the improvement in knowledge and perception at endline.

- The program remarkably elevated awareness surrounding career options and decision-making. At the onset, about 42% of the students shared that they did not know or were unsure about what they wanted to become when they graduated. However, at endline, this was drastically reduced to 29%.

- There was an increased level of awareness about sustainable development goals and change projects. However, theoretical knowledge about change projects and the SDG goals may not be sufficient to solidify acute learnings in that module.

Recommendations suggested include ;

- The evaluation uncovered the need to use videos and slides to improve the facilitation of the modules. Specifically, the students acknowledged that the show of educative videos and slides during the classroom lessons would have provided a more vivid explanation of the modules.

- It is crucial that change projects, whether inside or outside the school, are carried out. Although the students received theoretical lessons on change projects and sustainable development goals, the practicalization and implementation of the change project will give them a unique opportunity to connect what they learn in the classroom with real-world situations in their communities. This will force them out of their comfort zones and open up new perspectives for them.

- With just four facilitators in proportion to the high number of students enrolled in the physical programme, there is a need to increase the number of facilitators and teachers to coordinate the classes in the future. This will ensure a more coordinated and effective delivery of the courses for a programme of this magnitude. More so, for such extensive programmes, this also means there should be an increase in the number of staff and budgetary allocation for monitoring, evaluation, research and learning unit to enable a robust efficient process.

- Adapting a physical programme instead of a virtual approach may be more beneficial and effective for the students. Being physically present in a training environment can motivate students to perform their best as the presence of peers and instructors can create a sense of accountability.

Physical training also fosters social bonding, teamwork, and communication skills among students, which are essential life skills taught in the modules.

- The organisation of the career fair was a beneficial pedagogy in aiding the students in identifying and pursuing their desired career paths. By carefully choosing external facilitators with diverse backgrounds and well-known success stories, LEAP Africa can increase the effectiveness of this activity. This may offer a more impactful experience to help students see what they can achieve in the future.

- The project's duration was too short to effectively measure and determine the long-term impact of the intervention on the students. Subsequent programmes will benefit from a more extensive timeline for better activity implementation and evaluation.

ABOUT THE PROGRAMME

To inspire, empower and equip the teenagers between the ages of 13 years to 17years to understand and achieve their full leadership potential.

Inspire teenagers through the concept of transformative leadership and equip them with the tools and skills required for practical, dynamic, and moral leadership.

Expose teenagers to different career pathways and prepare them for the future of work through mentorship and dedicated trainings centered on building successful careers and developing entrepreneurial mindsets.

Educate teenagers to understand leadership and social change through the lens of the UN SDGs and foster a sense of responsibility and civic engagement by carrying out change projects and taking on volunteering opportunities in their communities.

TRAINING COMPONENTS

Leadership and Lifeskills Training

Career Pathway Training

Community site visit/change project

THEORY OF CHANGE

What We Do to Achieve our Goal

- Training on leadership and other relevant life skills
- Career pathway training
- Change project implementation

What We Assume Will Happen

- Participants will learn about leadership and other core life skills
- Participants find career pathway trainings useful to their futuristic goals
- Participants will learn about the SDGs and implement change projects in their communities

What We Expect to Happen

- Students have a renewed perspective on the fundamental concept of leadership and utilize the knowledge and skills they have acquired to the fullest extent possible
- Participants make informed and thoughtful career choices that positively benefit their future
- Participants have an increased knowledge of the SDGs and become value based citizens that address social challenges in their communities and beyond

The Intended Goal

- To inspire, empower, and equip teenagers with the leadership, life, and employability skills required for personal and community transformation as they prepare to be the next generation of young African leaders

METHODOLOGY

For the evaluation of this programme, a mixed technique of evaluation was used. To further attain a high level of reliability and validity, this method was used to lessen the impact of bias.

DATA COLLECTION

The data collection process was guided by the MERL Plan developed for the project.
Both quantitative and qualitative data was collected at different times during the course of the programme. While the quantitative data aimed to assess the changes in technical knowledge before and after the programme, the qualitative data provided explanations and insights to further triangulate the results from the quantitative data.

Baseline and Exit Surveys: A survey questionnaire with both open-ended and closed-ended questions was given to participants at baseline and endline to collect quantitative data. These surveys were administered in a bid to show evidence of progress in terms of perception as well as mindset and knowledge shift.

Unfortunately, we were unable to collect endline data from the virtual participants (JSS3 students) due to their unresponsiveness to complete the endline assessments, thus rendering the evaluation of that aspect of the programme invalid. However, we were able to collect data from the students who engaged in physical programme, comprising of JSS1, JSS2, SS1 and SS2 students.

b. Observation: Throughout the course of the physical programme, a member of the LEAP Africa MERL's unit was on site to observe the learning process. It was a non-participant type of observation to systematically determine the quality of participants' learning experience, the pedagogy adopted, as well as the learning environment.

c. FGD/Interviews: These instruments were used to gain a deeper comprehension of the participants' experiences. The focus group discussion and informal interviews were carried out on students from the different classes to ensure a holistic capture of these experiences.

Survey Respondents	
Baseline	189
Endline	134

LIMITATIONS

The following challenges were encountered during data collection and evaluation:

- The JSS3 students who took courses on the LMS and some virtual classes through zoom, did not participate in the endline exercise and were unresponsive in filling out the endline surveys or conducting interviews. As a result, the participants within this group were left out of the evaluation exercise due to lack of comparison data to triangulate the findings at baseline.
- Interviews and Focus group discussions were not possible with the teachers and principal due to the time constraints.
- Short evaluation timeframe which may prevent the assessment of long-term impact brought on by the programme over an extended period of time.

A JSS participant in class

KEY FINDINGS

The results are classified according to the objectives and are measured by the assessment of the set indicators. Furthermore, because the project's outcomes and impact are mostly conveyed in knowledge change and change in perception, the results are primarily expressed in quantitative records, while using qualitative data (testimonials) to explain the results.

OBJECTIVE 1: Enabling Self-Actualization Through Leadership and Life Skills Training

Indicator 1: Knowledge difference and percentage increase in awareness of leadership and other life skills

A total of 5 modules (for the virtual participants) and 11 modules (for the physical participants) were taught to the teenagers during the programme. This curriculum was developed on the premise that in order for young people to become leaders, they must attain other fundamental skills to enable them actualise their potential as leaders. As such, the modules that were taught include; Self identity and self confidence, values and ethics, visioning and goal setting, visioning and goal setting, crafting your personal mission statement, time management, communication skills, team work, the art and act of leadership, leadership for change, choosing a career path and commencing your change project.

As stated earlier, even though it was not feasible to evaluate the knowledge changes in the virtual participants, we were able to assess their completion rate of the courses on the LMS where a good number of them completed the courses (*See fig 2*)

To further assess this indicator, the physical participants were asked to share which of the sessions they enjoyed and learnt more as well as the ones they did not enjoy. Interestingly, many of the students agreed during the focus group discussions that the module on teamwork was the most impactful for them. They revealed that the combination of games and other activities really helped to improve their understanding of the importance of working together with others to achieve a goal.

A student leading his fellow classmate during the trust walk exercise
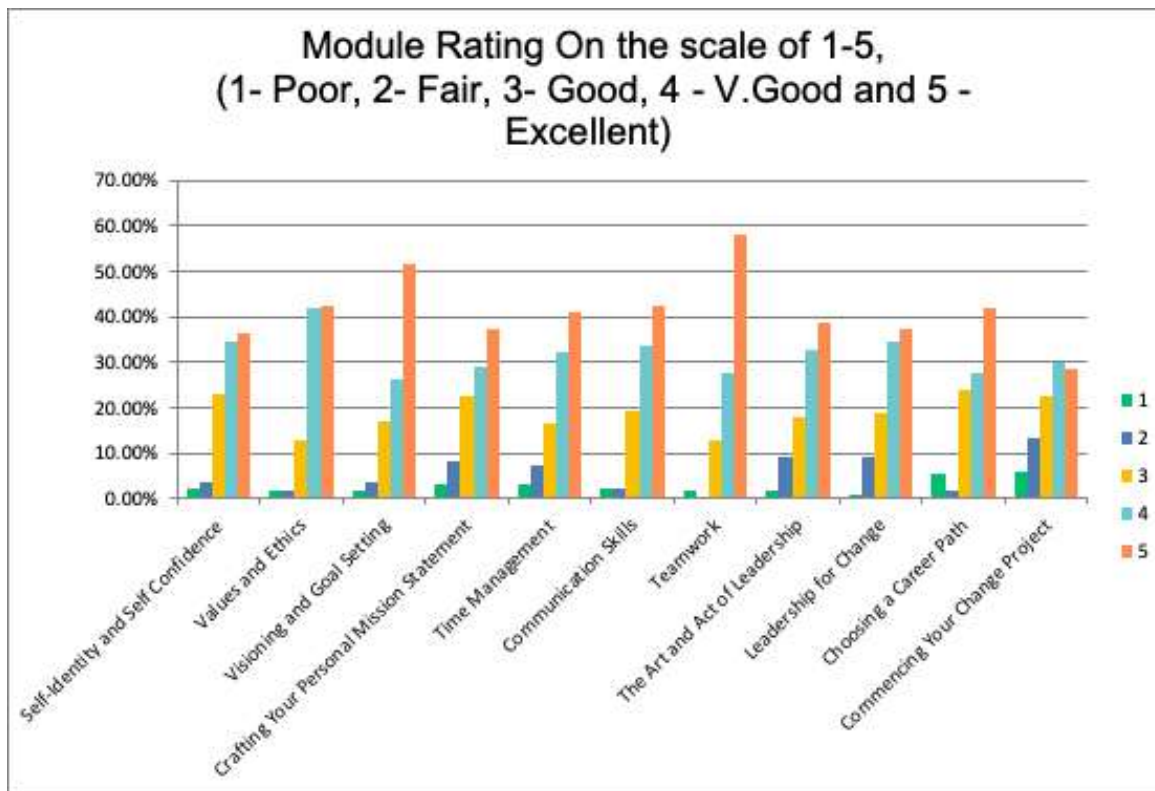
Fig 1: Module rating by participants

Course	Number of students who completed the course
Values and Ethics	27
Self Identity and Self Confidence	28
Self Leadership	23
The Act and Art of Leadership	21
Visioning and Goal Setting	23

Fig 2: Course completion rate by virtual participants

We find consistency in this regard as this is reflected in the analysed data from the survey that the teamwork module accrued the highest score amongst other modules where 58.2% of the students rated the teamwork module as excellent.

However, it is also seen from the chart that the module on change project was the least favourable. More insights will be provided on this aspect in Objective 3.

During discussions with the students, a fascinating insight emerged. It became apparent that, prior to their participation in the program, many of them had not taken the time for a deep introspection into their own values. While they possessed a general understanding of societal moral standards differentiating right from wrong, their personal values had largely gone unexplored.

Among the myriad values that surfaced in these discussions, three stood out as particularly recurrent: honesty, faith, and loyalty. These values seemed to resonate profoundly with the students.

The programme played a pivotal role in fostering this internal reflection process. It spurred them to question not only what they deemed important but also why. This transformative journey not only reinforced their existing values but also introduced them to new dimensions of virtue that they aspired to incorporate into their lives.

In essence, the program acted as a voyage of self-discovery, unearthing latent values, and breathing life into them. It underscored the fact that authentic leadership emanates from a deep-seated understanding of one's values and a willingness to uphold them, even in the face of challenges.

As these students step into their roles as future leaders and catalysts for change, they do so with a newfound clarity about their values – a clarity that will undoubtedly guide their actions and decisions as they navigate the complex landscape of their aspirations.

" I HAVE LEARNT THAT YOU DON'T ALWAYS HAVE TO TELL A LIE AND YOU ALWAYS HAVE TO BE HONEST WITH ANYTHING YOU SAY. THE TRUTH MIGHT BE BITTER, BUT YOU JUST HAVE TO ACCEPT THE FACT THAT IT'S NEVER GOING TO CHANGE ANYTHING IF YOU LIE"

A student winning a prize for upholding the honesty value

STATISTICS ON KNOWLEDGE AND PERCEPTION CHANGE

On a broader scale, there was a general observation that there was an increase in knowledge in all the modules cascaded which was achieved by comparison between the baseline and the endline survey.
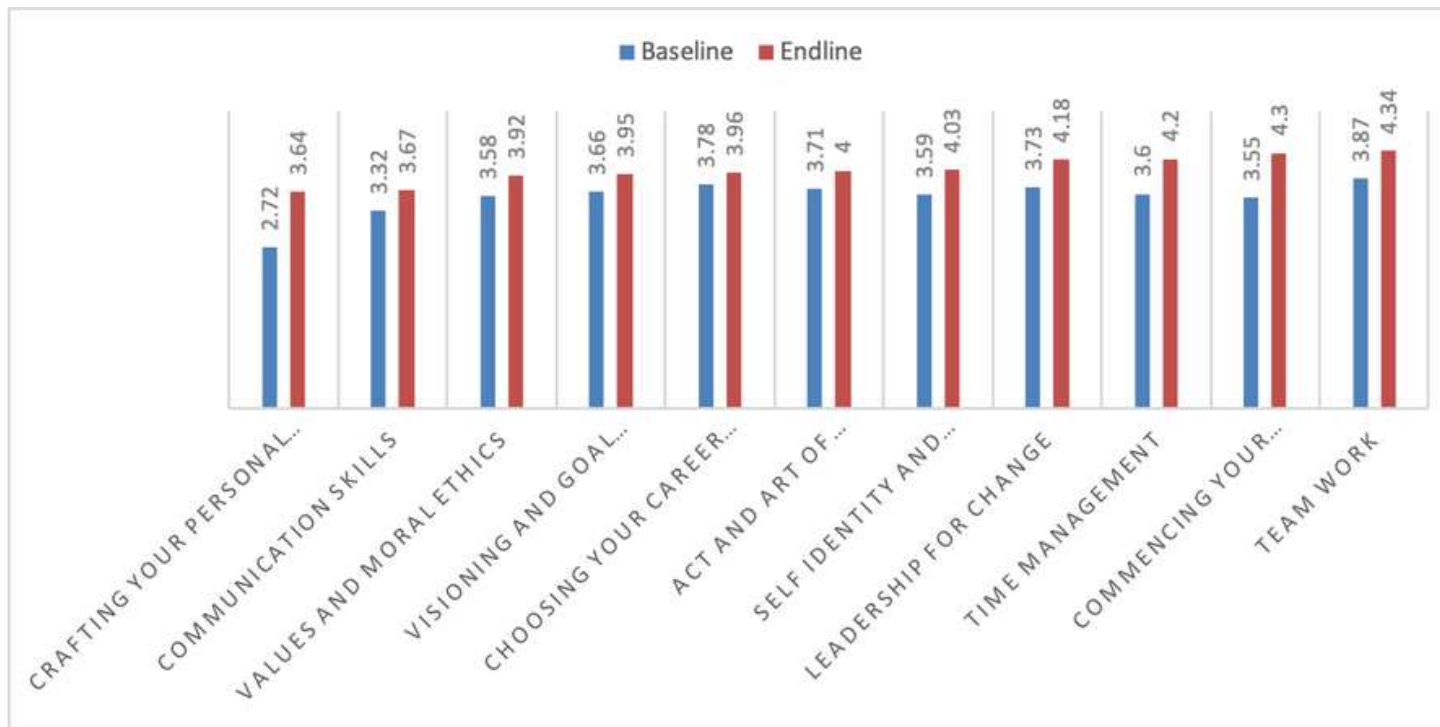

Fig 3: Knowledge at baseline and endline

Students working together to construct a tower during the marshmallow task

Objective 2: Fostering pathways to success through career development training and mentorship

Indicator- Improved clarity of on career choices due to career pathway training

The students were taught on choosing a career in the classroom and were further given more insights through the career pathway day training. The purpose of the career pathway day was to give students useful information, address their concerns, and shed more light on the importance of effective leadership in their career path. It was believed that this session would enable the students to make well-informed judgements about their career options.

At baseline, about 42% of the students shared that they did not know or were unsure about what they wanted to become when they graduate after school. However, at endline, this was drastically reduced to 29% despite the fact that there was a lower number of respondents at endline. On all fronts, this indicates a great improvement and mindset shift regarding their career choices. The data suggests that the career pathway training and module assisted these teenagers in making wise educational decisions and preparing themselves for the world of work and life after school. This,it did by helping them understand their skills, interests, and career options.

"I WANT TO BECOME AN ACTRESS IN THE FUTURE. I NEVER KNEW WHAT I WAS GOING TO BECOME BEFORE BUT AFTER THE LEADERSHIP TRAINING WE'VE HAD, I'VE WRITTEN SOMETHINGS AND I NOW KNOW I WANT TO BECOME AN ACTRESS "

Objective 3: Cultivating leaders for sustainable change and connecting SDGs to community action

Indicator: Number of participants who successfully complete their change project

A significant part of the curriculum is the community change project, wherein students are tasked with determining the problems and challenges that exist in their communities and are then expected to develop solutions.

The purpose of this is to provide students a chance to apply the knowledge they had learned in class, to develop and carry out initiatives that would address pressing issues in their local communities. More so, it provided an opportunity to learn about the sustainable development goals and link it to the problems they want to solve.

However, we find that this aspect of the programme was not quite successful as expected because the community change projects were not implemented in the school or in the community. This was reflected in the data analyzed which showed the lowest percentage in the module rating of the students *(See fig 1)*. This may likely be attributed to the impracticality of the change projects which may have solidified the learnings on change project for the students.

Nevertheless, the students were taught about change projects in the classroom. As seen in Fig. 3, there was increased knowledge on commencing a change project following the cascade of the module. They were also given the opportunity to identify the issues around them and how they could positively impact and solve those problems.

Some of the problems they shared were poor quality of water, lack of electricity, climate change. While the projects were not implemented, they were able to demonstrate their ability to utilise leadership tools to achieve their goal by speaking on how they were going to solve the problems they identified in the school.

"I LEARNED THAT THERE'S ALWAYS SOMETHING IN YOU THAT YOU CAN ALWAYS SHARE WITH THE WORLD"

A student creating her vision board
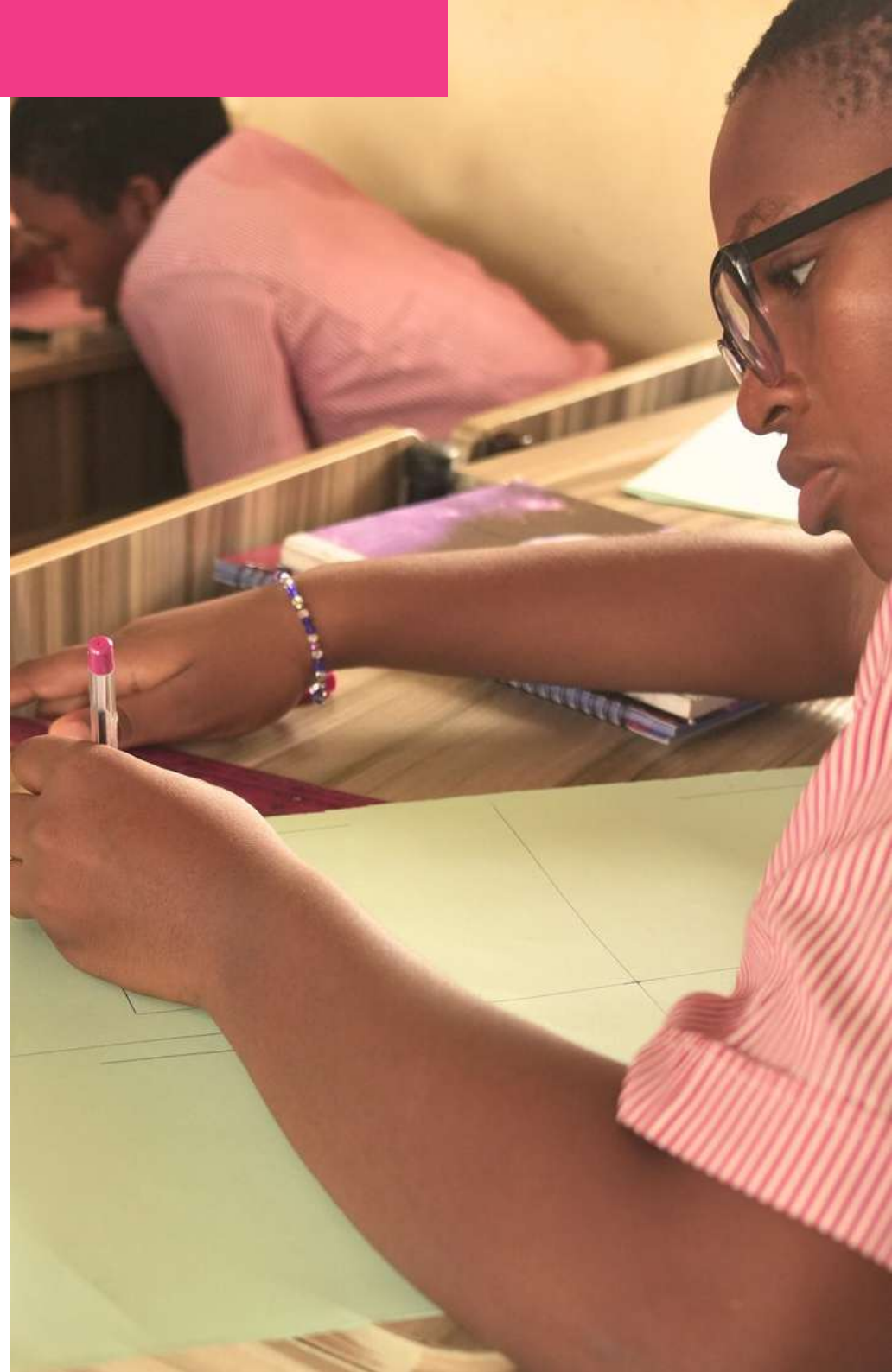
LEARNING CONSIDERATIONS

The learning considerations for the programme include;

- Usefulness of the programme: Evidence suggests that implementation of the project activities culminated in useful outcomes for the students in varying degrees according to the set indicators. The curriculum resulted in a mindset shift in transformative leadership and other essential qualities taught in the programme, which can be observed in the increase in knowledge and perception at baseline and endline. Regardless of their gender or background, students demonstrated that they were on a journey of self-reflection and thought about themselves differently.

- Innovative Pedagogy: The infusion of games and practical activities in the classroom as well as outside the classroom was an innovative approach to learning. It was discovered to be impactful in the learning experience of the students and was confirmed by 55% of the participants. Asides the use of the manuals, this facilitation method was helpful in stimulating the students to reflect and identify key lessons from each exercise, buttressing what they were taught in the classroom.

- Effective facilitators: Feedback from the students through interviews and discussions confirmed that the facilitators were indeed approachable and effective in facilitating the classes. This was further supported by the fact that in the endline survey, 94% of the students gave the facilitators a rating between a 4 and a 5.

- Physical versus Virtual classes: Evidently, the physical programme taken by the JSS1, JSS2, SS1 and SS2 students involved a more robust curriculum and afforded the opportunity for proper monitoring of the programme in comparison to the virtual programme.

Students and facilitators during the outdoor trust walk exercise

RECOMMENDATIONS

The recommendations for futuristic programmes include;

- The evaluation uncovered the need to use videos and slides to improve the facilitation of the modules. Specifically, the students acknowledged that the show of educative videos and slides during the classroom lessons would have provided a more vivid explanation of the modules.

- It is crucial that change projects, whether inside or outside the school, are carried out. Although the students received theoretical lessons on change projects and sustainable development goals, the practicalization and implementation of the change project will give them a unique opportunity to connect what they learn in the classroom with real-world situations in their communities. This will force them out of their comfort zones and open up new perspectives for them.

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EVALUATION TEAM

Evi Michael is a Monitoring, Evaluation, Research and Learning (MERL) professional and currently works at LEAP Africa. Armed with progressive years of experience, Evi has consistently excelled in designing and implementing comprehensive M&E frameworks that foster accountability, learning, and evidence-based decision-making. Adept at crafting tailored strategies, she optimizes interventions by translating complex data into actionable recommendations.
She has successfully conducted evaluations and research across a spectrum of sectors, including education, entrepreneurship and community development. 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. Evi maintains a keen interest and proficiency in data analytics and has continually engaged in opportunities to hone this skill on various platforms.
She is currently undergoing her Master's degree programme in Public Health at the University of Lagos, Nigeria.

Rasheed Ajao is the Senior coordinator Monitoring, Evaluation, Research and Learning (MERL) at LEAP Africa. He is highly skilled and keenly interested in leveraging research and data analytics for evaluating social development impacts relating to youth, women, and children. He completed a Masters Degree programme in Statistics at the Nasarawa State University, Keffi and holds a Bachelor's degree in Mathematics from the University of Ilorin, Nigeria. He recently obtained the Certified Scrum Master (CSM) Certification from Scrum Alliance.
Prior to joining LEAP, he led the Research, Monitoring, and Evaluation Team at FIDA Nigeria where he championed the adoption and value realization of the project and organizational related strategies by carrying out As-Is to To-be assessments, developing clear change management frameworks, harvesting outcomes, communicating findings and data-driven stories of change while driving awareness and support to all stakeholders. He also previously worked as a Data and Analytics consultant that focused on helping organizations build sustainable business solutions to mitigate risks, optimize growth and increase revenue with the Data and Analytics Unit at KPMG and other organizations.

Agabo Terhemen 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 Coordinator 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 4 years' experience in data analytics , impact evaluation, and action research. She has a masters degree from covenant university where she majored in International relations. As a Monitoring, Evaluation, Research and Learning (M.E.R.L) Cordinator , she supervises the implementation of data collection, analysis and evaluation of programmes andresearch projects. She is very enthusiastic about youth development and gender issues as it relates towomen and young people

Adefunke Adeyeye is a highly motivated, dedicated and detail-oriented professional currently pursuing a career in the field of MERL. She possesses a strong academic background and is proficienct in interpreting and examining data to drive growth for organizations. She also has a passion for social development.
She holds a Bachelor of Science degree in Nutrition and Dietetics from the Federal University of Agriculture, Abeokuta and Data Analysis training certification from Kedrus Academy, Nigeria. These experiences have honed her ability to work with diverse stakeholders and adapt to changing project requirements. She has a keen eye for detail and a strong analytical mind which enables her to identify patterns, trends and gaps in data that ultimately contribute to evidence-based decision making.