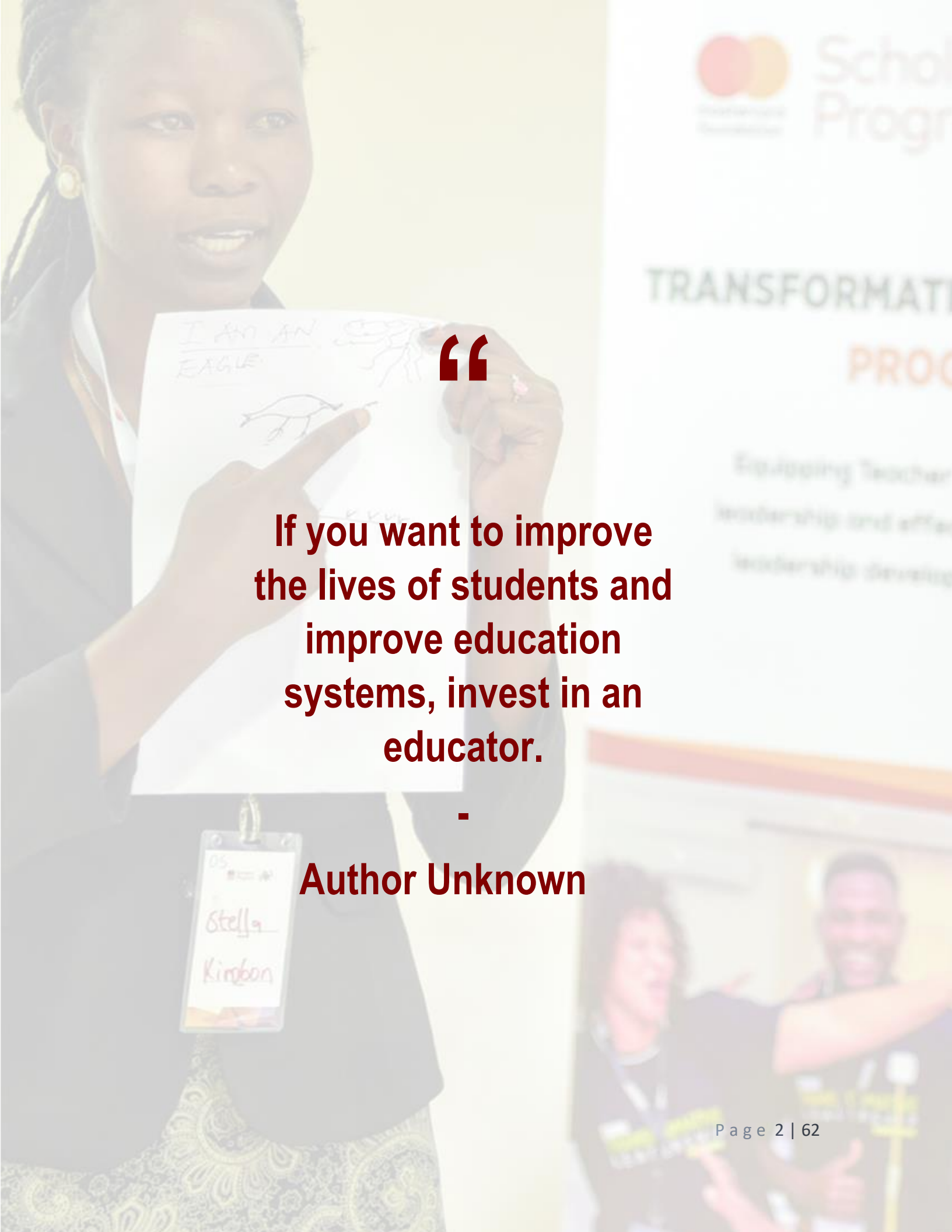# Transformative Leadership Program

Evaluation Report 2022

> **If you want to improve the lives of students and improve education systems, invest in an educator.**
>
> **-**
>
> **Author Unknown**

Contents

Acknowledgement

The Transformative Leadership Program (TLP) is one that will remain with us for a long time. LEAP Africa has run and currently runs programs across the continent, but the TLP stands out because of the diversity of constituents involved, and the unique contexts characterizing each country that benefited from the program. Our team had the rare privilege of meeting incredible teacher mentors and scholars who were doing so much with limited resources. It was a refreshing experience interacting with people who reinforced our hope for the growth and development of the continent - ***one scholar and teacher mentor at a time***. The learning points have been invaluable to our work and team and will continue to strengthen our resolve to raise transformative leaders through similar interventions in the coming months.

The major achievements and milestones highlighted in this report could not have been possible without the support of our secondary partners FAWE, CAMFED, EGF, and BRAC. The board and management of LEAP Africa are immensely grateful for the unequivocal support rendered throughout the lifecycle of the program. Despite the disruptive nature of the global COVID19 pandemic, the project team – both past and present made all efforts to ensure the continuity and realization of the project outcomes. The show of resilience and grit is unmatched, and we are profoundly grateful to have you.

This program would not have been possible without the support of the resourceful board members who have committed time, and resources to ensure the successful completion and close-out. We are grateful.

We are hopeful that the findings in this report will be useful for policy dialogues and scaling similar interventions for teachers across the continent taking into consideration the unique contexts and peculiarities. Therefore, we invite every reader to absorb and share the value obtained from the information contained in this report with potential or actual change agents.

Osarume Akenzua | Obamwonyi Hope Imuetinyan
Programs Manager | MERL Manager, LEAP Africa

Figure 1:Teachers participating in an activity during the Training of Trainers (ToT) in Kenya

Abbreviations and Meanings

- BRAC – Bangladesh Rural Advancement Committee
- CAMFED – Campaign for Female Education
- FAWE - Forum for African Women Educationalists
- LEAP Africa – Leadership Effectiveness Accountability Professionalism Africa
- LMS – Learning Management System
- MCF – Mastercard Foundation
- Primary Constituents – People who directly benefited from the intervention
- Scholars – Secondary School Students
- Secondary Constituents – People who indirectly benefited from the intervention
- TM – Teacher Mentors
- TLP – Transformative Leadership Program
- ToT – Training of Trainers

Figure 3: Teacher Mentors from Malawi captured during the curriculum support visit.

Executive Summary

In the last 3-4 years, LEAP Africa in partnership with the Mastercard Foundation have supported and strengthened the capacity of teachers in 5 African countries through the Transformative Leadership Program (TLP). The project supported and strengthened the capacity of teachers with requisite skills, knowledge, and tools to enhance their practice and model transformative leadership to their students. The premise under consideration is the idea that teachers are key influencers and enablers of young people. The project collaborated closely with secondary partners in participating countries to ensure its successful implementation.

The evaluation methodology for this project is outcome mapping where key objectives and outcomes were achieved through the interaction of the different components. A casestudy approach was used to understand the most meaningful change that has occurred in the lives of teacher mentors and scholars. Qualitative and quantitative data was used to triangulate and nuance any bias that is likely to occur.

More than 860 teachers and 16,329 scholars directly benefited from the Transformative Leadership Program in the five countries. Over 19,000+ indirect constituents benefited from the give back projects championed by teacher mentors in different communities. Five schools per country were selected to participate in the scholar's evaluation; specifically, 7462 scholars (73% female, 27% male) participated in the baseline survey while only 239 (63% female, 37% male) participated at endline. Factors such as the global COVID19 pandemic, limited access to the schools and graduation contributed to low participation in the evaluation. Conversely, at baseline, 486 teacher mentors (64% female, 36% male) participated while at endline 507 (66% female, 34% male) participated. There is a slight increase in the number of teachers at endline as they were inspired and motivated join the program post-covid19 although they did not attend the initial Training of Trainers (ToT). This increase may have influenced the quantitative data received from the teachers.

Key outcomes

1. **Leadership and pedagogical training can enhance teachers' competencies:** This was evident in the data collected as participating teachers echoed the usefulness of the training. It is interesting to note that some teachers were attending a capacity building workshop for the first time since their recruitment into the profession. This means that more attention should be given to retooling, equipping, and supporting teachers to build professional and practical competence to do their jobs. Interestingly, teachers echoed that professional training and development serves as a source of motivation.

1. **Digital skills and tools are useful in enhancing teachers' competences in the 21st century labor market:** Outcomes from analysis revealed that there is a huge digital divide among participating teachers. This was exacerbated by the global pandemic which forced many schools to adopt online learning. It is important to add that the program provided for the use of no-tech, low tech, and high tech prior to the breakout of the pandemic. Evidence shows that most of the teachers lacked basic digital skills needed to leverage the digital resources provided. Access to smart devices and broadband internet was inadequate in some cases. It may be useful to include basic digital skills in subsequent trainings for teachers to help them leverage available resources optimally.

2. **Give back project was useful for contributing to community development:** Over 31, 000 people in different communities benefited from 105 community projects championed by teacher mentors. These projects include initiatives in health, sensitization and awareness, financial assistance, tree

planting as well as other innovations aimed at social good and alleviating the plight of the community members.

3. **Local partnership and collaboration are useful for successful implementation of interventions:** The partnership with secondary partners in all the countries made implementation easier as the relationship was leveraged to organize, reach, and work with teacher mentors. These partnerships also proved useful during the pandemic as LEAP Africa was able to maintain constant contact with teachers and scholars through the help of secondary partners. Although nuances exist to the level of support provided, however, the usefulness of collaboration and local partnership for implementation cannot be over-emphasized.

4. **Supportive teachers are influential in the lives of students:** This was evident in the interaction with scholars as they echoed how helpful the support from teachers has been in having raised aspirations and better perception of self. In navigating the precarious terrains of adolescent life, a support system and safe space is required.

5. **Intrinsic motivation as the highest motivating factor for teachers**: The evidence suggests that teachers are motivated by intrinsic satisfaction as they reflect on their profession and roles. However, there was evidence of dissatisfaction with renumeration and rewards which are extrinsic in nature. It is interesting to add that the awards and dinner component of the program had intrinsic value for teachers as they affirmed that they felt seen and heard for the first time.

6. **Language and communication gaps:** In Ethiopia, there was an assumption that the general language is Amharic, hence all material and toolkits were translated to the language. However, in the south of Addis, scholars confirmed that they were unable to interact with the materials as they did not understand the language. They opted for a more generally spoken language in the south of Ethiopia – Oromo.

7. **Awards recognition are useful motivation for teachers:** The award ceremony recorded over 100% attendance in all the countries as they reiterated that they were hardly recognized for their efforts and contribution in building young people. They expressed genuine satisfaction of the events which put them at center stage and the focus of celebration.

8. **Gender Inclusion and equality:** There is evidence that female participants and secondary constituents benefited and were prioritized. A ratio of 2:1 female to male teacher participation was recorded on the TLP. Interestingly, the giveback projects championed by TMs also had more than 60% female community members who benefited. This is an indicator that the program offered an inclusive platform to teachers to harness their agencies without social and gender barriers.

The entire project spotlights the need for leadership training for teachers to improve professional and personal competence a way that translates to positive influence on their students. In understanding the learning questions for this project, three (3) action research were conducted using the same cohorts of teachers as participants. Although not all teachers participated in the research, the findings may be useful for making general statements on teacher motivation, the use of Virtual Communities of Practice (VCoP) as well as the need for scaling teacher training to improve secondary education in Africa.

Key Recommendations

- **Expansion Of Curriculum to Include Basic Digital Skills:**

There is a need to expand the existing curriculum to include digital skills which has become more relevant post COVID19. Teachers require these skills to perform their roles especially as schools are increasingly incorporating technology to learning tools. Digital skills such as use of Microsoft office suite, using an email, navigating an e-Learning platform as well as how to access credible resources on the world wide web.

- **Introducing The Online Learning System in The Preliminary Stages of The Program:**

To ensure that teachers had adequate knowledge to navigate the online learning platform, it could have been introduced during the Training of Trainers (ToT) workshops. This means that subsequent programming efforts can target these trainings to introduce and work through these platforms with the target groups. There is an increased chance of usage and completion of the courses if the teachers were able to navigate the platforms without any challenges.

- **Intentional Approach to Language Translation services:**

Programming efforts targeted at countries with different languages may pose a barrier if adequate communication strategy is not in place. It may be useful to understand the various context and language used to ensure that same communications are passed across. This means that program design should incorporate language context from the inception and not as a contingency plan. Also, it must seek out ways to avoid generalizations that does not address contextual needs.

- **Rethinking The Student Manuals and Training Kits:**

The manuals were useful with relatable content across board. The most interesting part for the scholars were the stories and case studies used to illustrate and buttress the lessons in the modules. Scholars in Ethiopia have echoed the need to divide the student manual into 2 – a workbook and a storybook. The workbook will have exercises and questions while the storybook will remain true to its time, a compilation

of inspirational stories relevant to the training curriculum. It may be useful to consider this in subsequent student training as this has the potential to positively influence the outcomes for students.

- **Advocating For Continuous Professional Development (CPD) for Teachers:**

More than ever, outcomes from the program suggest that teachers across the countries need trainings after their recruitment to hone their skills and perform optimally. It might be useful to target advocacy agenda towards incorporating more professional development opportunities in form of trainings and workshops at various stages for teachers. These trainings have the capacity to not only enhance teachers' competencies but makes them better influencers in the lives of their students. This advocacy may include clear cut policy action in form of dialogues, review, or total revamp in favor of teachers' wellbeing and development.

- **Making The Teaching Profession Attractive:**

The teaching profession is a last resort to people who have no other career option at the time. This means that motivation on the job is low as there are barely external incentives that make the teaching profession attractive. There is therefore a need to not only offer incentives for existing teachers to remain on the job, but to make it an attractive career prospects for the coming generation. Teachers are very influential in the development of a child; hence their roles must be amplified and given spotlight attention that it deserves. Multi-sectoral stakeholders in youth development must leverage their resources/expertise to create this awareness and if possible, contribute by providing external motivation where applicable. Although the government has a leading role to play, other partners are key to the successful implementation of revamping the teaching profession.

- **Pursuing Ownership as A New Approach to Partnership and Collaboration:**

The design of the project brought together existing partners of the Mastercard Foundation as secondary partners for the successful implementation of the TLP. It might be useful for subsequent partnerships to evolve organically as this will become a basis for which cooperation is formed. This means that partners forming a consortium should willingly enter partnerships to implement projects instead of joining a project by virtue of their association to a funding partner. This will improve ease of interaction, set expectations straight as well as ensure that all parties involve have ownership of the project.

Project Outcomes

Through the Mastercard funded 3-year Transformative Leadership Program in partnership with LEAP Africa, the capacity of teacher mentors across five countries has been built to strengthen their professional journeys and model transformative leadership to scholars within their constituents. The program has raised the aspirations of teachers who have renewed motivation to contribute meaningfully to youth development in Africa as they fulfill their roles as youth enablers. Through meaningful engagements, they are equipped to become worthy models of transformative leadership in their communities.

Reach

860
Teachers participated in the program

16,326
Scholars reached through the program

Skills and Competence

Teacher Competence
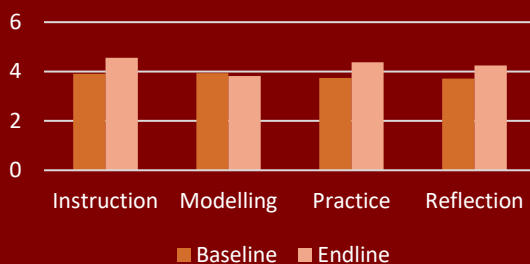
The aggregate competence scores at baseline and endline revealed no meaningful change. This can be attributed to the increase in teachers who participated at endline but did not attend the Training of Trainers (ToT) or take part in the baseline. Conversely, there are **significant changes** in the competences at country level and individual analysis.

Testimonials

"Initially I had no interest in leadership... but after LEAP Africa I have picked interest in leadership and applied for the post of a school head" - Nakaweesi Zahara, Kenya

"The TLP personally has impacted me by forcing me to go back to school, I will be graduating soon as an M&E Specialist at postgraduate level. This has helped me to make better judgement, recommendations and set key performance indicators in every activity. It has also earned me more recognition and promotion at work in different areas" – Ssemanda Deusdedit, Uganda

Community Development

105
Giveback projects completed across the countries.

31,952+
Community members benefited from the give back projects

Figure 4: LEAP Staff with scholars and TMs from Ghana National College, Cape Coast.

Introduction

In the last two decades, narratives around Africa's educational development have focused on strengthening the quality of teaching at secondary school levels. The Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs) have continued to mainstream the need to increase the supply of qualified teachers and have beckoned on the international community to support teacher trainings in developing countries.[1]

In Africa, teachers require a minimum of a secondary school qualification, including sound knowledge of the subjects, knowledge of pedagogy, and basic research competence to be employed. However, in low-income countries, there is a paucity of teachers with upper secondary school qualification. This is to remain an imminent challenge as reports show that African secondary schools will need to recruit about eleven million teachers by 2030.[2] In an attempt to fill this gap, African countries are reported to have lowered recruiting standards, by employing teachers who still require fundamental skills and training.[3,4]

Furthermore, mainstream evidence shows that despite the increase in basic school enrolment - following the implementation of initiatives that emphasize education for all – improving learning outcomes for students have remained elusive. A scan of the literature broadly identifies teachers' working conditions and trainings as inadequate which impacts on their motivation and classroom practice, respectively.[5]

Past improvements have struggled to redefine the focus of teacher trainings towards school-based frameworks to expand its application. However, existing studies suggest the need for an approach that will enhance the professional agency of teachers. This is geared towards enabling exceptional learning outcomes for students. It must be noted that the potential of transformative leadership and life skills training and how it shapes teacher quality, has received scant attention.

[1] UIS fact Sheet
[2] Ibid 1
[3] Audrey-Marie, M.S. and DeStefano, J., 2008. Expanding secondary education for Sub-Saharan Africa: Where are teachers.

[4] Lauwerier, T. and Akkari, A., 2015. Teachers and the Quality of Basic Education in Sub-Saharan Africa. *Education Research and Foresight: Working Papers Series*, (11).
[5] Nordstrum, L.E. (2015). Effective teaching and educational policy in Sub-Saharan Africa: A conceptual study of effective teaching and review of educational policies in 11 Sub-Saharan African countries. Prepared for USAID under the EdData II project, *Research Triangle Park*, NC: RTI.

While there is continued emphasis on the significant role of research with regards to teachers' quality, there is an overemphasis on quantitative data which undermines the opportunity to fully understand training needs of teachers through classroom-based observations. Less attention has been paid to providing and documenting sound evidence for the effectiveness of alternatives that have been devised and evaluated while also making less use of approaches that enable monitoring of the effects and results of long-term action to improve teaching. Nonetheless, The Mastercard Transformative Leadership Program provides the opportunity to close these gaps by answering the following learning questions:

- In what ways can one effectively define, measure indicators, and promote the process of transformative leadership?
- What common elements enhance teachers' motivation across the five countries?
- What practices foster leadership and role modelling amongst Teacher Mentors?
- How does a community of practice or peer learning platforms enhance teacher competencies?
- How do participating teachers influence others within their school system and contribute to institutional change?

Figure 5: Teacher Mentors from Malawi holding their facilitators guides

About The Program

The overall goal of the Transformative Leadership training is to equip Teacher Mentors (TMs) across five countries (Ghana, Malawi, Ethiopia, Kenya, and Uganda) in the Scholars Program with the knowledge, and skills required to model leadership and effectively facilitate the leadership development of the Scholars. A key outcome is for teachers to be effective role models to scholars in their journey towards self-actualization and social transformation. This suggests a change model where TMs attached to scholars in five African countries, equipped with the knowledge and skills to become transformative leaders and foster leadership among the Scholars within a community that enables engagement for continuous learning and initiatives to provide motivation throughout the process.

The implementation of this project leverages on Mastercard Foundation's partnership with key actors on the Scholars Program including Equity Group Foundation (EGF), FAWE Ethiopia, CAMFED Ghana, CAMFED Malawi and BRAC Uganda. Beyond the implementation of the project, these partnerships provide a unique opportunity to mobilize decentralized and independent actors towards a social vision. In this regard, the project situates its relevance within the framework of the Sustainable Development Goals (SDGs) by enabling access to quality education through the mainstreaming of practices that foster transformative leadership and role modelling.

Similarly, the project is designed to address mindsets, stereotypes and practices that propagate gender inequalities. All of these, in particular ways will enable youth to transition effectively into higher forms of education, employment, or entrepreneurship. The program contributes to four SDGs.

- ✓ GOAL 4: Quality Education
- ✓ GOAL 8: Decent Work and Economic Growth
- ✓ GOAL 10: Reduced Inequality
- ✓ GOAL 17: Partnerships to achieve the Goal

Program Component

Training of Trainers

Equip teachers with the knowledge and skills required to become Transformative Leaders.

Motivation

Provides an opportunity to reward and recognize the TMs for their dedication throughout the program year.

Research and Evaluation

Investigates how transformative leadership skills training, shape teacher orientation and why it is important for youth leadership development in Africa.

Community of Practice

Provide a platform for all TMs to interface with one another on three levels; to share experiences, challenges, and success stories.

Post Training Engagement

Focuses on maximizing the leadership potential of the scholars.

The key expected outcomes of the project are as follows.

- Teacher Mentors (TMs) demonstrate the knowledge and skills of transformative leadership.

- TMs demonstrate the ability to utilize transformative leadership tools to effect positive change in their schools and communities; change project is beneficial to community members.

- TMs join into a community of practice (CoP) where they share experiences and challenges, while also collectively seeking solutions to mutual problems for continuous learning and development.

- Teacher-mentors are enthusiastic about their roles and responsibilities.

- Mainstream the value of transformative leadership skills for teachers amongst government, development partners and other stakeholders.

Evaluation Framework

As a learning organization, our monitoring and evaluation policy mainstreams the imperatives of carefully monitoring and critically evaluating our work to improve performance, strengthen capacity, build relationships, and pool experience to develop innovative programs or scale up existing projects. It also emphasizes continued reflection on how to improve on outputs, outcomes, and impact, while also reporting all these to our clients, partners and donors in formats that meet global standards.

The MERL structure for this program employs both qualitative and quantitative formats. The tools and methods will include, baseline, and exit surveys, feedback forms, midyear reviews and logs for mentoring sessions, buddy meetings, club meetings and change projects. While these will be used to source both measurable and qualitative data, observation, interviews, focus group discussions, document studies and content analysis will be used to draw meaning and sound basis for background information, perception, opinion, and motivation. However, these data will be categorized and quantified for the purpose of data analysis.

Evaluation Objectives

Demonstrating that the TLP produces positive outcomes for teachers is the primary objective of this evaluation report. It attempts to measure the extent to which the set objectives are achieved and explains how these outcomes were realized. The report also teases out key lessons while also identifying gaps that will serve as lessons that will drive decision making.

Evaluation Metrics

The evaluation of this program is based on results-based management and theory of change where activities are linked to the expected outcomes of the project. The goal of this project is to inspire, empower and equip TMs with the knowledge and skills required to become transformative leaders and develop their scholars to become value-based leaders to effect positive change in their community. It is envisaged that the implementation of the project activities will lead to five intermediate outcomes, as well as the overarching goal.

When TMs learn the act and art of transformative leadership; and are supported with the tools to utilize same; within a community that enables engagement for continuous learning; and are frequently motivated, TMs will become transformative leaders who will in turn motivate their scholars to become value-based leaders and change agents. Furthermore, the theory of change also suggests that, where there is documented evidence that this model works, and is disseminated in a way that allows for negotiated policy discourse, this will open the opportunity to mainstream the value of transformative leadership and life skills amongst relevant stakeholders for upscaling and policy uptake.

The Framework Approach

The framework approach adopts a country case study approach using both qualitative and quantitative data that is aptly suited for applied policy research. It provides an excellent tool to assess policies and procedures from the very people that they affect. The Transformative Leadership Program utilizes this framework approach as a way of understanding Teacher Mentors and their influence within and outside the school community. It employs process tracing to enable the tracking of the sequences of events, activities, critical junctures and the contributions of specific actors and Information and Communication

Technology (ICT) that makes the model work. This is useful in undertaking qualitative data analysis systematically and enables the exploration of data in depth while simultaneously maintaining an effective and transparent audit trail, enhancing the rigor of the analytical processes.

The framework is an evaluation tool to measure the impact and effectiveness of the Transformative Leadership Program. It employs both quantitative and qualitative data to assess impact using a scoring methodology to measure outcomes.

This approach will help provide insight and capture the dynamics of the transformation process both for TMs and scholars. The chosen case study approach means that the study will provide detailed understanding of the interrelated variables.

This framework seeks to:

- Advance knowledge around the Mastercard Transformative Leadership Program

- Answer the learning questions from the Transformative Leadership Program

- Explore qualitative and quantitative frameworks in data interpretation and presentation

- Minimize individual bias in data collection, analysis, and interpretation

- Introduce a more systematic approach to monitoring and evaluation activities

- Simplify and interpret data collected to measure impact effectively.

Scoring Methodology

Scoring methodology is used when variables are weighted and measured by assigning scores to them. These scores subsequently form the basis for a conclusion, decision, or instruction. This scoring method is used as a perception-based methodology that employs the rigor of triangulation in its analysis to achieve a high degree of validity and reliability. This methodology assigns scores to the competencies at three levels and a weighted average is obtained with which data is interpreted. Therefore, the task of this methodology is to describe the competency to provide an appropriate weighting system.
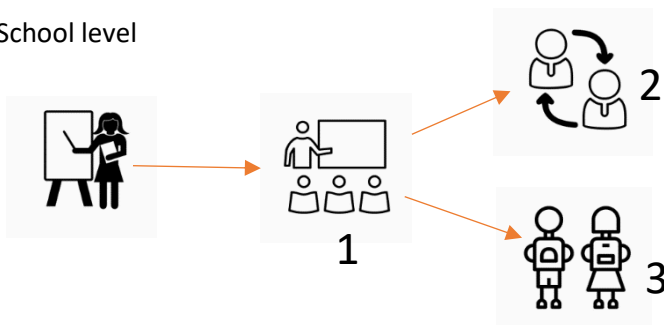
The methodology offers an explanatory answer to the learning question about ways one can effectively define, measure indicators, and promote the process of transformative leadership. Answers is sourced from documented studies (review of literature), project monitoring data, and process tracing.

Scores are assigned to competencies by independent scorers at three levels. These scores are calculated to achieve a weighted average against each competence. The weighted average explains quantitative data collected while other qualitative findings are analyzed side by side to check for consistency and validity across the data sets. The scoring methodology disaggregates findings at various levels: gender, country as well as baseline and end line.

Level of Changes

The framework takes into consideration that change on the program is anticipated at along three impact pathways including:

- Changes in Scholars level
- Changes in Teacher Mentors level
- Changes at School level

1. Change at the **teacher mentor level** (i.e., primary constituents)
2. Change at the **school level** (i.e., impact of the teacher mentor on their fellow teachers, head teachers and the school ecosystem)
3. Change at the **scholar level** (i.e., the impact of the teacher mentor on her students)

Theory of Change

Activities

Current and future Teacher mentors from the Mastercard Foundation Scholars program in five countries (who will be trained directly) participate in a three-year transformative leader which entails five separate elements

Learn: TMs are empowered with the knowledge and skills of becoming transformative leaders

Support: TMs cascade curriculum to scholars and facilitate implementation of change projects with scholars. Scholars in Rwanda also take part in give back project.

Engage: TMs across the five countries are connected via an online platform to interact

Motivate: TMs are celebrated and appreciated for amazing work done

Research: conduct research on how transformative leadership skills training changes teacher orientation and its relevance for youth development in Africa

Assumptions

TMs have sufficient have sufficient motivation to perceive themselves as transformative leaders

TMs and scholars consider the change projects a worthy cause

Scholars reflect on their cascading sessions and begin and begin a journey of self-discovery

TMs see considerable increase in their leadership skills

TMs understand the value of being part of the online platform

TMs are continuously motivated and are not burdened by the extra demands of the project

Research provides useful evidence and is appropriately disseminated to elicit buy-in from stakeholders

Intermediate Outcomes

TMs have changed mindsets about key concepts of transformative leadership and are able to apply the knowledge and skills of the same

TMs and scholars contribute to social change and find the change projects exercise meaningful and rewarding

Scholars have renewed perceptions of themselves and demonstrate improvements in their academic and non-academic outcomes

TMs demonstrate the ability to utilize transformative leadership tools

TMS are knitted into a community of practice where they share experiences, challenges and collectively seek solutions to common problems for continuous learning and development

TMs are enthusiastic about their roles and responsibilities as transformative leaders

The Value of transformative leadership skills for teachers is mainstreamed among governments, development partners and other stakeholders, which may inform policy programming

Goal

Scholars become value-based leaders and have increased capacity to function as change agents

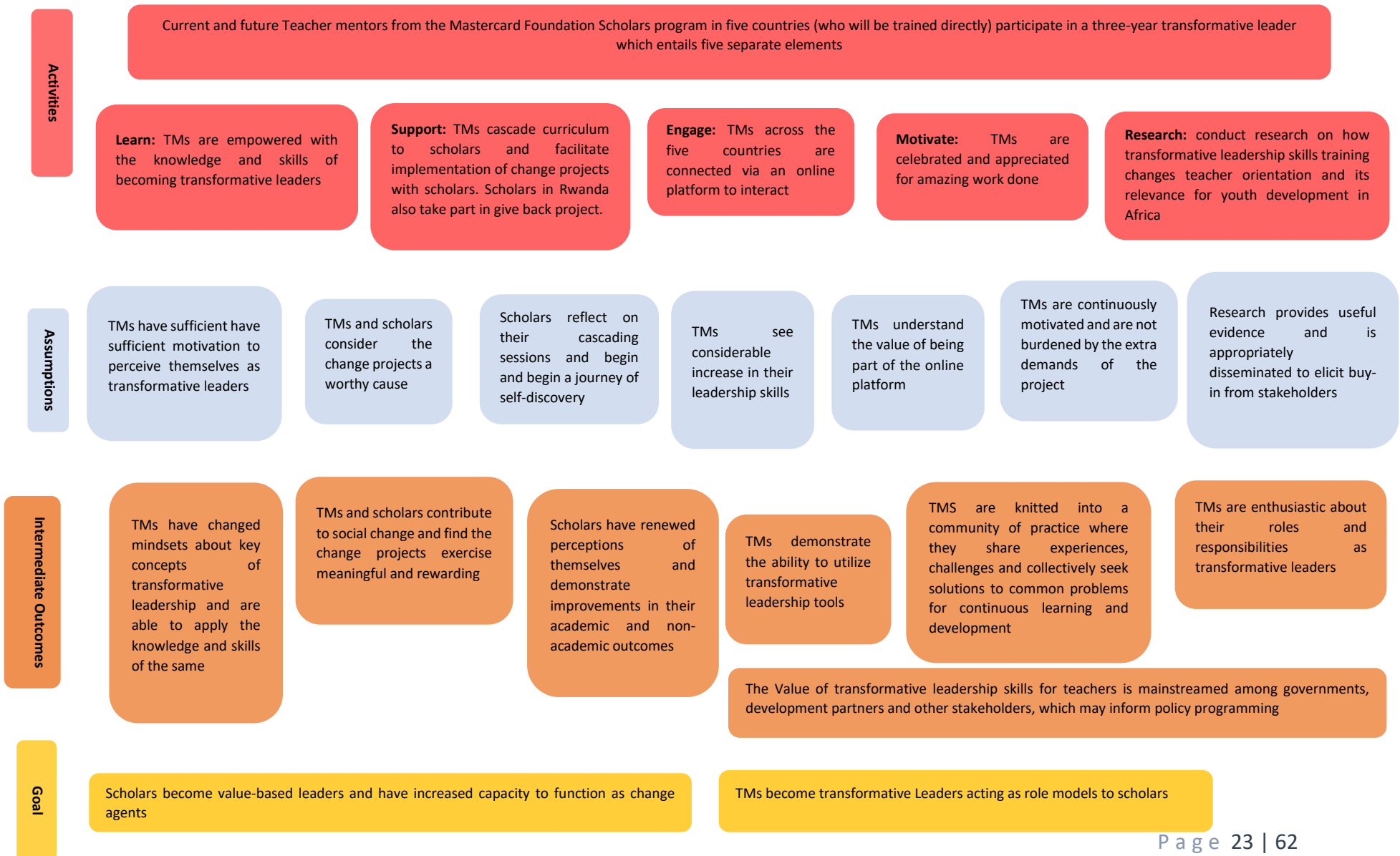TMs become transformative Leaders acting as role models to scholars

Figure 6: Daniel Emenahor, a LEAP Africa facilitator engaging a teacher during the Training of Trainers (ToT) in Ghana

Figure 7: Teacher Mentors during a group discussion at the ToT.

Education Beyond the Brick wall: Navigating the Pandemic

The world has changed forever! The global pandemic which ravaged the world in the wake of 2019, has changed human interaction and what was known as normal. With imposed global lockdowns, and compulsory social distancing policies, individual, government, and corporations had to rethink and rethatch their strategies and models to accommodate the peculiarities of a pandemic ravaged world. Academic institutions were included as they were shut down and subsequently, online classes were organized by some schools to continue learning. Leveraging technology to continue interaction became focal interest. It is interesting to add that the pandemic exacerbated digital divide and amplified the technological gap in Africa.

The Mastercard Transformative Leadership Program was interrupted by the pandemic as schools were forced to shut down. This means there was a disruption of the academic calendar leading schools to employ unorthodox means to fast-track student learning to meet up with the academic demands. The result was a significant reduction in student academic achievements as well as high dropout rates. Teachers resorted to the use of social media platforms to engage students who had access to technological gadgets. Although this was a noble attempt, it excluded students in rural areas without

broadband internet services or access to smart devices. Others used public spaces to meet with available students to foster continuous learning. Teacher Mentors in Ghana and Malawi admitted that use of technological devices was not suitable. Hence, they used public spaces like the market squares to have group/club meetings to ensure that scholars were not idle during the forced lockdown. The overall effect of the pandemic on the program is as follows:

Disruption of the Project Calendar

The biggest change that the program witnessed is the unexpected disruption of the project timeline. At the time of the first lock down, the project was at curriculum delivery phase which necessitated a visit to monitor the exercise. Only Ghana's visit was possible in January 2020, after which the pandemic exacerbated. This means that similar visits could not be replicated in other countries. The curriculum was not completed in all countries which necessitated a flexible arrangement to ensure smooth implementation of the project based on the needs of the country. Specifically, Uganda experienced multiple lockdowns which made it impossible for Teacher Mentors to engage their scholars. To close out, TMs were required to do a community give back project without their scholars in some cases although the initial design favored a team effort from both stakeholders. This experience was useful to critically understand the uniqueness of each country and strengthen flexibility to achieve maximum desired outcomes.

Increased Virtual Engagements

To foster continuous engagements, technology was leveraged to engage secondary partners, Mastercard Foundation partners as well as Teacher Mentors. Although the design of the program made provision for use of no tech as well as low and high tech for TMs, the Virtual Communities of Practices (VCoP) was particularly useful in engaging TMs during the lockdown. The online self-paced learning platform was equally available for use by Teacher Mentors, however, access to broadband internet, technological challenges as well as country peculiarities limited their access to this resource. More than just learning, the VCOP was extremely useful as a tool to discover more about the state and wellbeing of the teachers. It prompted an occasion to connect deeply with them, which also informed decisions on how best to support them.

Re-strategizing the Program Logic

At the beginning of the program, outstanding teachers were to be recognized and sent to schools in other countries on an exchange program. exchange lessons. However, the pandemic restricted individuals from

travelling, causing the initial plans to be unfeasible. So, it was only imperative to redesign the program to ensure that the teachers were motivated as this was the main intention of the exchange program. More so, schools at the time were swiftly adopting the online learning model. Hence, we supported the most outstanding teacher with a laptop and four others with tablets which enhanced their way of teaching. Suffice to say that teachers were able to teach from their homes seamlessly in creative ways. Recognizing the changes, this encouraged our activity to proactively reevaluate the objective of the program while making conscious steps to be informed on the trends at the time.

Introduction of Third-party Data Collection

With the sudden lock down and imposition of social distancing policies, it was expedient to improvise and ensure that set objectives are met. Hence, third part data collection was employed through the use field enumerators and call centers. It was discovered that the use of field enumerators at school resumption to reach the students was successful as about 90% of the surveys was completed. Conversely, the use of call centers was unsuccessful as we had to rely on phone numbers provided by scholars at baseline; most of which either belonged to parents or guardians who was unable to provide helpful information on the scholars. For instance, in Ghana, about 15% success rate was recorded while Uganda recorded less than 5%. On further probe, most of the scholars had either graduated, left the school, or moved to a different region.
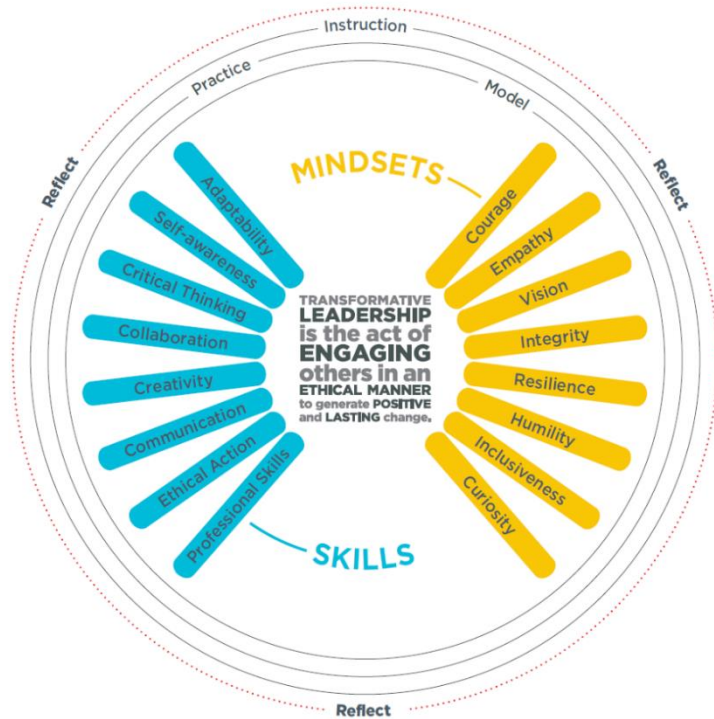
Key Outcomes and Findings

Figure 8: Ethiopian Teacher Mentors participating in a class activity during the ToT

Retooling and Upskilling Teachers for Transformative Leadership

Recent statistics on young people has spotlighted the role of youth enablers in their development. School teachers play a strategic role in influencing the academic and non-academic achievements of students. This is because most in-school children spend a large part of their day in formal schools under the influence of teachers. It is therefore expedient that prioritizing capacity building for teachers becomes a front burner issue as the formative developmental needs of students is dependent on them.

The Transformative Leadership Program is designed to holistically build the capacity of TMs in a way that makes them role models for students who are their major constituents. The focal point of the program is transformative leadership which is the act of engaging others in an ethical manner to generate positive an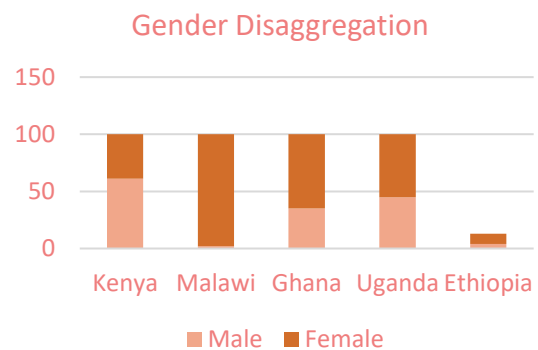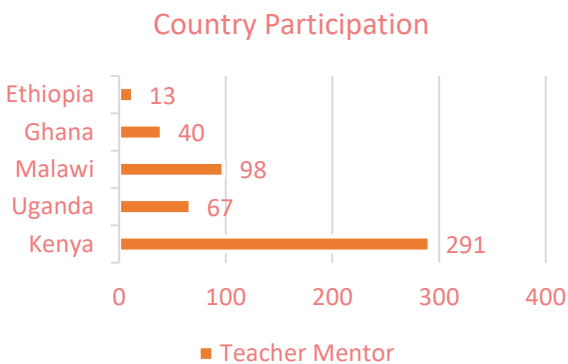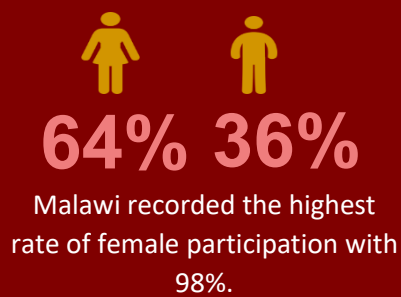d lasting change. In this context the indicator for measuring transformative leadership is described as competencies that are capable of transforming teachers to become effective in their roles while taking deliberate steps to support and nurture same qualities in their students. These competencies are the skills and mindsets which the program is expected to equip and upskill TMs with. The indicator for transformative leadership is as follows:

- **Modelling** - Ability to transfer desirable skills to students through observation and imitation.
- **Instruction** - Ability to impact learning to scholars using creative pedagogies.
- **Practice** - Actual application or use of an idea or method professionally for the purpose of improvement or proficiency
- **Reflection** - Ability to think of themselves as transformative leaders and their relationship

Insights From Training of Trainers

The ToT held in all five countries where the project was situated. The approach to learning was centered around experiential and project-based learning that allowed TMs utilize their agencies while having raised aspiration and a keen awareness of their strengths and weaknesses. This exercise proved particularly useful as TMs attested to the usefulness of the training modules in helping them build the competencies. More than **50%** of the Teacher Mentors admitted that they are better equipped to be role models and mentors to the Scholars.

763
TMs Trained across 5 Countries for the program

64% **36%**
Malawi recorded the highest rate of female participation with 98%.

3
Days Training

12
Modules

Country Participation

Country	Teacher Mentor
Ethiopia	13
Ghana	40
Malawi	98
Uganda	67
Kenya	291

Gender Disaggregation

Kenya, Malawi, Ghana, Uganda, Ethiopia

■ Male ■ Female

Creative Teaching Methods
was rated the most impactful module across the countries

73%
Teacher Mentors rated the training as excellent

Understanding The Competence Scores

Quantitative surveys deployed at the beginning end of the survey presents evidence for understanding changes in skills and competence. The scoring methodology uses a 5-pointer rubric where five is the highest and one is the lowest. Data is disaggregated by country to determine trends as well as differences.

	Ghana		Uganda		Malawi		Kenya		Ethiopia	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
Instruction	3.9	4.6	3.9	4.3	4.3	4.5	4.3	4.4	NA	4.6
Modelling	3.9	3.8	4.2	3.9	4.6	3.7	4.5	2.2	NA	3.2
Practice	3.7	4.4	3.9	4.2	3.7	4.1	4.3	4.3	NA	4.4
Reflection	3.7	4.2	3.9	4.1	4.3	4.1	4.5	4.2	NA	4.1
	3.8	**4.3**	**4.0**	**4.1**	**4.2**	**4.1**	**4.4**	**3.8**	**NA**	**4.1**

The aggregate competence scores at baseline and endline is 4.1 and 4.1, respectively. At baseline, data was collected from four countries excluding Ethiopia while at endline data was collected from all five countries. The data revealed that there is no meaningful change in the competence scores at baseline and endline. Conversely, there are significant changes in the competences at country and individual analysis.

Teacher Mentors Aggregate Competence Scores
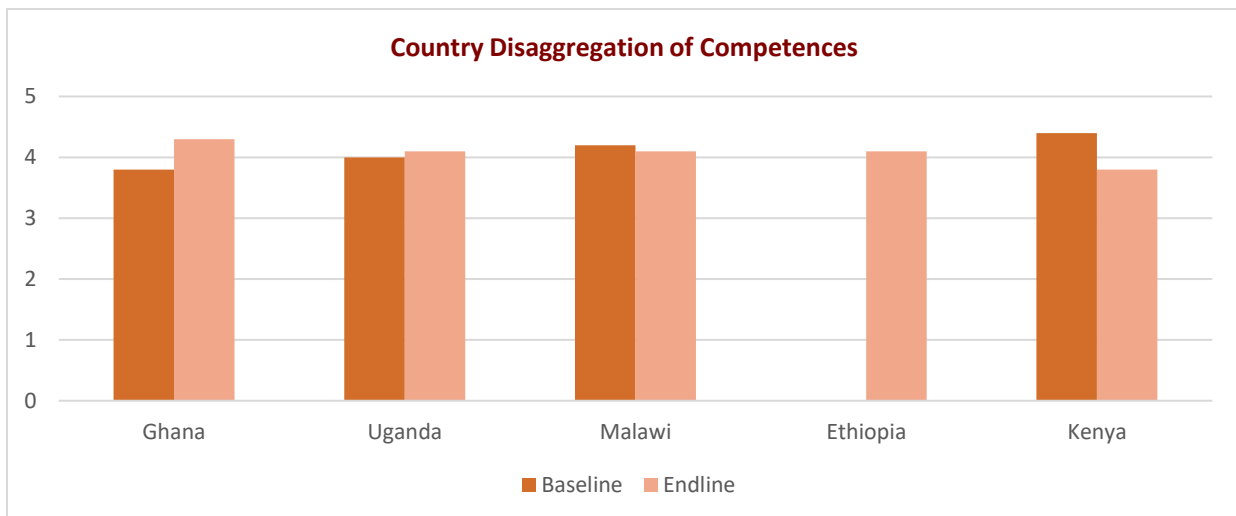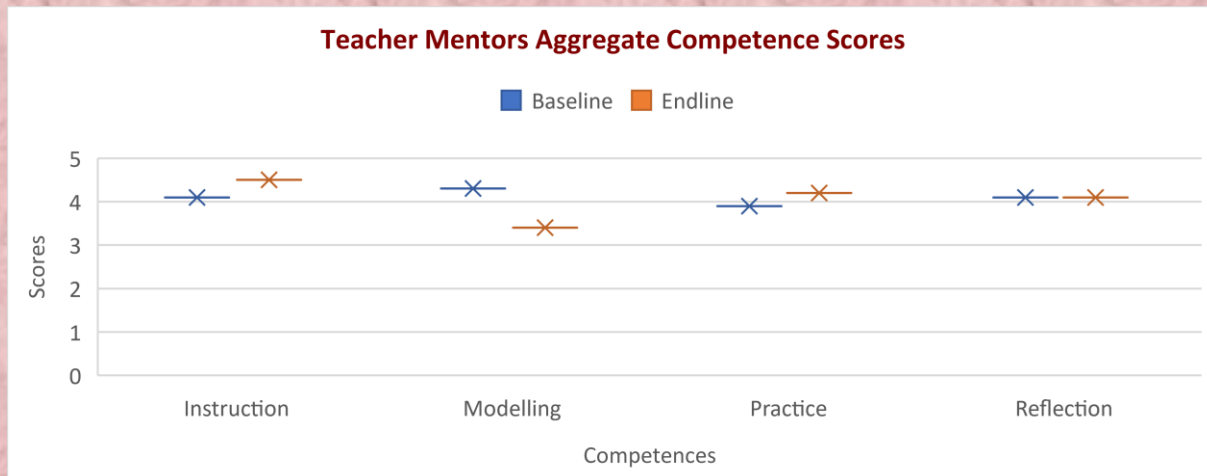
- • **Instruction (Baseline 4.1, Endline- 4.5)**

Teacher Mentors echoed a change in their pedagogies in their engagements with Scholars. They include the use of role playing, storytelling, Q&A amongst other teaching methods to improve classroom experience and spur exceptional learning experience for the scholars.

- • **Modelling (Baseline - 4.3 Endline – 3.4)**

Interaction with TMs and Scholars revealed a contrast with the scores. The TM demonstrated renewed perception of themselves as role models not only to scholars but also to other teachers. The variance in scores is attributed to several factors including a reduction in number of TMs that participated in the endline evaluation.

- • **Practice (baseline – 3.9, endline – 4.2)**

The Virtual Communities of Practice (VCoP) as well as the Online Learning Platform were useful in building the capacity of TMs. It was determined during the FGDs that Teacher Mentors are better equipped professionally to conduct their jobs. They also echoed the need for more teacher training opportunities to align them with the changes of the 21st century learner.

- • **Reflection (Baseline - 4.1, Endline- 4.1)**

The Training of Trainers (ToT) at the beginning of the program was useful for helping Teacher Mentors reflect on their lives and journeys. The experiential learning approach allowed them to express themselves in diverse ways; allowing them put names to the emotions and behaviors they demonstrated. Further interactions revealed that there is renewed sense of awareness which allowed Teacher Mentors to

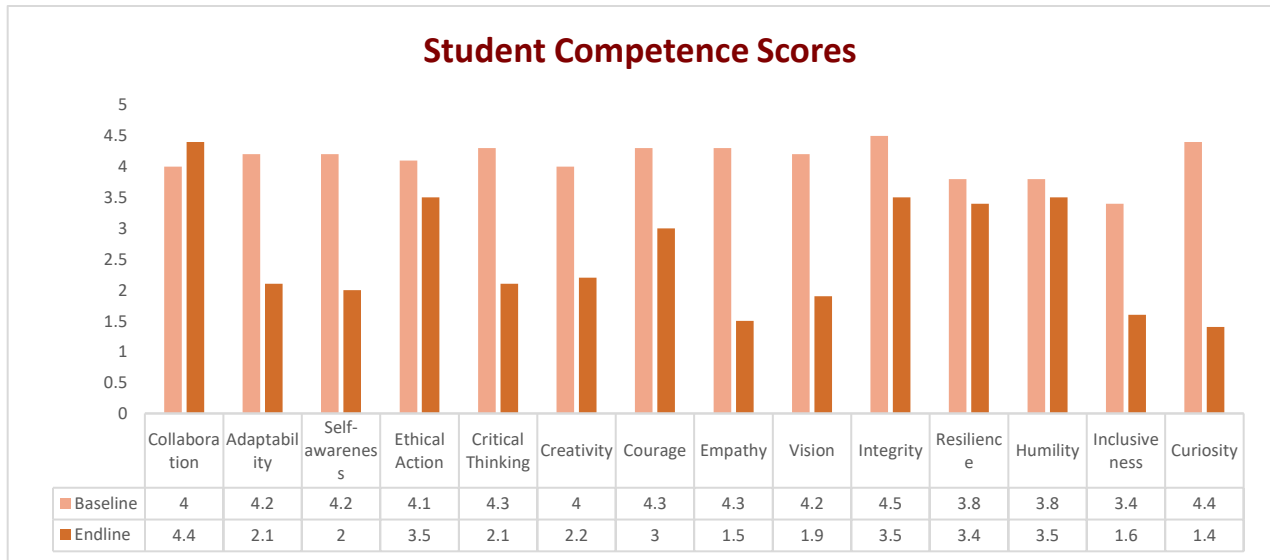*Figure 9: Scholars from a school visit in Uganda*

Understanding Students Competencies

Quantitative data was collected from scholars across the selected schools in the four countries (Ghana, Uganda, Malawi, and Kenya) to ascertain the level of changes that might have occurred due to their interaction with the Teacher Mentors on the program. Although, surveys were transcribed to Amharic in Ethiopia for data collection, as at the time of drafting this report, translation to English language was not completed and hence data could not be accessed for analysis. *(Refer to appendix 2 for definition of student competence and scores).*
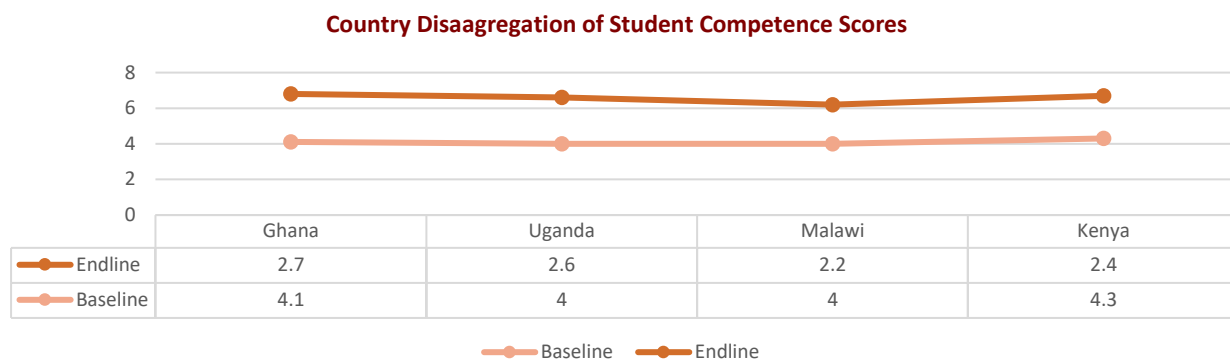
At baseline, a total of 7462 scholars (female -73%, 27% male) participated in the exercise while at endline, a sharp decline was recorded with 239 respondents (female – 63%, male -37%). The attrition was attributed to the global pandemic which restricted physical interactions and field visits. Hence, it was difficult to collect endline data from scholars who were out of school. This affected the outcomes for students as the variance in target group makes it difficult to determine or validate outcomes.

Scholars' alumni communities as well as international call centers were leveraged to reach them; these efforts yielded little efforts as most participating scholars do not have personal mobile devices and information provided at baseline was for their guardians/parents. Despite the constraints faced, quantitative data was collected from available scholars to understand outcomes of scholars' competence scores.

Baseline Versus Endline

Student Competence Scores

	Collaboration	Adaptability	Self-awareness	Ethical Action	Critical Thinking	Creativity	Courage	Empathy	Vision	Integrity	Resilience	Humility	Inclusiveness	Curiosity
Baseline	4	4.2	4.2	4.1	4.3	4	4.3	4.3	4.2	4.5	3.8	3.8	3.4	4.4
Endline	4.4	2.1	2	3.5	2.1	2.2	3	1.5	1.9	3.5	3.4	3.5	1.6	1.4

The aggregate competence scores at baseline and endline scores is **4.1** and **2.5** respectively with an expected decrease at endline. There is a 48.5% difference in the scores which is evidently because of the declining number of respondents at endline. The aggregate scores present an inaccurate representation of students' outcomes if taken at face value. However, at individual analysis, there was an improvement for competencies like collaboration (baseline 4, endline 4.4). Upon collection of qualitative data via interviews and FGDs, it was discovered that most scholars collaborated more as they took part in the give back component of the project with their TMs. They also reflected on their positions as scholarship recipients and hence the need to form a community within the school to protect their interest and look out for one another. Resilience (baseline 3.8, endline 3.4) and humility (baseline 3.8, endline 3.5) revealed minor changes in scholars. The 11% and 8% change in resilience and humility respectively may be because of the common socio-economic background of scholars who have learnt to be flexible in the face of constraints and limitations.

Country Disaagregation of Student Competence Scores

	Ghana	Uganda	Malawi	Kenya
Endline	2.7	2.6	2.2	2.4
Baseline	4.1	4	4	4.3

Baseline   Endline

Analysis at country level also revealed significant changes at baseline and endline, however the validity and reliability of data received is questionable.

From the quantitative data received, there seems to be no correlation between teacher training and improvement in learning outcomes (competencies) of scholars. The quantitative data gathered for scholars' competence is insufficient to clearly indicate that interacting with teacher mentors is useful in helping them build transformative leadership skills. However, qualitative data reveals that these interactions were useful and meaningful for scholars as they echoed the value of having a supportive and attentive teacher. Evidence from interviews and Focus Groups reveals that scholars have a better sense of self, their aspirations, and their role in making society better. These qualities they have attributed to their interaction with their teacher mentors.

Conversely, data collected from TMs indicated that although no change has occurred in their competencies at an aggregate level, there was significant changes at individual analysis. In this regard, there are clear indicators that there is a positive correlation between teacher training and increase in skills and competencies. The analysis was useful in determining that upskilling teacher is useful for building their professional capacity, motivating, and helping them reflect on their roles as youth enablers.

Figure 10: Cross section of scholars at a school in Uganda during the curriculum support visit

Figure 11: Cross section of scholars at a school in Uganda during the curriculum support visit

Interrogating Teacher Motivation and its Nuances

As a key component of the program, teacher motivation was introduced to spur the interest of TMs in their profession and engender a sense of belongingness and fulfillment. The activities for the motivation component include the exchange program as well as an award ceremony to recognize their efforts as teachers.

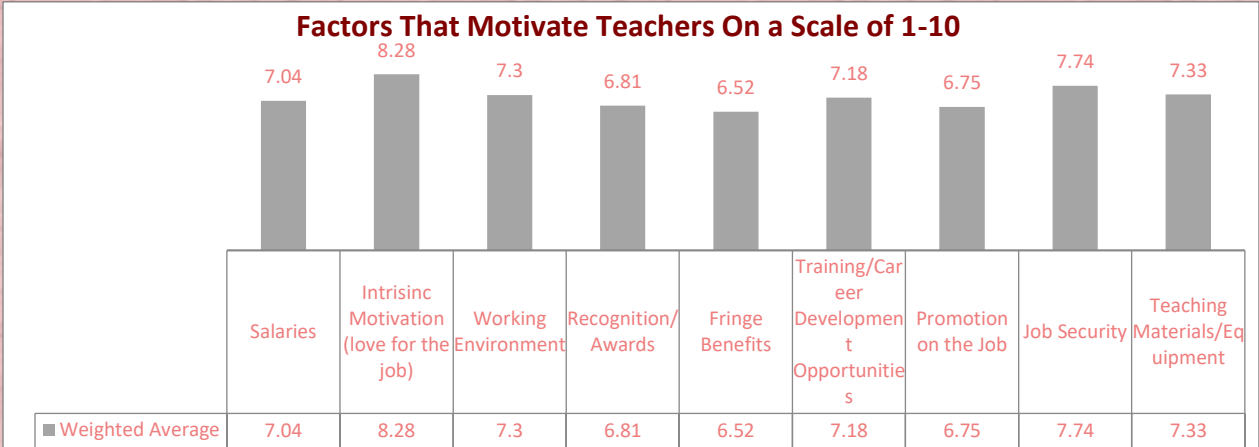**155 TMs participated in the study across the five countries - 61% Female, 39% Male**

A study was conducted to determine the common elements that enhances teacher motivation across all the five countries where the TLP was implemented. A mixed methods approach is used to triangulate and ensure data reliability. This study draws insights from two (2) theoretical frameworks – The hierarchical needs theory developed by Abraham Maslow and, Hertzberg (1966) developed the Motivation-hygiene theory.

Teacher motivation is that which attracts a person and determine how long they stay as well as engage with the teaching profession. It is also that which drives dedication, commitment, and performance. It is categorized into intrinsic and external motivation with the former focused on satisfaction derived (often intangible) while the latter focuses on the rewards attached (often external and tangible).

Figure 12: An award recipient during the dinner and awards ceremony in Ghana

Findings reveal that intrinsic factors ranked highest as motivation for the TMs across all the countries from quantitative data collected. This is representative of aggregate responses collected from all the participants. However, qualitative data (FGD and interviews) revealed that renumeration and salary is the highest motivating factor, revealing more individual perspectives and context. The interactive nature of the discussions allowed participants give specific details into their realities which was helpful in further analyzing responses from the quantitative data. It is useful to add that they echoed the need to improve perception of the profession by making rewards attractive.

Factors That Motivate Teachers On a Scale of 1-10

	Salaries	Intrisinc Motivation (love for the job)	Working Environment	Recognition/ Awards	Fringe Benefits	Training/Career Development Opportunities	Promotion on the Job	Job Security	Teaching Materials/Equipment
■ Weighted Average	7.04	8.28	7.3	6.81	6.52	7.18	6.75	7.74	7.33

The study also finds that motivation level differs across the countries where teachers from Kenya are more motivated than teachers from other countries in the study (Ghana, Malawi, Uganda, and Ethiopia). This may be reflective of the steps taken by the government of Kenya to provide adequate support for teachers in form of decent pay, housing allowances and health insurance. Teachers in Ghana were motivated but require more incentives to improve their motivation. In Malawi and Uganda, teachers were least motivated as they echoed low renumerations and inadequate health services.

There are no indicators that teacher motivation differs significantly among teachers in rural and urban settings because they receive similar renumeration. However, teachers in urban areas may be exposed to more opportunities to earn outside their salaries but they are heavily constrained by workload.

Overall, female teachers appear more motivated than male teachers. This is demonstrated in the passion with which they spoke about their job and the impact that they are making in their communities. However, this outcome may be subjective as more female teachers participated in the study.

The factor with the least ratings is recognition/awards, promotion on the job, and fringe benefits with the ratings of 6.8, 6.8 and 6.5, respectively. Fringe benefits include health insurance, pensions scheme and 13th month bonus allowances – a concept alien to most teacher mentors. The teachers also lamented the dearth of professional training opportunities for them to hone and develop their skills. Hence, the TLP was a much-needed intervention to help them retool to become better professionals.

This study also revealed that teachers face similar challenges across the countries despite their geographical differences. These challenges include poor working conditions, time constraints, family problems as well as inadequate support. These challenges make the teaching profession unattractive and hence, teachers actively seek other opportunities to improve their economic capacity.

In addition, it was determined that COVID19 pandemic had a negative impact on teacher motivation. To curtail the spread of the COVID19 virus, schools were closed temporarily and at varying periods across the countries. The closure of schools led to the non-payment of salaries for teachers working in private schools. This made living tough for the affected teachers which led to their consideration of other means of livelihood. However, this was not the case for teachers in public schools as their salaries were paid by the government despite of the pandemic.

Dinner and Awards Ceremony

The dinner and awards ceremony were an opportunity to motivate and appreciate the Teacher Mentors for their resilience and effort throughout the lifecycle of the project. Ninety-eight percent of teachers who participated in the ToT were in attendance. Interestingly, teachers who were not part of the program at the beginning were equally excited to attend the event. This is a clear indicator that the teachers looked forward to it.

The teachers nominated themselves for different award categories and winners were selected by an independent committee using set criteria. Interaction with the teachers before and after the event revealed that they are unfamiliar with being celebrated and appreciated often, hence most of them were visibly emotional as they reflected on their journey. This may be an indication that teachers are critical of themselves and by extension, their students. The aftermath of the events calls for a rethink on ways to motivate teachers as there are indications that they want to be seen, heard, rewarded, and celebrated.

Figure 13: An award recipient at the dinner and awards ceremony in Uganda

Leveraging Community of Practices to Enhance Teacher Competencies

The project design incorporated and instituted communities of practices to facilitate exchange, peer learning and communication among Teacher mentors from the different countries. To ensure that teachers were able to participate fully irrespective of location, virtual communities were set up via WhatsApp and Online Learning Platform where exchanges was possible. These platforms enabled Teacher Mentors to share their experiences and challenges while collectively seeking solutions to mutual problems to the end that continuous learning and development is enhanced.

A study was conducted to determine how the VCoP contributed to enhancing teachers' competencies. A mixed-method approach was employed, using quantitative and qualitative data to provide in-depth analysis. In addition, online analytics from WhatsApp and Online Learning System were used to measure Teacher Mentors' interaction. The data was interpreted using Lave and Wenger's community of practice framework.

Learning Management System (LMS)

Only 32% of teacher mentors were active on the LMS completing the e-integrity course while 68% were inactive. During the Focus Groups, teachers revealed that they found the platform difficult to navigate while others did not possess basic digital skills sufficient for leveraging the LMS. A few teachers had inadequate access to internet facilities and smart mobile devices required to use the online platform.

Activity on the Learning Management System (LMS) as at May 2022			
	No. of TMs enrolled	Active Participation	Number of badges earned
Kenya	439	164	85
Ghana	36	10	5
Ethiopia	20	3	0
Malawi	53	25	56
Uganda	67	10	18
Total	**615**	**212**	**164**

The ratio of registered participant to active participant is about 3:1, an indicator that registration might not have been a sufficient motivation for continued participation. Other incentives might have been required to ensure all registered participants remained active on the platform. Kenya had the highest enrollment, participation and badges received; this is as a result of the high number of teachers that

registered on the platform. Other factors that may have contributed include better access to smart devices and broadband internet as well as tech-savviness. Basic tech skills are a requirement to navigate and leverage eLearning platforms, hence teachers who lacked this did not benefit much from this learning tool. Others had technical challenges which was relayed to LEAP Africa's team who swung into action to rectify. The inconsistent number in badges is due to its uneven distribution across different course modules.

It is interesting to clarify that most teachers opined that their inability to complete the courses was due to time constraints. They echoed the increase in workload because of backlogs of accumulated tasks because of the global pandemic. Uganda reported sparse numbers due to the frequent cut in access to internet service by the government during the elections in 2020/21 hence they were unable to engage on any of the tech enabled platforms.

WhatsApp Platform

The participants are Teacher Mentors from five African countries Ghana, Kenya, Malawi, Ethiopia, and Uganda. 719 Teachers Mentors were onboarded to the WhatsApp groups, and they were evenly distributed into twelve groups. A community manager was assigned to the groups to foster engagement and lead conversations. Only 113 (14%) of the Teacher Mentors completed the survey, and twelve were available for virtual interviews.

Analytics gleaned from WhatsApp investigated the activities and engagement of the Teacher Mentors using metrics such as the number of posts, discussion threads, resources, and contributions. Group 11 have the lowest engagement with 283 posts while Group 4 has the highest number of engagements. TMs admitted that some factors hindered their active participation; 30% stated lack of internet data while 25% attributed it to broadband network issues. It is good to note that the asynchronous nature of WhatsApp could be advantageous to the teacher mentors who experience such problems because they can still access the information on the groups when they can.

The findings derived from this study show that the TMs found the groups valuable for sharing ideas, lessons, and challenges. Fifty-two percent of respondents indicated that they were introduced to innovative ideas from their peers on the WhatsApp group.

Influencing Constituents and Contributing to Community Development

Community development is no longer to be left in the hands of the government. More than ever, social initiatives championed through transformative leadership has effectively tackled several social issues, bringing respite to community members. Having built the capacity of Teacher Mentors as transformative leaders, it is important to evaluate its demonstration. Hence, the give back component of the project was designed to allow teachers lead a change process in their communities with their scholars.

Teacher Mentors were asked to submit proposals for their giveback projects, after an objective vetting process, seed funds were disbursed for them to implement them. A total of one hundred and five (105) giveback projects was completed by teacher mentors across all the countries. This figure was derived from the reports submitted by TMs at the completion of their projects.

Country	No. of Give back projects	Direct Beneficiaries	Male	Female
Ghana	33	15,540	5219	10427
Malawi	12	2592	15	1221
Uganda	45	4889	1900	2989
Kenya	12	1860	NA	NA
Ethiopia	3	7071	NA	NA
Total	105	31,952	8645	14,631

The projects addressed several challenges including climate change, health, economic challenges, building renovations, sensitization, and awareness workshops as well as environmental beautification. Most outstanding give back projects received awards at the dinner and awards ceremony to celebrate projects that met pre-set eligible criteria. Participating Teacher mentors described the process of implementing the give back project as inspiring, fulfilling, and filled with valuable lessons. Some TMs developed a project proposal for the first time, this helped them to retool their skills in proposal writing, budgeting, and communication.

It is interesting to note that most of the projects revealed a prominent level of altruism among the teachers as they went all out to provide succor for many despite having personal challenges. Most of the teacher mentors agreed that the giveback projects alongside the Training of Trainers were the most impactful component of the TLP.

Inspiring Stories of Impact

Figure 14: Scholars from Tamale Girls High School during the curriculum support visit.

Girl Only Spaces Creating Better Outcomes for Girls in Tabor

All over the world, the creation of safe spaces for girls has been on the increase as the need has become evident. In developing contexts, girls are restricted from moving freely and often responsible for household chores. In Hawassah, Ethiopia, the situation is not vastly different as girls were 'subdued' by socio-cultural conditions with extremely limited access to self-expression. Their lived realities make it difficult for them to aspire for better lives for themselves.

Far in the South of Addis, in a small town called Hawassah, on the shores of Lake Awasa along the Great Rift Valley, Tamirat Taye and Tigist Terefe are making a difference by creating safe spaces for girls in their school. Girls at Tabor High school face religious and cultural constrains that makes it difficult for them to interact and participate in school freely. The TMs decided to create safe spaces for them in the school by renovating the old library, building a girls-only reading space, renovating an outdoor relaxation area as well as purchase of relevant books and sanitary materials for them. These initiatives are contextual and relevant as they meet the needs of girls, allowing them to bond, form close connections and support themselves within the school community.

The outdoor relaxation hurts served as eating and socialization points for the girls who hitherto did not socialize, bond, or form supportive alliances at home. Beyond the precarious realities of their home conditions, the girls are now able to realize their agencies in safe and supportive environment. To the Scholars, these teacher mentors are support systems who help them navigate the uncertainty of adolescent life beyond the classroom.

Renovation of outdoor relaxation area at Tabor High School, Ethiopia
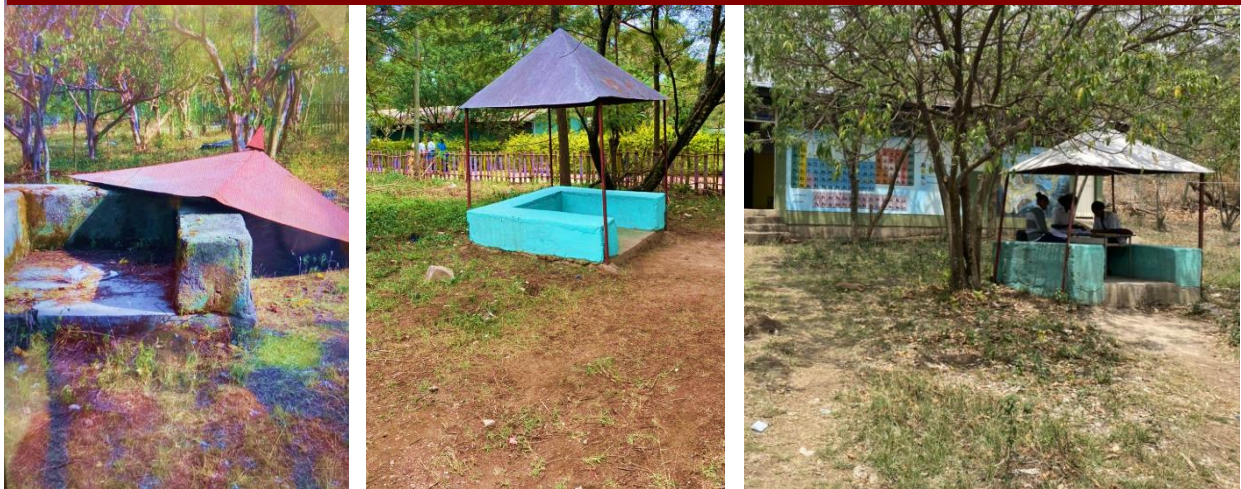
Cross section of scholars and Teacher Mentors at Tabor High School, Hawassah in Ethiopia

From Teacher to Politician: The Inspiring Story of Madam Mary from Tamale

Figure 15: Madam Mary at the Dinner and Awards Ceremony in Tamale, Ghana.

Transformative leadership is more than just leading oneself; it is an audacious attempt to lead others. This is the inspiring story of Madam Mary from Tamale, Ghana.

Her story leaves one with the belief that courage is all we need to achieve anything. As a teacher, she was initially bereft of the courage to attempt more than her job as a guardian and counsellor.

Through her participation on the TLP, she was prepared to not only aspire to public office in her community – an attempt that has since inspired more women to have higher aspirations – but also become an icon and advocate for other women.

In her interview, she noted that she had always been a talker who often spent productive time chatting away with friends. An activity that contributed little to her future aspirations and her life. Participating in the ToT raised her consciousness to understanding the concept of self-awareness. She took deliberate steps in outlining her strengths and weaknesses to focus only on skills and competencies that will contribute to her future aspirations.

She did away with idle chatter and utilized her passion for speaking towards social good by advocating for women's rights. Her self-confidence soared and she took an audacious step by contesting for public office as councilor in her region. The reception surprised her as she was quite unsure of the outcome of her declaration.

Although she did not win the election from the party primaries, her declaration has opened opportunities and platforms. At the time of this interview, she was a guest on local TV and radio stations as they expressed surprise at the prospect of a 'common teacher' vying for public office. *A true demonstration that anyone can be a leader as leadership skills is not innately bequeathed.*

Mary has since returned to the classroom doing what she loves as a guidance counselor. She is actively supporting students and teachers in the school to achieve their dreams irrespective of their background. She lends her voice to issues that affects women in Tamale as she has become an icon they look up to.

A Lesson in Responsibility: Tree Planting for a More Sustainable Planet

Climate change has been an area of keen concern for world leaders as it affects everyone. A key contributing factor to environmental degradation and climate change is tree cutting which has significant impact on the ozone layer. To combat this increasing menace, the Kenyan government is on a mission to increase reforestation by 10% in 2030. This audacious move can only be achieved through the active participation of the citizenry who have been incentivized to execute this mandate.

Figure 16: Mr. Peterson with the LEAP Team at the tree planting site during the endline visit.

At Karima Girls High school sitting in the East Africa Rift Valley, the Teacher Mentors and Scholars are executing this mandate as they are on a mission to plant six thousand indigenous trees to promote reforestation and preserve the environment. TMs Peterson and Mary have taken the lead to increase reafforestation in the Jabini forest region of the Rift valley. With the support of the school principal, Madam Grace, they had planted about three thousand seedings as at the time of drafting this report.

The project has specifically enabled students and teachers to not only perform their civic responsibilities as Kenyan citizens but as a community member ensuring sustainability of the planet. It has created a sense of responsibility and shared ownership – values that are useful for self-leadership and community development. The principal reiterated the usefulness of the project as it has the capacity to reduce the economic burden of buying timber for construction within the school community. As a long-term investment, cutting the trees will take a minimum of 15 years; this timeline is sufficient for stabilizing the ecosystem.

The scholars were responsible for watering the seedlings and weeding the ridges to ensure that growth conditions are favorable for the trees. Mr. Peterson and Ms. Grace echoed the collaboration and teamwork they enjoy as they collaborated with scholars on this project. They are hopeful that their contribution through the tree planting project helps to protect indigenous and extinct species of flora.

Photo story from visit to the give back project in Karima Girls High School, Kenya

Stories From Scholars
"It never matters how straight the gate; I am the master of my fate"
by William Ernest Henley.

Maureen Murugi, a scholar from Nguviu girls in Kenya was described as very naïve, and laid-back with unimpressive academic performance. As a Mastercard scholar, she almost lost her scholarship due to her poor academic performance. Unknown to fellow students and teachers, Maureen was dealing with domestic problems that hindered her emotional stability and resulted in poor relationships with other students. During one of the cascading sessions with the Teacher Mentor, the module on self-identity caught her attention.

She made a personal pledge "*I will never again view my life through dark lenses*". With time through the other cascading sessions, Maureen grew quite confident, consulted the TM on issues that disturbed her. Through the support of the TM, she was able to overcome these challenges and became a better version of herself within a year. Maureen later became the library prefect at her school, a true demonstration of personal leadership which earned her the position. She also became the chairperson of the scholars' club in Nguviu girls, all thanks to LEAP Africa's Transformative Leadership Program.

Orphaned at an early age, Alobo Lucy from Uganda did not have options at her disposal. She was either to be married off in return for a hefty bride price or venture into subsistence farming like her other siblings. Fate smiled on her as she was adopted by a widowed aunt who made sure she was able to attend school despite the poor conditions they lived in.

Her early years was bedeviled with many instances where she was sent back home from school for failure to pay the meager school fees required. Although she was an academically sound student, she was unable to pursue her education. Her lifelong dream was to become a doctor; however, she was advised to jettison the idea due to the rigor and time required to study medicine. However, she looked out for opportunities and was subsequently selected to join the scholars' program through BRAC Uganda. Being a scholar afforded her the opportunity to hone her skills in leadership and become more self-aware through the cascading sessions with the teacher mentors. She became more aspirational, goal oriented and driven to achieve her desired career pathway.

Lucy has credited her resilience to the support she got from being on the scholar's program. She is enrolled at Lira University as a public health student and her dream of becoming a health professional is on the path of realization. Twenty-two-year-old Lucy has since started a campaign to enlighten young girls in her community to never give up on themselves by choosing early marriage as a way out of poverty. She encourages them to educate themselves, acquire skills and become financially independent.

Figure 17: Excited faces of TMs who successfully completed the tower game during the ToT in Ghana.

Key Learnings

- **Leadership and pedagogical training can enhance teachers' competencies:** This was evident in the data collected as participating teachers echoed the usefulness of the training. It is interesting to note that some teachers were attending a capacity building workshop for the first time since their recruitment into the profession. This means that more attention should be given to retooling, equipping, and supporting teachers to build professional and practical competence to do their jobs. Interestingly, teachers echoed that professional training and development serves as a source of motivation.

- **Digital skills and tools are useful in enhancing teachers' competences in the 21st century labor market:** Outcomes from analysis revealed that there is a huge digital divide among participating teachers. This was exacerbated by the global pandemic which forced many schools to adopt online learning. It is important to add that the program provided for the use of no-tech, low tech, and high tech prior to the breakout of the pandemic. Evidence shows that most of the teachers lacked basic digital skills needed to leverage the digital resources provided. Access to smart devices and broadband internet was inadequate in some cases. It may be useful to include basic digital skills in subsequent trainings for teachers to help them leverage available resources optimally.

- **Give back project was useful for contributing to community development:** Over 19,000 people in different communities benefited from various community projects championed by teacher mentors. These projects include initiatives in health, sensitization and awareness, financial assistance, tree planting as well as other innovations aimed at social good and alleviating the plight of the community members.

- **Local partnership and collaboration are useful for successful implementation of interventions:** The partnership with secondary partners in all the countries made implementation easier as the relationship was leveraged to organize, reach, and work with teacher mentors. These partnerships also proved useful during the pandemic as LEAP Africa was able to maintain constant contact with teachers and scholars through the help of secondary partners. Although nuances exist to the level of support provided, however, the usefulness of collaboration and local partnership for implementation cannot be over-emphasized.

- **Supportive teachers are influential in the lives of students:** This was evident in the interaction with scholars as they echoed how helpful the support from teachers has been in having raised

aspirations and better perception of self. In navigating the precarious terrains of adolescent life, a support system and safe space is required.

- **Intrinsic motivation as the highest motivating factor for teachers**: The evidence suggests that teachers are motivated by intrinsic satisfaction as they reflect on their profession and roles. However, there was evidence of dissatisfaction with renumeration and rewards which are extrinsic in nature. It is interesting to add that the awards and dinner component of the program had intrinsic value for teachers as they affirmed that they felt seen and heard for the first time.

- **Language and communication gaps:** In Ethiopia, there was an assumption that the general language is Amharic, hence all material and toolkits were translated to the language. However, in the south of Addis, scholars confirmed that they were unable to interact with the materials as they did not understand the language. They opted for a more generally spoken language in the south of Ethiopia – Oromo.

- **Awards recognition are useful motivation for teachers:** The award ceremony recorded over 100% attendance in all the countries as they reiterated that they were hardly recognized for their efforts and contribution in building young people. They expressed genuine satisfaction of the events which put them at center stage and the focus of celebration.

- **Gender Inclusion and equality:** There is evidence that female participants and secondary constituents benefited and were prioritized. A ratio of 2:1 female to male teacher participation was recorded on the TLP. Interestingly, the giveback projects championed by TMs also had more than 60% female community members who benefited. This is an indicator that the program offered an inclusive platform to teachers to harness their agencies without social and gender barriers.

Recommendation

- **Expansion Of Curriculum to Include Basic Digital Skills:**

There is a need to expand the existing curriculum to include digital skills which has become more relevant post COVID19. Teachers require these skills to perform their roles especially as schools are increasingly incorporating technology to learning tools. Digital skills such as use of Microsoft office suite, using an email, navigating an e-Learning platform as well as how to access credible resources on the world wide web.

- **Introducing The Online Learning System in The Preliminary Stages of The Program:**

To ensure that teachers had adequate knowledge to navigate the online learning platform, it could have been introduced during the Training of Trainers (ToT) workshops. This means that subsequent programming efforts can target these trainings to introduce and work through these platforms with the target groups. There is an increased chance of usage and completion of the courses if the teachers were able to navigate the platforms without any challenges.

- **Intentional Approach to Language Translation services:**

Programming efforts targeted at countries with different languages may pose a barrier if adequate communication strategy is not in place. It may be useful to understand the various context and language used to ensure that same communications are passed across. This means that program design should incorporate language context from the inception and not as a contingency plan. Also, it must seek out ways to avoid generalizations that does not address contextual needs.

- **Rethinking The Student Manuals and Training Kits:**

The manuals were useful with relatable content across board. The most interesting part for the scholars were the stories and case studies used to illustrate and buttress the lessons in the modules. Scholars in Ethiopia have echoed the need to divide the student manual into 2 – a workbook and a storybook. The workbook will have exercises and questions while the storybook will remain true to its time, a compilation of inspirational stories relevant to the training curriculum. It may be useful to consider this in subsequent student training as this has the potential to positively influence the outcomes for students.

- **Advocating For Continuous Professional Development (CPD) for Teachers:**

More than ever, outcomes from the program suggest that teachers across the countries need trainings after their recruitment to hone their skills and perform optimally. It might be useful to target advocacy agenda towards incorporating more professional development opportunities in form of trainings and

workshops at various stages for teachers. These trainings have the capacity to not only enhance teachers' competencies but makes them better influencers in the lives of their students. This advocacy may include clear cut policy action in form of dialogues, review, or total revamp in favor of teachers' wellbeing and development.

- **Making The Teaching Profession Attractive:**

The teaching profession is a last resort to people who have no other career option at the time. This means that motivation on the job is low as there are barely external incentives that make the teaching profession attractive. There is therefore a need to not only offer incentives for existing teachers to remain on the job, but to make it an attractive career prospects for the coming generation. Teachers are very influential in the development of a child; hence their roles must be amplified and given spotlight attention that it deserves. Multi-sectoral stakeholders in youth development must leverage their resources/expertise to create this awareness and if possible, contribute by providing external motivation where applicable. Although the government has a leading role to play, other partners are key to the successful implementation of revamping the teaching profession.

- **Pursuing Ownership as A New Approach to Partnership and Collaboration:**

The design of the project brought together existing partners of the Mastercard Foundation as secondary partners for the successful implementation of the TLP. It might be useful for subsequent partnerships to evolve organically as this will become a basis for which cooperation is formed. This means that partners forming a consortium should willingly enter partnerships to implement projects instead of joining a project by virtue of their association to a funding partner. This will improve ease of interaction, set expectations straight as well as ensure that all parties involve have ownership of the project.

Evaluation Team

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.

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 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 programs and research projects. She is very enthusiastic about youth development and gender issues as it relates to women and young people.

Evi Etemire is a 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. Evi possesses a keen interest 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 projects through data driven and sustainable solutions.

Appendix 1: Student Competence Scores Rubric

		Scores					
		Not Sure	Not Very True	Not True	True	Very True	Modules where competencies are reinforced
Competences	Definition	1	2	3	4	5	
Skills							
Collaboration	Students' ability to work in a team to achieve a common goal. The student is receptive, coordinated and engaging towards team effort.	Student does not see the need to work closely with others to solve problem.	Student is engaging but not committed to achieving shared goal	Student work closely with others to solve problem but not engaging and committed to achieving shared goal	Student is receptive and work closely with other students to solve problems but not committed to achieving shared goal	Student works closely with others to solve problems, is receptive, engaging and committed to achieving shared goal	Learning Objectives, Group Activity & case study of **Creativity**
Creativity	Students' ability to generate ideas, alternative possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others.	Student does not see the need to generate ideas for problem solving communication nor entertainment.	Student sees the need to generate ideas but cannot effectively translate it to solve problems, communicate nor entertain.	Student generates ideas to solve problems but cannot communicate it to others.	Student generates ideas to entertain and communicate but does not seek alternatives to problem solving.	Student generates ideas, seeks useful alternatives to solve problems, communicate and entertain.	Learning Objectives, Group Activity & case study of **Creativity**
Ethical action	Student ability to act in ways consistent with what society and law typically	Student does not see the need to	Student acts seem inconsistent and	Students see the need to abide by societal	Students sometimes acts in ways	Students act in ways consistent with laid down	Learning objectives, Case study and

	says are good values. These actions put into consideration, personal, collective, and societal values.	abide by societal values	does not align with legal and societal values	values but seldom do so	consistent with societal values	societal and legal values.	group activities of **Values & Ethics**
Critical thinking	Student has the intellectual discipline to actively and skillfully conceptualize and apply information as a guide to form judgement for ethical action	Student does not see the need to articulate facts to form judgement	Students seem not to be able to articulate information/facts and synthesis information for ethical action	Student can analyze facts to form judgement but seldom acts ethically	Student can analyze facts and form judgement but does not consistently lead to ethical action.	Student can analyze and articulate facts to form judgement as a guide to ethical actions	Learning Objectives, Group Activity & case study of **Creativity**
Self-awareness	Students' understanding of personal strengths, weaknesses, beliefs, and motivation.	Student does not seem to understand what strengths and weaknesses are	Student cannot sufficiently define strengths and weaknesses honestly	Student can identify weakness but not necessarily strengths	Student can identify strengths and weaknesses and may sometimes translate it to actionable plans.	Student understands personal strengths and weaknesses and can translate them into actionable plans	Learning Objectives, Group Activity of **Self Awareness & Identity**
Adaptability	Student can adjust to new conditions.	Student does not see the need to adapt to new conditions	Students may not be able to adjust to new conditions.	Students find it difficult to adjust to new conditions	Students can adjust to new conditions but may not necessarily adjust to suit the conditions	Student can adjust to new conditions and can make necessary changes to suit such conditions.	Learning Objectives, Group Activity & case study of **Art& Act of leadership**
Mind sets							

Courage	Student can act on their beliefs despite danger or disapproval.	Student does not see the need to act ethically in the face of danger or disapproval.	Student is afraid to act ethically when confronted by danger and disapproval	Student seldom act ethically when confronted by danger or disapproval	Student sometimes act ethically despite danger or disapproval	Student can act ethically on their convictions despite danger or disapproval.	Learning objectives, Case study and group activities of **Values & Ethics**
Empathy	Student can sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling as a guide to ethical action.	Student does not see the need to put others into consideration.	Student dimly sense other peoples' emotions	Student seldom acts in consideration of others	Student sometimes act ethically in consideration of others.	Student acts ethically putting others into consideration.	Learning Objectives, Group Activity & case study of **Art& Act of leadership**
Vision	Student has a clear picture or idea of what to pursue and achieve dreams and aspiration.	Student does not see the need to have a clear picture of dreams and aspiration	Student dimly sense the relevance of dreams and aspiration	Students articulate dreams and aspirations	Student can articulate dreams and aspirations but may not use it as an ethical guide	Student has a clear picture of dreams and aspirations as a guide to ethical action	Learning Objectives, Group Activity & case study of **Vision & Mission**
Integrity	Student shows consistency and uncompromising adherence to strong moral and ethical principles and values.	Student dimly sense the need to live uncompromisingly	Student compromises and behaves inconsistently	Student behavior is seldom consistent.	Student behavior is sometimes consistent	Student behavior is always consistent and uncompromising as a guide to ethical action.	Learning objectives, Case study and group activities of **Values & Ethics**
Resilience	Student can cope despite setbacks, barriers, or limited resources.	Student does not see the need to withstand setbacks under any condition	Student acts unethically under unfavorable conditions	Student seldom cope with setbacks	Student sometimes cope with unfavorable conditions	Student can live ethically and cope under unfavorable conditions	Learning Objectives, Group Activity & case study of **Social Innovation/ Entrepreneurship**

Humility	Student shows modesty and does not overestimate their own importance over others.	Student does not see the need to be modest at all.	Student is not modest	Student seldom shows modesty and may occasionally put others down	Student is modest but sometimes put others down	Student shows modesty and does not put others down	Learning objectives, Case study and group activities of **Values & Ethics**
Inclusiveness	Student values, respect and appreciate other people within the community.	Student does not see the need to be respectful or appreciative of others	Student seldom shows respect for other except they agree	Student may be respectful depending on the person involved	Student is respectful and may sometimes accommodate others irrespective of differences	Student shows respect and appreciation for other irrespective of differences and person involved	Learning Objectives, Group Activity & case study of **Art& Act of leadership**
Curiosity	Students is inquisitive and ready to poke for problem solving	Student does not see the need to learn new things	Student is not initiative-taking towards learning new things.	Student is sometimes interested in learning new things	Student is inquisitive but occasionally show disinterest in learning	Student is inquisitive and shows readiness to learn.	Learning Objectives, Group Activity & case study of **Creativity**

13, Omorinre Johnson Street Off Admiralty Way, Lekki Phase 1, Lekki Peninsula
P.O. Box 75427 Victoria Island, Lagos

(234) 01 454 6007
info@leapafrica.org , research@leapafrica.org