



Scholars
Program



TRANSFORMATIVE LEADERSHIP PROGRAM

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Teacher Mentors on the Transformative Leadership Program



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ABOUT LEAP AFRICA

WHO WE ARE

Leadership Effectiveness Accountability Professionalism (LEAP) Africa is a youth-focused leadership development non-profit organization established in 2002 with its headquarters in Lagos, Nigeria and offices in Akwa Ibom and Abuja. Currently with footprints in over 26 states in Nigeria and recent active programming in six (6) African countries.

LEAP is raising leaders to transform Africa through interventions for youth, that bridge the gap in leadership, education, employability, entrepreneurship. LEAP is also enhancing youth agency to demand good governance and demonstrate active citizenship.

MISSION

To inspire, empower and equip a new cadre of African leaders by providing the skills and tools for personal, organizational, and community transformation.

VISION

To be recognized as the premier resource centre for developing dynamic, innovative and principled leaders, who will drive Africa's realization of its full potential.

FOCUS AREAS

Programmes: LEAP develops and implements cutting-edge leadership training programmes for Africans on Leadership and Life Skills, Employability skills, Entrepreneurship, and Civic Participation. These are human capital development programmes targeted at enabling transitions across all levels; increasing youth social mobility and bringing about positive transformation.

Research: LEAP is a thought leader on youth engagement and development issues. It is a resource centre that creates publications, toolkits, curricula and resources in preparing youth and their agency to become innovative and ethical leaders.

Convenings: LEAP is renowned for its flagship programmes and events which attracts impact actors, and key stakeholders from the public, private and social sectors for progressive outcomes. LEAP also convenes learning and dissemination meetings to advocate improved opportunities for Africans. Some of its convenings include SIPA, Educational Engagement Forum, and Youth Focus Groups.

OUR VALUES

R – Respect: We respect the diversity of our society, remain committed to creating inclusive opportunities and working at the highest level of professionalism in all our interactions with different stakeholders.

I – Integrity: We consistently demonstrate transparency and truthfulness in all our dealings.

S – Synergy: We build communities and ecosystems for our beneficiaries through strategic partnerships.

E – Excellence: We are result-oriented, innovative and go the extra mile to deliver the highest standards in our programmes and activities.

OUR BOARD MEMBERS

Mr. Udeme Ufot (MFR)
Board Chair, LEAP Africa
Co-Founder and Group Managing Director, SO&U

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Managing Director/CEO, SWIFT Networks

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Chairman, Anderson Legal and Tax, Africa

Mrs. Juliet Ehimuan Chiazor
Country Manager, Google Nigeria

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Former Director, Leadership and Organisational Development, 9Mobile Nigeria

Mr. Simon Kolawole
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CEO, Afrinolly Ltd

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Director, Sahel Capital

Mrs. Clare Omatseye
Managing Director, JNC International Nigeria Ltd

Mrs. Uche Pedro
Founder, Bella Naija

Mr. Femi Taiwo
Executive Director, LEAP Africa

OVERVIEW OF THE TRANSFORMATIVE LEADERSHIP PROGRAM

The Transformative Leadership Program

You have the potential to lead great change in your schools and communities because you are teaching Africa's next generation of parents, workers, community, national and global leaders, innovators, philanthropists etc.

The Transformative Leadership Program (TLP) was designed to provide you with training and resources for your leadership development and to equip you with tools to mentor your Scholars as they discover, develop and deploy their leadership skills.

YOUR TRANSFORMATIVE LEADERSHIP JOURNEY



Transformative Leadership Training

Training to develop your self- and transformative leadership skills. This began with a 3-day physical training in each of the five countries and continues with online learning through an online platform where you can take courses and earn certificates after successfully completing the courses.



Virtual Community of Practice (VCoP)

You can interact (share your success and challenges, learning materials and ask questions) with Teacher Mentors from other countries through WhatsApp periodic newsletters and discussion groups on the online learning platform. If you are not in any WhatsApp group names (MCF TLP VCoP Grp) or have not received any email inviting you to sign up on the online platform, email: yapatira@leapafrica.org.



Curriculum Delivery

Train your Scholars for 3 months during regular club meetings on the following modules: self-identity and self-confidence; values and moral ethics; vision, mission and goal setting; the art and act of leadership, and entrepreneurship or social innovation. A toolkit containing manuals for you and your Scholars, stationery, training materials and wall charts have been provided by LEAP Africa.



Mentoring

Document your one-on-one mentoring with one Scholar a term/semester till the end of the TLP so we want to learn about the methods that you are using to support Scholars. This does not mean you stop mentoring other Scholars, we only ask that you write about at least one of the Scholars.

A mentoring log is provided for you in your Teacher Mentor Manual.



Buddy Systems

Pair students to hold each other accountable to living values-centred lives and demonstrating transformative leadership.

More information on the Buddy System can be found in your Teacher Mentor Manual.



Give Back Project

Identify a social need or problem in your community that you would like to solve. Design, plan and implement a project to address that problem in 3 months. You can rally your Scholars and other members of your community to support you in addressing the problem.

There is a guide to planning and implementing give-back projects in your Teacher Mentor manual that gives you a step-by-step process to identify and implement a solution.



Exchange Program

If selected to participate in the exchange program you will spend three days in another country hosted by a partner organization. You will learn about education,

teaching and the Scholars program in your host country and be able to share lessons from your own experiences, and be immersed in another culture.



Dinner & Awards

We want to celebrate you and your efforts in raising leaders; at the end of the TLP in your country (2020 for Ghana, 2021 for Uganda, Ethiopia, Malawi and Kenya) we will host you and other teachers to a fun dinner and awards ceremony. All Teacher Mentors will be celebrated, and special awards will be given to Teacher Mentors who distinguish themselves on the Scholars and Transformative Leadership Program.

**Participation in the exchange program and special recognition at the dinner and awards depend on fulfillment of certain criteria that will be used to select outstanding Teacher Mentors. These criteria are listed in a subsequent page in this newsletter.*

Partners in Supporting the Transformative Leadership Development of Teachers

The Transformative Leadership Program is a family of seven partner organizations who are committed to supporting your personal, professional and leadership development. The organizations include: BRAC Uganda, Camfed Ghana, Camfed Malawi, Equity Group Foundation, FAWE Ethiopia, LEAP Africa, Mastercard Foundation.

YOUR TRAINING TOOLKIT



A training toolkit has been provided for your use during curriculum delivery sessions with your Scholar and for your own personal leadership journey.

Your toolkit contains the following items:

A Teacher Mentor Manual

The manual contains information on facilitating club meetings, planning a giveback project and mentoring Scholars. Each Teacher Mentor (TM) is entitled to a manual. The manual has a lot of information that will be useful throughout the TLP. Do spend some time getting familiar with the contents.

Scholars Manual

Each Scholars is entitled to one manual which is theirs to keep, an additional manual was provided for you to help you prepare for your training sessions. The manual also contains feedback forms for Scholars to complete after each module and a buddy log for them to document meetings with their buddies.

A Reflection Journal

There are questions in the journal that are designed to help you grow as a leader. Set aside 10-15 minutes daily to think about these questions and record your thoughts in the journal.

Stationery and Training Materials

These include manilla/cardboard paper, flip charts, sticky notes, patafix, masking tape, permanent markers, paper, blindfolds, marshmallows and spaghetti; to make classroom sessions interactive and exciting.

Wall Charts

These highlight the key messages of each module, have the Scholars put them on the wall before each class to draw student's attention to the key messages of each module.

CRITERIA FOR THE SELECTION OF OUTSTANDING TEACHER MENTORS

The exchange programme and special awards on during the dinner are competitive. All Teacher Mentors will be evaluated on the following criteria to determine eligibility to participate in the exchange programme or receive special recognition during the dinner and awards ceremony.

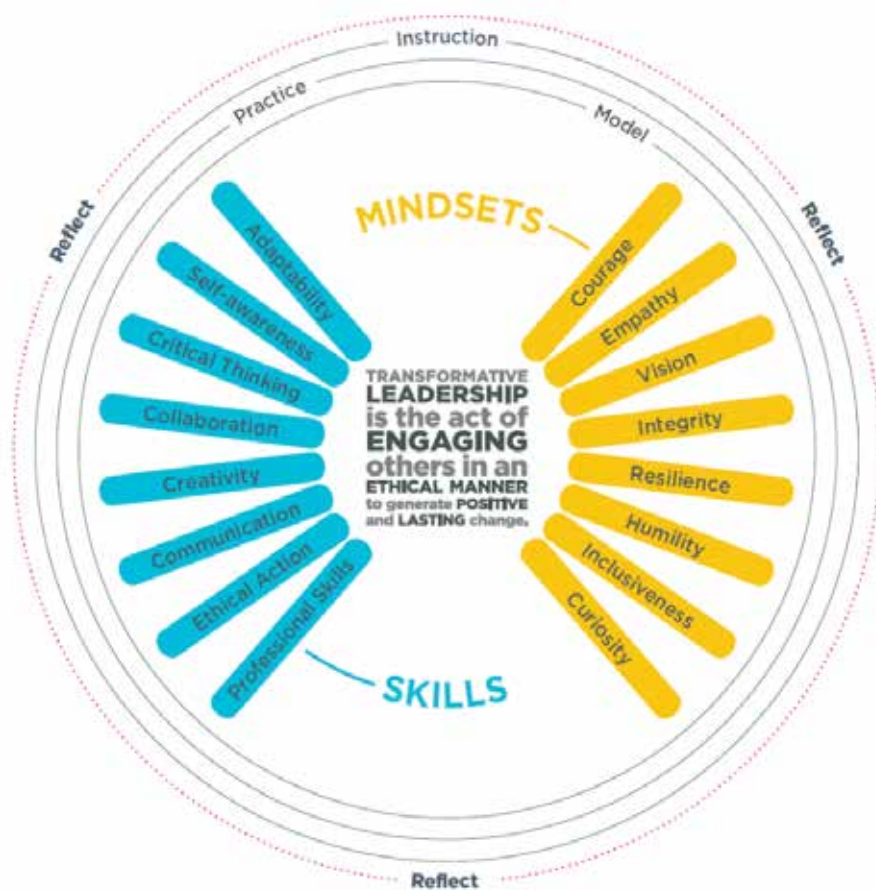
Performance	Participation
<ul style="list-style-type: none"> Performance of Scholars (ie. achieving the aim of the Scholar's Program) <ul style="list-style-type: none"> Number and quality of Give-Back projects completed by Scholars Leadership development of Scholars-in school and community Scholars rating of TMs Partners (Camfed, FAWE, BRAC or EGF's) rating of TMs Evaluation by Head Mistresses and Masters TM innovation and creativity- personal initiatives to support Scholars Ethical behaviour Engagement in give back initiatives within the community Role modelling-influencing other teachers to become TMs or to take a mentoring approach to their students Volunteering for additional tasks in the Scholars Programme 	<ul style="list-style-type: none"> Consistency and quality of reports and logs (curriculum delivery reports, and mentoring and coaching logs) Active participation on the VCOP (WhatsApp Group, contribution to the newsletter and online discussion forums, completion of courses)

REFLECTING ON THE CONCEPT OF TRANSFORMATIVE LEADERSHIP

Transformation is a change, an alteration or a metamorphosis. The word transformation conjures images of something or someone changing noticeably, completely, entirely, such that you can almost not tell its previous form from its current form.

A transformative leader is someone who initiates the changes described above. A transformative leader challenges and addresses the status quo, seeing what can be and taking steps to bring about the desired change. Transformative leadership requires an ability to envision, to see possibilities (even in the face of stark challenges), to be creative and come up with solutions that can transform the current situation into something better.

According to the Mastercard Foundation “Transformative leadership is the act of engaging others in an ethical manner to generate positive and lasting change.” In this definition three key markers of transformative leadership are highlighted “engaging others,” “ethical manner,” “generate positive and lasting change.” The Mastercard Transformative Leadership Framework lays out this definition as well as core skills and mindsets of a transformative leader such as adaptability, critical thinking, self-awareness, courage, empathy and vision. This framework can serve as good guide for anyone wanting to grow as transformative leaders.



Mastercard Foundation Transformative Leadership Framework

Engaging others: Transformative leaders do not act in isolation. They understand that transformation will require consulting and involving others who are critical to the mission at hand. Transformative leaders are also aware of their strengths and weaknesses, and the value in having persons with diverse skill sets coming together to address problems.

To be successful at “engaging others” transformative leaders need to master the art of self-leadership, which is defined by Andrew Bryant as “having a developed sense of who you are, what you can do, where you are going coupled with the ability to influence your communication, emotions and behaviour on the way to getting there.” In the words of the late Nelson Mandela- “One of the most difficult things is not to change the society but to change yourself”.

In the TLP TMs are provided information and tools to develop their self-leadership skills and engage Scholars, other teachers and members of their communities towards community and national transformation.

Ethical manner:

Almost every day there are stories of unethical behaviour or the consequences of such behaviour in the news: a building that was not properly constructed but was passed over by the building inspectors because a bribe was paid collapses, millions of dollars meant for public good maybe health, education or national security projects found in a politician’s home while millions of students remain out-of-school or are learning in poor conditions, hospitals are understaffed and without necessary diagnostic and treatment equipment, and insecurity is rife; robbers paraded with their deadly ammunition; police harassing people on the roads and demanding bribes from them; young Africans spotlighted in foreign news for engaging in internet scams. There is clearly a challenge of ethical and values-based leadership in Africa.

Young people in Africa need models of ethical and values-based leadership. They also need to be nurtured in environments where integrity is a culture, the rights of everyone is important and the effects of our behaviours on others is considered. Doing the right thing regardless of who is watching (or not watching) should become a culture that is instilled in them from when they are little.

The TLP is a platform for TMs to learn about and practice values-based leadership. TMs will explore and develop their personal values systems-identify their core values, and highlight practical ways translate to their values into action. They will discuss the concept of ethics and scenarios portraying ethical and unethical situations.

Generate positive and lasting change:

A good analogy for the type of change that a transformative leader inspires is the metamorphosis of a caterpillar to a butterfly. A caterpillar and a butterfly put side by side look worlds apart and for someone who has never heard that a caterpillar evolves into a butterfly, it can be hard to believe that a butterfly evolved from a caterpillar. In addition, after the metamorphosis is complete a butterfly can never go back to become a caterpillar- the change is complete.

Transformative leadership is not about developing “touch-and-go” remedies but about generating solutions that are positive (for the good and wellbeing of others) and enduring. In the TLP TMs are encouraged to plan and implement give back projects that are feasible, sustainable, and relevant to the needs of their school, community and nation.

In addition to the core dimensions of transformative leadership, the Framework highlights three essential modalities for developing transformative leadership namely instruction, model, and practice with the entire framework encircled by the practice of reflection.

Instruction includes efforts in and out of the classroom to learn, teach and share leadership skills and mindsets. Model refers to the opportunity to model ethical, values-based leadership that is inclusive and leads to change and expose young people to role models of transformative leaders. Practice is the process where TMs and Scholars actively engage in activities that require and enable them to exercise their leadership skills and mindsets to solve problems in their communities. Finally, the practice of reflection is paramount to the development of the skills and mindsets of transformative leadership.

The overall goal of the Transformative Leadership Program is to equip Teacher Mentors (TMs) in the Mastercard Foundation Scholars Program with the knowledge, and skills to model leadership and effectively support the leadership development of the Scholars.

BUILDING A COMMUNITY OF LEADERS THAT WILL TRANSFORM AFRICA BEGINS HERE

Engaging education and youth development stakeholders in Africa towards leadership development for youth



The work of equipping and supporting teachers to develop their transformative leadership skills, be role models of transformative leadership and develop their Scholars leadership potentials is requires collaboration of stakeholders in different sectors. LEAP Africa in the months of February and April 2019 met with stakeholders in Tamale Ghana; Blantyre Malawi, Nairobi Kenya, Addis Ababa Ethiopia and Kampala Uganda to learn about education, youth development and the Scholars programme in the countries and share the Transformative Leadership Program model.



Tamale, Ghana; a city in the Northern part of Ghana was our first stop on the 4th of February 2019. The different stakeholders present reiterated the impact of the Mastercard Scholars program and the invaluable role teachers play in the psychosocial and academic development of students. The stakeholders also welcomed the Transformative Leadership Program (TLP) and provided insights and feedback on ensuring the success of the project in Ghana.



Kampala, Uganda; the city of hills welcomed the LEAP team on 12th of February . The team was received by education stakeholders from the Ministry of Education, Heads of School, Parents, Teacher Mentors (TM) and scholars in the Mastercard Scholars Program. During the meeting the stakeholders shared their expectations concerning project implementation in Uganda.



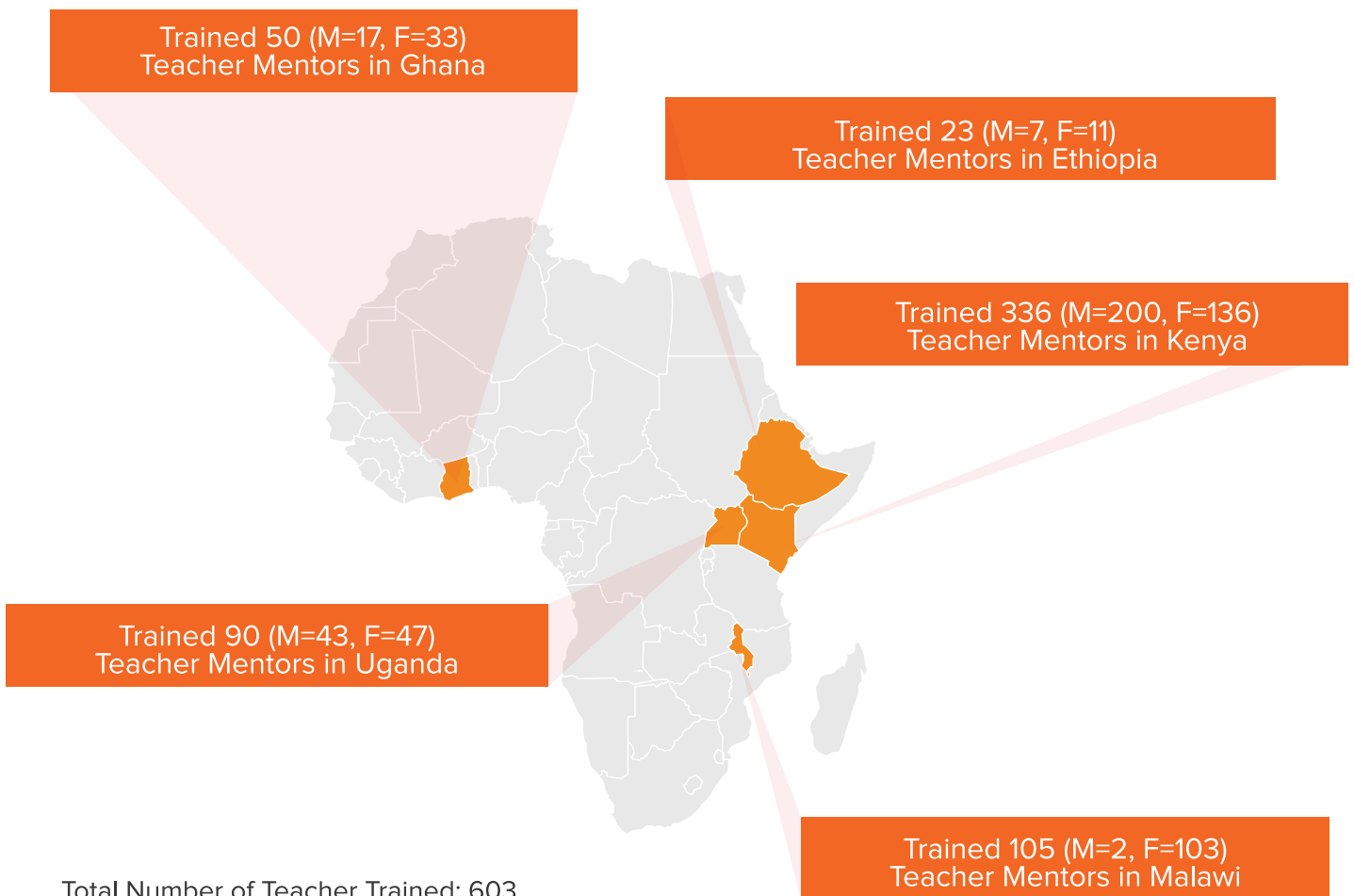
Nairobi, Kenya; In “Green city in the sun” the LEAP team learned about the similarities of LEAP’s mission and the Scholars Program in Kenya. The team also learned that the programme can equip teachers to manage the challenges of low-self-esteem and low-self-confidence observed among Scholars in Kenya. A representative from the Ministry of Education described mentorship as a having key role in supporting student development.



Addis Ababa, Ethiopia; In “the horn of Africa”, Stakeholders shared their reasons for being a part of efforts to support Scholars (i.e. what drives them), discussed the challenges faced by Scholars in Ethiopia, shared their feedback on the Transformative Leadership Program and even engaged in a fun energizer with the LEAP staff. It was a time of learning and sharing.



Blantyre, Malawi; we met with education stakeholders from the Ministry of Gender, Children, Disability and Social Welfare (MoGCDSW), Ministry of Education HQ, Education Divisions, District Education, NGOs, CDC, Head Teachers, CAMA and CAMFED (Campaign for Female Education), to introduce the programme, provide the roadmap for ensuring excellent curriculum delivery, solicit feedback on programme components and implementation. One of the high points of the engagement meeting in Blantyre was understanding the at the national level, girl education is being treated with the urgency it deserves.



Total Number of Teacher Trained: 603
 Female : 64%
 Male : 36%



KENYA

Teacher Mentors Trained: Kenya, April 2019

Muthengi Kathambi Esther	Kariuki Eunice Gathoni	Wanjiru Elizabeth Waitthaka	Kabirer Sella Jelagat	Nzioka Dorothy Nduku
Musau Florence Kavindu	Momanyi Zipporah Kereri Abuya	Milka Atieno Okeyo	Mwaura Rosemary	Mutiso Jackline Kamathe
Maina Rose Nyawira	Kipsang Gladys Chepkemoi	Mwangi Eunice Kamba	Onyango Raphael Otieno	Sophia Mnyazi Dzombo
Kapkey Elizabeth Cherop	Rael Kiptoon	David Sikulu	Jane N. Mbuthi	Kariuki Caroline Wanja
Ngiciri Ruth Wamaitha	Mutavi Catherine Mutinda	Mutisya Regina Mutio	Ngigi Jane	Odhiambo Kennedy Riziki
Wambui Eunice	Karanja Sarah Wambui	Rosemary Kamau	Florence W. Mwaniki	Omuga Antony Omuga
Mutuo Josephine	Musili Martha Nthenya	Kunkuru Rachael Sikoe	Gitonga P. Kawira	Malesi Davis
Muntet Lynda Isele	Muthiani Winfred Mwendu	Muli Annastacia Mwangeli	Chelagat Christine	Mugai Epitas Nyaga
Mwangi Dorris Muthoni	Musyoki Everlyn Nthenya	Ann Seneyia	Nkirote Lizza Kaaria	Silvano Luvisia Ismael
Mbodze Faith	Oketch Mercy Akinyi	Anangwe Josephine Nashirumibi	Vigehi Lucy Musungu	Opati Nicholas A.
Mutuku Josephine	Rael Mogesi Riro	Esavwa Ruth Uluhalia	Situma Namalwa Susy	Mioro Jediel Akula
Ekirapa Grace	Okeyo Lydia Okeyo	Ikonya Margaret Njoki	Obiero Wilkster Bochere	Muhati Michael Musasia
Kisavi Esther Wayua	Orony Caroline Obure	Maritim Carolyne Cheronu	Jane W. Gachie	Wasike Alex Kachibo
Evelyne K. Ototo	Yugi Rose Akinyi	Joy Agesa Mumba	Shisia Victorine Adera	Gichuhi Mwangi
Muli Brigid Nduku	Karegi Naomi Mutegi	Regina W. Mwangi	Mutavi Winfred Nduge	Rugut Dennis Kipchumba
Musita Wanjiru	Joseph Mwaniki	Juma Violet Adela	Oburu Rosalia Achieng	Akoyara L. Josphat
Karuga Fidelina Njoki	Linda Hellen	Kimani Eunice Wairimu	Ivy N. Sikolia	Rutto David Changwony
Chea Victoria Manyeso	Gitome Tabitha Wangui	Muia Lucia Kaeke	Ondiso Jenipher Dinah	Omoro Erick Owiti
Barsegech Emily Chebet	Khasoa Tanga Rackel	Seru Stella Wamaitha	Maghanga Edlaide Matunda	Kariuki Daniel Ndirangu
Matum Emmah Chelagat	Judith Moriasi	Nderitu Anne Muthoni	Luusa B. Mwangeli	Kusimba Eliud W
Odhiambo Elizabeth Atieno	Chepkemboi Emmy Kirwa	Wanjiku Sr. Jeniffer Wangari	Koech Divinah Chepkurui	Mbuba Geoffrey Gitonga
Kiama Rosemary Wangechi	Mutunga Petronilla Mutanu	Njuguna Mercy Wangari	Ndeda O. Maximilla	William Anywa
Grace Onyancha	Alfred David Ndiwa	Serah W. Kabui	Nyasya Jane Faith	Mwadime Jonathan E.
Karanja Eunice W.	Owino David Oduor	Nguli Florence Nduku	Jackline Andabwa	James Mwandau M.
Ndungu Jennifer Njeri	Cosmas Kipchumba Ruto	Misoi Mercy Cherotich	Ogongo Dorothy Akinyi	Kamende Alexander Munyao
Dorothy Chepkoech Koech	Dianga Onono Domic	Mwangi Monicah Wanjiku	Mugambi Jackline Kathambi	Kirui Tom Kipkorir
Masasa Millycent Awino	Mathagu Philemon Murimi	Pauline Mbatia	Abbie W. Warui	Gedah Isaac Odundo
Mbaka Ellyjoy Kainyu	Oburu Otieno	Ondieli Jenifer Julia	Sereto Sheila Kegehi	Kionga Wilson
Munyao Juddy	Oduor Arthur	Gathigi Catherine Wambui	Kagotho Ann Wanjiru	Kipyegon Martin Kiplimo
Ndirangu Beth Wangui	Kinyanjui Samuel Mbugua	Nderitu Rose Nyawira	Muiga Felista Wangui	Cyrus Chege
Sitati Violet Naswa	Mombo Charles Chitechi	Soi Joyce	Felistus Mwikali	Wasilwa Douglas Nandasaba
Mwaura Beatrice	Kanda Johana	Agnes Wanja	Muema Ken Mutuku	Francis Kimani Mucheru
Kerubo Lilian	Naftal Joshua	Miriti Ritah Kananu	Fabian Chacha	Weru John Kariuki
Patricia Githui	Nyongesa Andrew Barasa	Esther Mwangi	Macharia Isaac	Otieno Simon O.
Kabogo Susan Wanjiku	Murimi Michael Murimi	Okech Caroline Achieng	Nduku Kyalo	Otieno William Ouma
Polycarp A. Orinda	Masinde Cosmas Wafula	Monicah Kabui	Godfrey Chemwelel Langat	Kingere Murema Titus
Kilonzo Annie Wanja	Mugo David Mwai	Mbatia Florence	Odongo Seth Otieno	Alexander Gikunda
Gitaari Caroline Muthoni	Mathenge Samuel Muriuki	Anne C. Loripo	Angulu Austin Wekhoba	Mputhia Geoffrey Murige
Kinyamu Dorine Makena	Wafula Wekesa Collins	Kaloki Jacqueline Mueni	Patrick Mumo Mutonye	Mutai Kipngeno Bernard
Mwangangi Joy	Capella Constantine	Rose M. Ombajo	Karanja David Ngugi	Kuira Wilfred Kagochi
Mureithi Grace Nyaruai	Mbaluka Solomon Mwaka	Jacobeth Andanje	Njeru Griffin Mutuma	Ganira Levy Isigi
Otieno Rachel Apondi	Shyamala Rodgers Talusi	Maina Beatrice Kamuyu	Kipsang David	Gikunju Michael Ngari
Lucia Kaloki	Kithuka Musyoki Urbanus	Mati Jane Kariungi	Maua Maro Micah	Chabari Augustine Nyaga
David Florence Mwikali	Kenga Ali	Magdalene Wanjiru	Gakweli Ally Mwakaneno	Kyalo Peter Nzioki
Mwanthi Gladys Munasye	Gedi Ibrahim Kalif	Nganga Scolastica Wanjiru	Mutua Sylvester Mbuvi	Peter M. Mwangi
Muoki Monicah	Kanene Joseph Kariuki		Nganga Samuel Karanja	Masesi Gideon Kyalo
Mutuku Faith Makaa				



KENYA



Scholars Program



Teacher Mentors Trained: Kenya, April 2019

Anderson Nthimba	Mugo Paul Njoroge	Wandera Samuel John
Wataka Nabusoba Gabriel	Murigi Peter	Zakaria Omollo Oloo
Musila Duncan Nguya	Nyoiro Caleb	Ng'ang'a Anthony Muiruri
Mugo Moses Brasio	Oloo Peter Otieno	Macharia James
Oino Simeon Nyabwari	Kilonzo Geoffrey Kitaka	James Karuru
Chepkwony Josphat Kipkorir	Peter Wachira	Rugendo Dickson Mbuba
Tirop Bella Kipkorir	Maundu Patrick	Nger Douckins Ochieng'
Kimu Samwel Wanjohi	Philip Kimwatu	Onditi Albert Otundo
Munene Peterson Muthii	Gerald Muema	Nyaanga Augustus Nyamweya
Nthenge Joseph Kituku	Ishahiliza Anthony Indavitsu	Ogola Bernard Onyango
Mungatu Richard Wambua	Otieno Nathaniel Omenda	Francis Kiiru Kimari
Matavo Jameson Muia	Solomon Mutie	Muoki William Nyumu
Jones Kiteto Mwanyumba	Mwinzi Mutie	Macharia Barnabas Maina
Kennedy Gichana	Juma Isaac Simiyu	Nturano Alex
Mutai Gilbert	Ronoh Dominic	Maina Gilbert Waitathu
Munene Joseph Bundi	Ngamau Samuel Kiguru	Nyangubo David Ochieng
Njoroge Peter Gitau	Stephen Kinyua Muriungi	Okoth George Opiyo
Charles Murigi Mwangi	Peter Kamweru Gichingiri	Wambugu Douglas Kibira
Lydia M. Ndungu	Bikundo Justus Bwocha	Ochieng' Hillary
James M. Wagicheru	Obare Alfaxad Obuya	Musyoki Benedeta Nduku
Timothy Wachira Muriuki	Ongera Nilson Mogusu	Mwangi Bange Albert
Robert Maronga	Maalim Issack Abdullahi	Walumbe Albert Sikuku
Musau Paul Musyimi	Muleri Bramwell Serede	Danson Karwe Ngumo
Bii Kiprono Daves	Kiprono Samson Mutai	Kinaka Francis Ndaka
Mmwamu Davis	Kingori Daniel Muiga	Mutua Martin Ndunda
Miriti Linus Kimathi	Cherere Solomon Thuku	Chengo Samuel Masha
Jawuor George Okoth	Njuguna Stephen Kamande	Ondijo Collins Otieno
Mwalimu Joseph Nzomo	Muriuki Samuel Ngugi	Philip Maina
Mutisia Geoffrey Kilinda	Lucy Ngima Nderu	Wasiolo Philip Nakhaima
Eric Maundu	Kamalya Charles Mutune	Wekesa Levi Wafula
Lilian Wetende	Mwando Robert Ngile	Abdi Madey Hassan
Dete Vyani Chaka	Cheruiyot Vincent Kiptum	Stanley Mutemi
Murrey Felix Kipkosgey	Kiniaru Simon Karugu	Murgor Robert
Shemote Mahmoud Shee	John Muthomi	Omuhaka Meshack Ndalianya
Nyongesa Martin Wafula	Kimeu Lawrence Mwanza	Michael Sianje
Esekon James Ikai	Muthoka Patrick	Okumu David Sambia
Chepkwony Bernard	Mutungi Harrison K.	Nicholas A. Mbiti
Sammy Kipsang Bett	Andeka Joseph Samuel	Karanja Daniel Ndungu
Kibet Joel	Wahome Moses Mwai	Ndachule C. Wanjala
Mukhongo George Wafula	Sanya Jimmy	Muduvaga Oscar Isiaho
Nyangala Onyango Alphonce	Long'Oris Kibet Manasseh	Mutai Victor Kiplangat
Dominic M. Kiema	Boniface Mulwa Mbithi	Abudho Michael Abudho Okiri
Njuguna Charles Maina	Murage Peter Mathenge	
Sasala James Matseshe	Ochieng Vincent Ochieng	
Abdiaziz Mohamed	Mwenda Benjamin	



TEACHER MENTORS HAVE DIVERSE RESPONSIBILITIES

Amazing, friendly, inclusive, supportive, humble were some of the words used by the Scholars in Machakos High School Kenya to describe their Teacher Mentor.

The Machakos boys are bold, outspoken, and confident. Their ability to articulate their strengths and weaknesses and how the **Wings to Fly Program** has benefited them is a radical departure from the other boys' schools visited in Kenya.

It didn't take too long to discover the major driving force behind the demeanour of the boys. There is a TM who is applying various tactics to get their attention and has built genuine relationships with the boys.

When asked how she does this, the TM says she treats the boys as individuals. For some she tries to come down to their level, probing further to understand their thoughts and emotions.

And for the ones she is unable to get through to, she looks for an alternative way by playing multiple roles as a mother, girlfriend and sister for the boys

to confide in her and share their thoughts and emotions.

She noted that she can identify their strength and weaknesses and supports them in that regard. She also mobilizes support the boys through mentorships. She recognizes that boys unlike the girls are unidimensional and will hardly open up because that is how they are socialized. But she is always determined to rise above these limitations to get through to the boys.

"It takes a lot of commitment, but I am happy to do it", says the TM. She sacrifices time to meet with the boys on weekends and combines multiple tasks to bring out the best in them.

Indeed, there is no objection to the testimony of the Machakos boys.

"I play multiple roles as a mother, girlfriend and sister for the boys to confide in me and share their thoughts and emotions"- Machakos TM

LEADERSHIP PUZZLE

U N W R C B E D M I Q E R H H G H M M F T
 Q L A P O P U C I F S H A P P I N E S S S
 E E R T M A I Z N L N S C L E G F Y J B M
 N J P F M T C Y W G I G E O O Q K Z Z M U
 I I Q C U R O R R Y W G D N M Y P U M J Y
 L J J G N I N S C O T H E O I M A Y H P L
 P M T J I O T U P E X U Z N U L U L G K I
 I T Q N C T R A A I O E A S C F N N T I M
 C N Z P A I I Q C K H G A E U E M A I Y A
 S E N S T S B W E C E S T G B E Z W E T F
 I M D B I M U E Y N O X D B R L J I R L Y
 D E K N O M T T E P H U D N G O P G U L C
 N G Z U N U I R P C L Y N O E Z W F Y K F
 K A X S L P O W P C F A I T H I P T D H X
 D N A E F S N H O J B S K K A Y R Y H Y F
 X A O K I L L Y V U E U I Q A B V F T T R
 P M H T N S S E N E V I G R O F I L J I H
 M E Y B K N O W L E D G E M X O H L U N H
 B M F Y N E X C E L L E N C E A C J I U D
 V I L A D N F E C I V R E S M Y C L I T Q
 L T Y D P G X J T A D I N T E G R I T Y Y

- Accountability
- Beauty
- Cleanliness
- Communication
- Community
- Contribution
- Diligence
- Discipline
- Excellence
- Faith
- Family
- Forgiveness
- Friendships
- Generosity
- Growth
- Happiness
- Integrity
- Knowledge
- Loyalty
- Patriotism
- Service
- Time Management
- Unity



GHANA

Teacher Mentors Trained: Ghana, February 2019

Kpelare D. Gladys	Alfred Aeguah
Fuseini Rashidatu	Sulemana I. Mukiaru
Nancy Atuick	Nantomah D. W. AL
Salia Hawa	Yahaya Mumuni
Dong Diana	Samuel Agbornu
Charles Baniyeni	Yamba M. Donablson
Musah Assana	Emmanuel E. Eduafo
Azenah Pauline	Inuah Mohammed S.
Ernestina Pwadura	Philemon K. Quinsah
Vida A. Anoya	Enoch Barnor
Baaba Churcher	Yenuturin Emmanuel
Donkurah Sharlotte	Fuseini Emmanuel
Grace Dassah	Zakaria Habib
Hassan Saratu	Sandra Kaburi
Issifu Sakinatu	Abdulai M. Shani
Kon-Angna Ivy	Abugri Anna
Faustina Abdulai	Amadu B. Sumeida
Afua A. Abrefa	Matilda Adongo
Ruth Mary Mensah	Charinga Agnes
Priscilla Ansah	Mary A. Akey
Joan Tegbe	Vida Eshun
Edith Arhin	Azumah Cecilia
Roseline Nartey	Anita Alenuma
Annette Armah	Sualiha Sarchibu
Eredoglo Jude	David Aluguni



THE STATE OF KNOWLEDGE CAPITAL IN SUB-SAHARAN AFRICA KNOWLEDGE



Capital defies easy measurement. Average years of schooling, a common indicator of knowledge capital in the past, is neither adequate nor appropriate today and is being replaced with various direct measures of literacy, numeracy, and other skills. In Sub-Saharan Africa, measures of improved learning—let alone comparisons between countries—are not straightforward because the various tests assess learning differently, measure few skills (typically primary-level mathematics and reading), and generally are not comparable over time. Despite these limitations, this study has gathered enough information to draw certain conclusions, as summarized here.

Many children remain out of school.

Despite the salutary progress in the past, an estimated 54.6 million African children of primary- and lower secondary school age (averaging 24 per cent of this age group) remained out of school in 2015, accounting for 45 per cent of the global out-of-school population, and many of these children may never attend school.² The three most populous Sub-Saharan African countries account for about 40 per cent of children who are out of school: 10.5 million in Nigeria, 7.5 million in Ethiopia, and 3.2 million in the Democratic Republic of Congo.

For those who are in school, learning levels are low.

Various regional and international assessments of learning show that—except in a few countries that have achieved and maintained universal primary education—less than 50 per cent of the students tested reached the absolute minimum level of learning on virtually all assessments. In many countries, less than 25 per cent reached that level. For all countries, 75 per cent would appear to be a reasonable minimum performance target.

The problem of low learning achievement emerges in the early grades.

The teaching of reading, which is crucial to children's progress through school, is highly ineffective in most Sub-Saharan African countries. Early-grade reading assessments in several Sub-Saharan African countries reveal that 50–80 per cent of children in second grade could not answer a single question based on a short passage they had read in the language of instruction. A large proportion could not read even a single word.

Learning levels show signs of improvement.

In Southern and East Africa, student test scores in the Southern and Eastern Africa Consortium for Measuring Education Quality (SACMEQ) assessments rose steeply from 2007 to 2013; but in 2013, a third of sixth-grade students were still performing no higher than the “basic reading” and “basic numeracy” levels. Internationally, the scores from the four countries that have participated in recent international assessments⁴ were well below those of students from other low- and middle-income countries and several standard deviations below the scores of students in high-income countries.⁵ Nevertheless, both Ghana and South Africa have made considerable progress, albeit from a modest base; the share of eighth- or ninth-grade students reaching the low international benchmark in mathematics for eighth-grade students was greater in more recent assessments than in earlier assessments.

An excerpt from *Facing Forward Schooling for Learning in Africa*. A co-publication of the Agence Française de Développement and the World Bank 2018

HOW WELL DO YOU KNOW TEENAGERS? 10 FACTS ABOUT TEENAGERS

1

Bullying is still one of the biggest concerns for young people. Online bullying of teenage girls has increased massively in two years. Every year more than 3.2 million students are bullied.

2

Most bullying of boys occurs in school. 74% of teenage boys who are bullied say their bullying happens at school. Meanwhile, 55% of teenage girls say their bullying happens online.

3

Teens today are uncertain about their future. The average teens biggest worry is getting a job, followed by the need to make money and achieve financial security.

4

Girls drive themselves harder than boys. 80% of teen girls compared to 72% of teen boys, believe they need a tertiary education to succeed.

5

Losing their virginity begins at this age group. Studies show that 16% of 14-17 year-olds confessed to having sex, 4 in 5 admit to being sexually active and clarify the usage of a condom

6

Smoking is on the outer. Only 12% of teenagers smoke and 8 and 10 would like their parents to stop smoking. Teens today regularly volunteer more. According to child trends, a non-profit organization, 37% of high school students volunteer around their community on an annual basis.

7

They are not very confident in the future of their generation. Twenty-seven per cent of girls and 36% of boys think their generation won't be better off than their parents.

8

Teens appreciate their teachers. A poll was taken in 2017 which included 9,000 teens and results show that 33% like the way their teachers conduct certain classes and 25% find their teacher's personality to be very amusing.

9

Teens enjoy learning. In May 2015, StageofLife.com asked high school and college students to take a survey about if a teacher or the school had ever impacted their lives. 89.5% of teens report enjoying school and 98.6% of students report that a teacher has positively impacted them.

10

Teens with learning disabilities have a higher IQ. It's true! Most teens' learning disabilities were diagnosed using an aptitude-achievement discrepancy method. This means their IQ scores were compared to achievement test scores

SOME GOOD BOOKS FOR TEENAGERS

- Rage for Change- LEAP Africa
- 7 Habits of Highly Effective Teens- Sean Covey
- How to Win Friends and Influence People- Dale Carnegie
- The Saint, the Surfer and the CEO- Robin Sharma
- How to Become a Straight-A Student- Cal Newport
- Rich Dad, Poor Dad- Robert Kiyosaki
- Gifted Hands- Ben Carson
- Soul Surfer- Bethany Hamilton
- I AM Malala: How One Girl Stood Up for Education and Changed the World- Malala Yousafzi
- Chronicles of Narnia- CS Lewis
- Long Walk to Freedom- Nelson Mandela
- Hospital by the River- Catherine Hamlin
- Catherine's Gift- John Little



Sources :

<https://www.parentingideas.com.au/blog/20-must-know-facts-about-teens/>
<https://pumpic.com/security/fun-facts-about-teenagers/>
<http://stangebuttru.blogspot.com/2013/07/facts-about-teenagers-you-might-not-know.html>
<https://factsd.com/bullying-facts/>

PATHWAYS TO PROGRESS: MAKING ENTRY TO WORK SEAMLESS FOR SECONDARY SCHOOL STUDENTS - by Hope Obamwonyi, MERL Coordinator, LEAP Africa

Introduction

The current demographic statistics of Africa [1][2] has made the continent a focal point for discussions on youth development and demographic transitions. Not only does the region house the highest number of young people aged between 15 -29, it is also projected to double in 2050³. This means that if the continent is to reap the benefit of the youth bulge and the prospect of a very young working population, there is need to prepare, equip and nurture them to adequately tackle the challenges of the future.

The world development report of 2007 reveals that young people must be adequately prepared to lead productive adult lives. They must be given access to quality education capable of helping them transition to productive adult life where social mobility is a possibility while living healthy lifestyles and actively engaging their agency as citizens towards purposeful advocacy.

One of such efforts towards helping young people transition to better and productive adulthood birthed the MDG's and the Universal Basic Education⁴. Although the 2015 target was not achieved in its entirety, there was a significant improvement in the number of children in primary schools. The implication is that more children were churned out of primary schools for post-primary education although the quality of primary education has been called to question.

Since learning is cumulative, investments in learning during childhood and adolescence have larger returns than later investments because they increase the productivity of those later investments.⁵ A deliberate attempt must be made to invest in the quality of education young people are exposed to as opposed to measuring quantity as impact outcomes.



1 United Nations (2017), Youth Empowerment. Available at: <https://www.un.org/en/africa/osaa/peace/youth.shtml>

2 Mariama Sow (2018), Africa in Focus: Figures of the week: Africa's growing youth population and human capital investments. Available at: <https://www.brookings.edu/blog/africa-in-focus/2018/09/20/figures-of-the-week-africas-growing-youth-population-and-human-capital-investments/>

3 Ibid 2

4 World Bank. (2007). World Development Report 2007: Development and the Next Generation. New York: Oxford University Press.

5 Ibid 4

The Big Question – Should Secondary School Students Exit to the Labour Market?

Learning occurs for many people at their entry into the world of work, therefore initial experiences can have long-lasting effects. This means that young people find it easy to enter the world of work to the degree of the technical expertise and employability skills that they possess. The implication of which is that the lesser level of education, the more difficult it is for them to find jobs.

Findings from LEAP Africa's work in equipping secondary school students with leadership and life skills reveals that most students exit the system directly into the workforce. Although further education is a desirable pathway for transition, the lived realities and social contexts of these students often force them into the labour market earlier than they are prepared for. The implication of which is an emerging young workforce that is often ill-prepared to take on available jobs. If difficulties in entering the labour market persist, poor youth outcomes such as child labour, school dropout rates, and joblessness are a few consequences that will emerge.

Given this reality, emerging questions remain: how can secondary school students be adequately prepared to enter the workforce? What skills do they need to fit into entry-level roles as they attempt to make ends meet for themselves? Should exit from secondary school be considered a valid pathway to progress?

Making Entry to Work Seamless for Secondary School Students

Secondary school education is pivotal to the effective transitioning of young people. Through this institution, young people learn more advanced and technical knowledge-based skills that prepare them for various career pathways.

Given the African reality, secondary school students must be adequately equipped with skills and competencies that will enable them to exit effectively. This means an approach to youth development that is strength-based, entrenches the use of psychology to foster educational engagement and achievement. Efforts are directed not just on students' academic development but also on their vocational, social, and emotional development. ⁶

This approach, positive youth development is in sync with LEAP Africa's efforts towards strengthening secondary school education by providing support through leadership and life skills training as well as exposure of students to their first internship experience to help them familiarize themselves with the realities of the workplace. The pieces of training help to shape student's mindset, raise their aspirations to alternative pathways to progress and awaken them to the realization to become employers of labour. There is, therefore, an urgency for an approach to secondary education that prioritizes learning for work and life. This will mean a conscious attempt that transcends the traditional approach of focus on academic outcomes only.

Making an entry into the labour market seamless for secondary school students requires multiple stakeholder involvement to achieve. Public-private sector partnerships and collaboration are highly encouraged as it will ensure that solutions are scalable. Other considerations include curriculum review, policy change (including labour laws), advocacy action by social sector organizations as well as teacher training and motivation.

With these efforts in place, secondary school students who enter the labour market under their social reality or choice are well equipped to negotiate better and comfortably exchange their skills with a decent wage.

⁶ Cynthia E. Hazel, PhD (2016). *Empowered Learning in Secondary Schools: Promoting Positive Youth Development Through a Multi-Tiered System of Supports*. American Psychological Association. Washington DC, United States



UGANDA

Teacher Mentors Trained: Uganda, February, 2019

1	Wanyana Rachel Lasuba	44	Apio Alison
2	Nakaweesi Zahara	45	Namara Hope
3	Lyadda Susan	46	Namirtambe JaCent
4	Bafumba Susan	47	Nabachwa Mary Jacqueline
5	Akewo Bernadette	48	Ijonai Emmanuel
6	Agnes Namubiru Sseguja	49	Olila John
7	Ayoko Jennifa	50	Lubega Ismail
8	Judith N. Okiving	58	Kimuli RiChard
9	Nandawula Agnes	59	Moses Ebange
10	Twongyeirwe Mercy	60	Ssemamda Dessden
11	Namayanja Gertrude	61	Gumisinza Innocent
12	WaNyana Prossy	62	Mung Patrick Manson
13	Lucy Namalike	63	Lukwago Mbagatuzinde
14	Nassiwa Olivia Brendah	64	Mugole Joshua Isabirye
15	Kyasiimire Sonia	65	Kizito Shaffil
16	Nakabira Josephine	66	Ssekadde James
17	Namutidde Benardette	67	Agaba Patrick
18	Sibitenda Harriet	68	Magyezi Thomas
19	Biwoye Justine	69	Mukuneu Mbuga
20	Nalwoga Flavia	70	Bazira S Paul
21	Tesaga Harriet Mwogeza	71	Kabanda Joseph
22	Nabirye AnnunCiata Teddy	72	Kaye Paul Senfuma
23	Mary Kobosingye	73	Katongore Eria
24	Birungi Eunice Joanita	74	Muluwita Batulunmayo
25	Natukonyera Rhita	75	Nabachwa Mary Jacqueline
26	Atuheire Annah	76	Nantakyala Willbrod
27	Angayika Maimuna	77	Mutyabule Paul
28	Kemigisha Samali	78	Kibumba Peter
29	Kabeera Celestine	79	Kisenyi Kigozi Geoffrey
30	Nalukwago Hanifa	80	Watika George
31	Mutumba Haaje	81	Omoya Charles Oyet
32	Nantale Margareth	82	Kiconco AllEn
33	Nyakober Jennifer	83	Tayebwa Judith
34	KayinZa Betty	84	Kabanza Amos
35	Kawudha Robinah Christine	85	Kagumba Eddie
36	Murungi Rhona	86	Kasozi Herman David
37	Nassinde Regina	87	Oguro Anthony
38	Rev Xavier Tino	88	Madoola Albert
39	Nalukenge Bitijuma. K.	89	Ayebazibwe Martin
40	Nabaliisa Irene	90	Ssemakula David
41	Tumwujukye Shallom		
42	Nakyejwe Rehma		
43	Nakitooke Miriam		



EMBEDDING ELEARNING IN THE CLASSROOM

- by Chibuikem Nwani, Programmes Coordinator (eLearning) at LEAP Africa

Often teachers ask, how can I get my students to be more interested in learning? How can I get them more engaged? What else can I do to improve retention of the subject taught?

My answer to this question is, **HOW MUCH HAVE YOU EXPLORED?** I say this with caps because most teachers still apply the orthodox approach to learning and the result is usually predictable.

In this article, I would be sharing how classroom teachers can leverage eLearning tools and tactics to better engage their students to improve learning outcomes.

Firstly, what is eLearning? In its most basic definition, eLearning is learning through electronic means either online or offline. Many people erroneously believe that eLearning only involves the usage of sophisticated tools to learn – This is not true! This misconception about eLearning often leads many potential learners away from the current digital trend.

Although due to global technological advancement, eLearning in recent times is seen as a thing only those with high technical skills and resources can do, there are easy ways and tactics to use regular multimedia to drive and improve the learning outcomes of your subject.

Some easy tools to leverage eLearning is the use of e-books, learning videos, articles, playing a game and so on, You will find useful links on where you can find these resources for free later in this publication.

There are mainly three ways one can integrate classroom learning with e-learning:

Pre-Classroom Training: eLearning can be added before classroom training, as in providing students with electronic learning material of a certain topic that is to be discussed later in the classroom. This gives students a general idea of what the topic would be about, thus cutting the classroom time and making learning more effective.

For example, when students go on holidays you could give them ebooks on any topic you think would be challenging to grasp in a short time. This tactic, however, would give them time to understand the topic to a certain level before resumption. That way you reduce pressure on yourself and on the student, which finally leads to the achievement of learning goals– making the learner learn better.

Post-Classroom Training: This type of integration consists of adding e-learning after classroom learning. No matter how effective a learning process is, it won't be fruitful unless the student understands how to use the information gained. Often, we see where students don't understand how the jargons in class contribute to real life. This is a way to make them more interested in learning and increase the knowledge retention span.

For example: If you are a physics teacher and taking a class on thermodynamics, I took that subject, so I understand how it sounds when being taught. I wasn't as interested in learning more about the subject but if I knew it was associated with Aeroplane propellers, refrigerators and Air conditioner and so on, I am sure I would have been more interested. So, show them videos and give them articles to inspire them and make them more interested in learning.

There are different ways to go about this as well, you can also give them summary notes via PDF for retention purposes, tell them to read a book that discusses this and so on.

In-Classroom Training: There are different ways of infusing eLearning in the classroom. Some schools use e-learning in the classroom. Some portions of the subject are online which can be done by the learners in the classroom. This method can also allow the use of electronic aids by the instructor while conducting a classroom training session. Another is making references to videos while teaching to settle their minds for learning. Visual aids have proved to be more effective in helping the students understand as well as retain the information compared to normal speech delivery. This does not only help the students but also the teacher to deliver the learning with ease.

For example, if you teach a subject you can show a video on how the topic you're teaching is being applied. That way you can capture their attention and they can learn better.

In summary, eLearning is fun to apply as a teacher. It allows you the freedom to explore, research and even learn more. eLearning should not be a replacement for classroom learning, but the combination of both will increase retention, attitude to learning and overall improve the learning outcomes of the students.



SECONDARY EDUCATION IN AFRICA: PREPARING YOUTH FOR THE FUTURE OF WORK

Employers in both the formal and informal sectors increasingly demand workers with 21st-century skills such as critical thinking, communication, creative problem solving, resilience, and teamwork. In contrast to certain technical skills, 21st-century skills cannot easily be taught on the job. Digital skills and eloquence in an international language or the language of business are similarly important. Entrepreneurship skills such as knowledge of local markets, finance, cultivating a business mindset, and marketing are also crucial for the millions of youth who will need to create their livelihoods.

Developing these skills will have positive effects for society overall: it is increasingly the case that the skills needed for work, and those required for learning, personal empowerment, and active citizenship, are converging. Despite progress, many youths in Sub-Saharan Africa currently lack the foundational, digital, and 21st-century skills needed to succeed in a changing world of work. The World Bank reports that fewer than 20 per cent of students meet minimum proficiency requirements in reading and math during the late primary, well below scores in other regions.

This means that secondary systems will increasingly need to provide remedial learning to help students gain the foundational skills of numeracy and literacy, particularly in the language of instruction, upon which additional learning can be built.

Active, learner-centred pedagogies are important for helping youth to acquire 21st-century skills. Methods of teaching that encourage young people to ask questions, apply their knowledge to solve practical problems, work in groups, speak up in class, and critically analyze information help to build the types of skills that will increasingly be needed to adapt and thrive in a changing world of work.

Importantly, a new set of courses to teach these skills is not needed: this type of pedagogy can be applied within existing curricula. However, many teachers in Sub-Saharan Africa are unprepared to utilize such techniques. Studies of teacher competencies have found that many secondary-level teachers in Sub-Saharan Africa lack basic proficiency in the subjects they teach, and even fewer are trained in or use pedagogies that help to impart these skills. Investing in quality initial teacher training is critical to helping prepare young people for the future of work. Over 10 million additional secondary school teachers will be needed by 2030 to meet the demand for secondary education on the continent, including 7.1 million for new teaching positions and 3.7 million to replace those who leave. Teachers need to be better prepared not just in subject matter knowledge, but also in the types of pedagogies that are shown to impart the kinds of 21st-century and other skills needed for work.



Excerpts from Mastercard foundation paper on Secondary Education in Africa: Preparing Youth for the Future of Work



MALAWI

Teacher Mentors Trained: Malawi, April 2019

1	Eliza Maganga Kulanrua	54	Dalitsso Chapita
2	Joyce Namoyo	55	Linly Herman
3	Stella Banda	56	Scholastica Kaole
4	Rhoda MoseS	57	Rose Msindira
5	Wezzie Munthali	58	InEss Falera
6	Mary F. Ramundi	59	Smart Ndalimba Namakhwa
7	Tamara Khosa	60	Fancy Chitenje
8	Sibongile Madhiopa	61	Florence Kansemo
9	Edith Mitengo	62	Joana Kachingwe
10	Rhoda Njoloma	63	Grace Mahenye
11	Immaculate Kaunda	64	Catherine Thengo
12	Kondwawaka H. Saka	65	Edna F. Chamatwa
13	Jean Chauya Mazombwe	66	Jdah I Likalawe
14	Rachel Nyinenda	67	Mwawi Thete
15	Faith C. Banda	68	Mildred Singano
16	Bella Mande	69	Philonia Yambani
17	Towera Mwenda	70	Manes MpangowaliMba
18	Agness Mdoka	71	Rhoda Mwinjiro
19	Fatima Kaukambo	72	Winnie N Msiska
20	Lenia Kachikho	73	Fanny Masonje
21	Chrissy Ngwendu	74	Tomaida Tegha
22	Martha Chadzamakemo	75	Catherine T. Malemia
23	Eluphy Glyn	76	Chifundo Kwapulani
24	Mary Kenani	77	Rose Sauwsi
25	Sangwani Phiri	78	Modesta Tepani
26	Beatrice Lutepo	79	Gladys Likoloma
27	Charity Kaphinde	80	Chikumbutjo Mpalika
28	Agness Dambo	81	Ellen Kampango
29	Catherine Pahuwa	82	Maggie Misoya
30	Lofreen Chiwosi	83	Esther SaWati
31	LoVe Chunga	84	Rahema Harudi Namate
32	Linda Singann	85	Faith L. Fweta
33	Mercy Kansale	86	Felistina Livero
34	Evelyn Makoangwala	87	Lista Ntchito
35	Alice Mdala	88	Teleza Mkweu
36	Eluvy Kazako	89	Ellen Soko
37	Ellen Gabriel	90	Agness Dzimbiri
38	Felistas Ngalawa	91	Grace Kamdenbe
39	Loyce Kapeni	92	Chisomo Kaphamtengo
40	Nora Chipwatali	93	Constance Nkalodzwa
41	Tionge Msusn	94	Bridget Mhemedi
42	Pariji Gondwe	95	Edna L. Banda
43	Tinozgechi R Msukwa	96	Loyce SAulosi
44	Stella Jalasi	97	Takondwa Phiri
45	Egrida Ngoleka	98	Harriet Kayira
46	Sr E. Kalitbiro	99	Anme Masache
47	Magadatha Moshiwa	100	Gertrude Shabani
48	Mary Njewa	101	Rose Nkhono
49	Philes Chikhaaki	102	Alefa Chiusiwa
50	Millium Mtema	103	Viscia Phiri
51	Fagesi Nasiyaya	104	Sheba Banda
52	Dingly Chinthola	105	Emily M. Tukuam
53	Maria Chinwa		



TARGETING GIRL CHILD EDUCATION IN MALAWI

Malawi's youth population is estimated to be 40% of 17.2 million people under 15 years according to 2016 PRB fact sheet. Being a youthful population, the government has one of the highest children literacy rates when compared to countries within the region. One of the contributing factors for high enrolment was the free education policy enacted in 1994 and the country has maintained steady growth in primary school enrolment year after year. Although children education is on the rise, the ratio of girls to boys in school is on the decline.

The girlchild faces many challenges in accessing education which has resulted in lower enrolment compared to boys, huge dropout rate and low transition rate from secondary schools. The inaccessibility is fueled by external and internal factors such as infrastructure, teacher capacity, sanitation, and finance.

On April 15, 2019, LEAP held a convening in Blantyre, Malawi which brought together education stakeholders from the Ministry of Gender, Children, Disability and Social Welfare (MoGCDSW), Ministry of Education HQ, Education Divisions, District Education, NGOs, CDC, Head Teachers, CAMA and CAMFED (Campaign for Female Education), as it kicked off the Transformative Leadership Program in the country.

The Transformative Leadership Program supported by Mastercard Foundation and CAMFED is to strengthen the teacher training model in schools and equip teachers to provide proper guidance, counselling and mentoring to students. Through this partnership, LEAP's curriculum will be helping girls to excel in school and become change-makers. LEAP's gender diversity and inclusion policy demand we place attention in reaching girls in and outside the classrooms, women within organizations and make room for girls and women to lead meaningfully.

Its collaboration with CAMFED, an organization working to eradicate poverty in Africa through the education of girls and the empowerment of young women and operating in Zimbabwe, Zambia, Ghana, Tanzania, and Malawi helps LEAP achieve this goal in Ghana and Malawi.

One of the high points of the engagement meeting in Blantyre was understanding the at the national level, girl education is being treated with the urgency it deserves.

The Ministry of Education represented by the Deputy Director for Secondary and Distance Education, Ruth Samathi-Kambali shared insights into the significant efforts of the Ministry in prioritizing girl child education and acknowledged the gaps likewise. The expansion of infrastructure to accommodate girls - facility upgrade; achieving 50:50 girl to boy enrolment, abolishing school fees for schools, setting up Education Trust Fund (UBR), provision of bursaries and ensuring proximity to schools amongst others are some of the measures the Ministry is taking in this respect.

The Stakeholders Engagement Meeting (SEM) was a rich dialogue on the Transformative Leadership Program (TLP) being sustainable and mainstreamed at a higher level. The SEM fostered the inclusion of solutions that is context-based to Malawi as educators participated in the pre-program workshop in shaping and making it more effective. Stakeholders sought for inclusiveness of Teacher Training Colleges (TTC) and Malawi Institute of Education (MIE) in the program.

In the end, the convening yielded tangible outcomes on the best approach, program sustainability, accessibility, data integrity and support channels for Teacher Mentors.



PREPARING SCHOLARS FOR THEIR FUTURE: 21ST CENTURY SKILLS

- by Yewande Apatira, Senior Programmes Coordinator, LEAP Africa

The way we do our jobs, run our businesses, learn, access information, give and receive healthcare, interact with others, perform banking transactions, manufacture items, travel etc. is changing.

Many years ago, to call someone you had use a public phone- whether a payphone or a home telephone- but now many people have their mobile phones and can make calls anytime they want from almost anywhere. It is not uncommon nowadays to have business meetings with persons thousands of kilometres away. In fact, it a project team can be made up of people on different continents and from different cultures who have never met in person!

Previously, to send or receive money you had to go to a bank and a cashier would assist with the transaction. Now, from the comfort of your home you can send money at any time of the day, on any day and to anywhere in the world. In several societies in the world, you can live cashless- meaning you handle all your transactions using from a card, you do not have to carry cash around. banking transactions could only be done during banking hours. Now, we can send and receive money at the speed of an instant 24 hours and 7 days a week. In fact, many people do not even need to step into a bank for weeks on end because they can do all their banking from their offices or homes.

In health care, doctors can communicate directly and in real-time with patients in remote areas. Surgeries are being performed using robots, the doctor sits at a console and directs the robotic arms into the body of the patient to carry out the surgery. Lifesaving medicines and blood are being delivered using drones- small flying equipment that are controlled by remotely.

All these changes are due to advances in technology, advances which are touching every industry and facet of life. Technology is indeed bringing the world closer, making learning easier and information more widespread, helping businesses grow faster and creating new opportunities and new jobs.

As teachers and youth development workers we have the responsibility to shape our students- the next generation of workers, leaders and parents- for the future, their future. And their future is rapid changes in technology with concurrent rapid changes in the skills required. Some students will learn some skills in tertiary education that will not be relevant in years to come. There are jobs that exist now that will not exist in a few years and there are new jobs and opportunities that are springing up. Manual and clerical work, jobs that are routine and do not require much intellectual and interpersonal effort are phasing out, while jobs requiring strong interpersonal skills, higher-order thinking, creativity etc. are on the rise.



...the picture of the future is one of a constant state of flux. A never ending series of change that will leave the students of today useless if they cannot adapt.” – Brian Miller

Workers of the future are going to have to be multidimensional- combine strong technical skills and social skills. If students are going to thrive and become productive members of society, contributing to the growth and development of the African continent, they need to develop 21st Century skills to make them adaptable, resilient, gritty and ready! for whatever changes the future holds. Therefore, as we consider these changes let’s reflect on what they mean for us and the students we have the responsibility of nurturing, and how we can prepare them for their future.

“The illiterate of the 21st Century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.”- Alvin Toffler

Researchers have studied the current environment and highlighted some top skills that will be relevant now and in years to come. They include creativity, critical thinking, collaboration, communication, growth mindset, flexibility and adaptability, digital literacy, leadership, and cross-cultural awareness and competence. Underscoring these 21st Century skills must be a sense of purpose and service, and a love for learning.

The skills and some tips on how to help students develop them are described below. At the end of this guide there are helpful resources for further reading on the future of work and on each of these skills. Read the entire article at once and then you may choose to focus on one skill at a time for a certain period (weekly, biweekly, monthly etc.) to intentionally incorporate into your life and classroom.

1. CREATIVITY

DESCRIPTION

Creativity is looking for ways to do things differently, coming up with new ideas and solutions, seeing more than one way, one path: generally thinking differently. A creative person thinks, “what other ways?” “what else?” “what more?” “how can this be better?” “what can I do differently?”

“Creativity is an attitude, a way of life that allows you to adapt to changing circumstances”- Angele Duckworth

IN THE CLASSROOM

- Create an environment that fosters creativity. Set ground rules in class that there are no stupid answers and everyone has a say; allow room for mistakes
- Ask open ended questions and give students time to think of a variety of answers.
- Allow for self-expression and the use of imagination.
- Encourage group work and discussion
- Create time for Exploration, reading and questioning of assumptions
- Design your lessons to be as practical and as hands-on as possible.
- Help students see the real-life application of what they are learning.
- Never use derogatory words

2. ANALYTICAL/CRITICAL THINKING/SENSE MAKING



DESCRIPTION

Have you ever taught your students a particular concept and then asked them about that same concept but in a different way to test their understanding? What were the responses? Chances are that some were able to answer and others could not.

Critical thinking requires evaluating and making sense of information read, heard or presented.

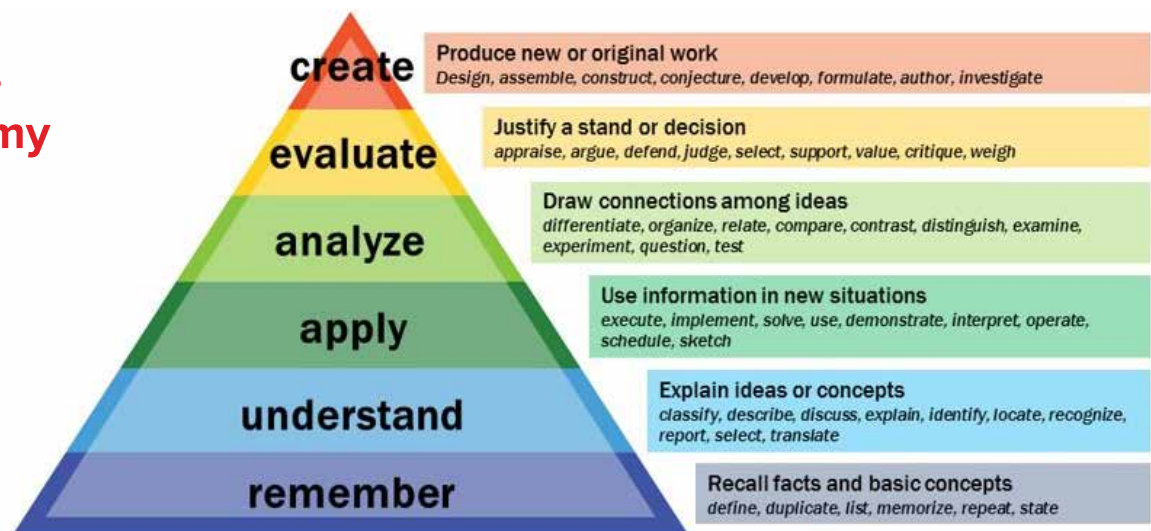
If the purpose of education is preparing students for life then they must be able to critically appraise information they encounter everyday and then apply the information to make decisions, solve problems or form their own opinions.

“Education is not the learning of facts, but the training of the mind to think”- Albert Einstein

IN THE CLASSROOM

- Ask questions that require more than “yes” or “no” answers. Questions should not just test the students’ ability to recall the information, incorporate questions that test their abilities to apply what they learn. The picture below gives some ideas on other ways to help students think critically about what they are learning.

Bloom’s Taxonomy



Source: Vanderbilt University Center for Teaching

- Use follow-up questions to test students’ understanding; ask “why?” questions to probe further.
- Assign readings to students and let them present their understanding of the information in their own words.
- Use different games or activities that promote critical thinking during classes.
- Hold class debates on topics they have learnt.
- Use project or problem-based approaches ie. Create real-life scenarios that students have to apply what they are learning.
- Encourage students to reflect on their life experiences in their journals. They should not stop at writing what happened to them, rather they should think deeply and answer the following questions based on their experiences
 - o What went well?
 - o What did not go well?
 - o What did I learn?
 - o What can I do differently next time?
- Expose them to new and challenging materials, texts and ideas; ask them to discuss the new material and present their thoughts.

3. COLLABORATION



DESCRIPTION

“Collaboration divides the task and multiplies the success.”- Unknown

“If you want to fast, go alone, but if you want to go far go together.”

Gone are the days of being the “know it all” and “do it all.” The current world of work thrives on partnering with others. There is a common understanding that not one person has all the skills needed to solve problems.

Students must learn to work with others to achieve greater benefits. Through collaboration students develop their interpersonal and communication skills, learn to appreciate other people’s views.

IN THE CLASSROOM

- Teach how to work in teams
- Place students in different groups and rotate groups through the term(semester)
 - o Smaller groups are better so everyone participates. Each person must have a role within a team for every task. Some team roles include- team lead, presenter, recorder/scribe, monitor etc.
- Plan group discussions and projects
- Create study groups with a mix of students with strengths in different subjects
- Give complex assignments that would require more than one person to solve
- Encourage students to participate in extracurricular or team activities.
- Assign “buddies” or accountability partners for peer to peer learning

4. COMMUNICATION



DESCRIPTION

The ability to express oneself clearly and effectively in writing and speaking is becoming increasingly valuable in our more connected world. In addition, as the world is shifting away from more manual repetitive and routine work towards a knowledge economy, students need to learn to express themselves clearly, persuasively, creatively and effectively to achieve desired outcomes.

“Skill in the art of communication is crucial to a leader’s success. He can accomplish nothing unless he can communicate effectively.”- Anonymous

IN THE CLASSROOM

- Give students constructive feedback on their communication skills and not just on the subject matter
- Organize interclass and intraclass debates
- Have students read portions of their texts aloud and explain what they understand from their assigned readings
- If the technology is available, show the students inspiring and educative videos and hold discussions on key lessons from the videos
- Ask open-ended questions so students can express their thoughts
- Teach active listening skills. A good activity to teach listening skills is “Think, Pair, Share”
- Create opportunities for every student to speak up in class.
- Expose students to traditional and new media (social media etc) communication tools
- Teach students to journal- write their thoughts, stories and experiences in a journal
- Elevate collaboration over competition and avoid comparing students.
- Reading improves communication skills. Devise different methods to encourage your students to read. You can assign a book a month, hold reading challenges, have students lead book clubs. Organize a book drive in your community so members of the community can donate books for your students to use (ensure the books are age appropriate).

5. GROWTH MINDSET

DESCRIPTION

Winning or losing, success or failure starts from the mind. The right mindset is like soil that is well-fertilized, with just the right amount of nutrients and moisture to support growth.

A growth mindset is a belief that one can learn, grow, get better, smarter and achieve success (even after failing). A fixed mindset on the other hand is inflexible and inadaptible. A person with a growth mindset knows that there is room to improve and always seeks challenge and feedback.

“I do not divide the world into the weak and the strong, or the successes and the failures. I divide the world into learners and non-learners.”- Benjamin Barber

“The illiterates of the 21st century will not be those who cannot read and write but rather those who cannot learn, unlearn... and relearn”- Alvin Toffler

IN THE CLASSROOM

- Teach students how to solve problems and overcome challenges. You can teach your students the **SODAS** technique, a simple good framework to approach problem solving. Anytime they have a problem to solve, they should think through the problem to develop a solution using **SODAS**.
 - o Step 1: Situation- Define the situation. What is the problem?
 - o Step 2: Options- Identify as many ideas to solve the problem. Allow yourself to think freely. You can apply the **SCAMPER** method of thinking creatively to come up with ideas.
 - o Step 3: Disadvantages- For each idea think of the disadvantages
 - o Step 4: Advantages- For each idea, think of the potential benefits
 - o Step 5: Solutions- Choose the best option of all your ideas and act on it!
- Put inspirational posters about growth, perseverance, learning, overcoming obstacles. You can have the students create these posters.
- Model a growth mindset. Show your students how you persevered, and how you are growing personally and professionally.
- Use different teaching methods so that students can build a variety of skills.
- Teach students the importance of persevering and overcoming obstacles. Use stories of local and global women and men who persevered.
- Avoid asking questions that test rote memorization. Rather ask questions that require students to think deeply- testing what they understand or do not understand.
- Increasingly challenge students through project or problem-based strategies.
- Create opportunities for students to try new things.
- Give constructive feedback, and recognize effort and improvement.
- Give the students increasingly challenging projects so they continue to progress in their skills and knowledge.

6. FLEXIBILITY & ADAPTABILITY (EMBRACING CHANGE)

DESCRIPTION

The 21st Century workplace requires a willingness to embrace new ideas, new ways of doing things, other people’s views, varied responsibilities. The demands of work are changing as knowledge is advancing and workers need to be able to adapt to these changes, and develop new skillsets as the nature of work changes.

“Flexibility is characterized by a ready capability to adapt to new, different, or changing requirements,” and “adaptability is the quality of being able to adjust to new conditions,” to explore alternatives, work in a team or independently.

“It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change.” – Charles

IN THE CLASSROOM

- Change student groupings frequently- do not allow permanent groups so students learn to work with different types of personalities.
- Use different scenarios to teach concepts.
- Create novel situations
- Ask application questions
- Use role playing in the classroom
- Ask students to give more than one answer or method of arriving at a solution
- Give unexpected tests
- Encourage students to read wide and learn about different subjects
- Teach students self-regulation- how to manage their emotions and thoughts in challenging situations.
- Teach students to view failure as learning opportunities, encourage them to try new things and overcome the fear of failure.
- Create an environment where students feel safe to try out new things and make mistakes without being mocked.

7. EMOTIONAL INTELLIGENCE



DESCRIPTION

Human are emotional beings and our emotions affect the way we think, behave, relate with others and make decisions. The ability to identify and manage our emotions and the emotions of others is emotional intelligence.

People with high EI are aware of their emotions and their effects on others, control their emotions to achieve their goals and manage the emotions of others. Emotional intelligence is a combination of self-awareness, empathy, self-regulation, social skills and motivation.

“Emotional intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behaviour and relationships.”- Travis Bradberry

IN THE CLASSROOM

- Students tend to prefer to be friends and partner with students who are similar to themselves. To foster the development of empathy and social skills put students in diverse groups.
- Guide students on a journey of self-awareness to learn more about their strengths, weaknesses, biases, likes and dislikes
- Teach stress management techniques
- Model emotional intelligence- practice empathy, self-regulation; acknowledge students emotional states and provide appropriate support

8. DIGITAL LITERACY

DESCRIPTION

“More and more, job listings are exclusively available online and as technology evolves nearly every occupation now requires a basic level of digital literacy with web navigation, email access and participation in social media”
- Michael K. Powell

It is inevitable that to succeed in today’s economy, students will need to be more than aware of digital tools and other technologies. They would need to learn to use technology to work, solve problems, find and store information, create content (information), do business, connect with people and manage their time. There are vast opportunities for a person who is digitally literate.

In the Classroom

- It starts with you. How comfortable are you with technology? If you are not then start today to learn. There is so much you can do with your mobile phone even if you do not have a personal computer.
Note: the Transformative Leadership Program (TLP) WhatsApp groups and the online learning platform (LMS) are great ways to practice and improve your digital skills.
- Teach students about internet safety (the link to a guide is provided in the resources section of this article)
- Show your students how social media can be used for learning and sharing information.
- Use a variety of digital tools to facilitate learning and make it exciting. There are thousands of free educational games and videos on the internet on platforms such as YouTube, TED Ed, TED, Khan Academy, CANVA for Education etc. (a few websites are given in the later part of this article).
- Give assignments/projects that require students to look up information on the internet.
- Where possible have students practice their word processing skills- require them to type up their assignments and make PowerPoint presentations.
- Research local companies and individuals who can speak to your students about technology and digital literacy, or expose them to the possibilities that technology affords and to different digital tools, careers and skills.
- Addresses myths, stereotypes or biases surrounding technology and STEM (Science, technology, engineering and mathematics) careers. An example of a myth or bias is that only males should pursue STEM careers or that females are not interested in STEM careers. This is obviously not true as there are many women who are at the forefront of technological advances globally.
- Provide students a list of safe websites where they can access educational and inspiring resources such as books, articles, videos and games for free (some websites are provided below).

9. LEADERSHIP

DESCRIPTION

Helping students develop their leadership skills can result in improved personal, academic and social outcomes. When students are given the opportunity to lead- take action, be accountable and make a difference- they discover and strengthen different critical soft skills.

“If your actions inspire others to dream more, learn more and become more, you are a leader”- John Quincy Adams

IN THE CLASSROOM

- Model transformative leadership! “Transformative leadership is the act of engaging others in an ethical manner to generate positive and lasting change.” Be a self-leader, be ethical and fair in your dealings with students. Inspire them to dream more and become more. Be a problem-solver.
Your students are watching so “Walk the talk”
- Address myths/wrong beliefs about leaders and leadership such as leaders are born, leadership is position. Reinforce the fundamental principles and truths about leadership- leaders are made and not born, anyone can be a leader as long as you want to serve others and make a difference, leadership is action and not position.
- Share your leadership journey with your students, the challenges you have faced and how you are growing as a leader.
- Showcase examples of young people leading in their communities and in the world. When possible invite these role models to share their leadership journeys with your students.
- Encourage your students to participate in extracurricular activities.
- Mentor your students- mentorship is one of the best ways to develop leaders.
- Assign responsibilities to your students and give them the space to act. Trust them to lead.
- Give everyone a chance to lead. Leadership is not only reserved for outgoing people. Everyone can lead!
- Coach the students to organize give-back activities within their school and community. Community service and give-back projects is another great way for students to develop their leadership skills.
- Hold your students accountable to their word and responsibilities assigned to them. Give constructive feedback when they fail to carry out their responsibilities or meet expectations.
- Create accountability and peer mentoring systems and encourage older students to mentor younger students.
- Involve students in decision-making and problem-solving.
- Foster an inclusive atmosphere, ensure all students participate.
- Teach your students to value people and their opinions.
- Give them opportunity to take initiative and come up with solutions and ideas on their own.
- Encourage your students to take up leadership roles and practice transformative servant leadership.
- Leaders are knowledgeable. Help your Scholars develop a reading culture- bring in newspaper articles, books etc for them to read.

10. CROSS-CULTURAL AWARENESS AND COMPETENCE



DESCRIPTION

Culture is a belief system, way of life, set of values, traditions and behaviours that people adhere to. There over 7.5 billion people in the world and very many different cultures. As the world is getting smaller figuratively because of how increasingly connected we are because of technology, developing cross-cultural awareness and competence will be an invaluable skill to promoting global networks, learning and sharing.

“We live in a world that is no longer bounded by the last street of our neighbourhood... our neighbourhood is global.” – Yvonne Carmal Cannul

Cross-cultural awareness and competence are an understanding and appreciation of the uniqueness of our own culture and the culture of others. It is a desire to learn about other people’s culture so we can relate with them better, putting aside biases, stereotypes and preconceived notions.

We all have different perspectives on issues and see the world different because of our backgrounds, life experiences, and especially our cultures. Therefore, we must learn to navigate the differences in a manner that ensures that people feel respected, valued and included.

IN THE CLASSROOM

- Be aware of and address your own cultural biases.
- Show interest in your students' culture and backgrounds.
- Teach your students to be respectful of cultural differences.
- Host events during which students teach their peers about their cultures.
- Highlight contributions different cultures have made nationally and globally.
- Emphasize similarities in cultures and guide students to address conscious and unconscious biases they may have about people from different cultures.
- Ensure class groupings are culturally heterogenous.
- Hold discussions on local and global current events so students are aware of what is happening around the world.
- Give projects, class exercises that require cultural considerations.
- Organize debates on national and global issues.
- Foster a health and respectful atmosphere.
- Never use derogatory terms and have a strong stance against them in your classroom.
- Emphasize respect for all people.
- Use language and examples that are culturally-sensitive and that do not denigrate any culture in any way.
- Hold all students to the same standards- do not give preferential treatment to any student.

WHAT NEXT

Pick one skill every two weeks or a month, read the additional resources provided and then look for ways to incorporate them and more into your classroom activities.

FURTHER READING AND ADDITIONAL RESOURCES

There are a lot of materials available on the internet that can give you a more in-depth understanding of each of these skills and how to incorporate them in your lessons. Below are a few resources to get you started:

General

- <http://smarterteacher.blogspot.com/2013/04/the-6-cs-of-education-for-future.html>
- <https://www.forbes.com/sites/bernardmarr/2019/04/29/the-10-vital-skills-you-will-need-for-the-future-of-work/#4cb9a5e23f5b>
- http://static.battelleforkids.org/documents/p21/P21_Framework_DefinitionsBFK.pdf
- http://www.iftf.org/uploads/media/SR-1382A_UPRI_future_work_skills_sm.pdf
- <https://www.iste.org/explore/ISTE-blog/Preparing-students-for-jobs-that-don%27t-exist>

Creativity

- <https://characterlab.org/playbooks/creativity/>
- <https://www.edutopia.org/blog/creativity-in-the-classroom-nicholas-provenzano>
- <https://www.canva.com/learn/19-ideas-to-promote-more-creativity-in-your-classroom/>
- <https://www.opencolleges.edu.au/informed/creativity/promote-creativity-in-your-classroom/>

Analytical/critical thinking/sense making

- <https://www.wabisabilearning.com/critical-thinking>
- <http://globaldigitalcitizen.org/12-strategies-teaching-critical-thinking-skills/amp>
- <https://www.expectmorearizona.org/blog/2015/05/07/how-i-created-a-critical-thinking-classroom/>
- <https://www.teachthought.com/critical-thinking/25-resources-for-teaching-critical-thinking/>

Collaboration

- <https://www.edutopia.org/article/5-strategies-deepen-student-collaboration-mary-burns>
- <https://teaching.cornell.edu/teaching-resources/engaging-students/collaborative-learning>
- <https://www.edweek.org/ew/articles/2017/05/17/children-must-be-taught-to-collaborate-studies.html>
- <https://www.opencolleges.edu.au/informed/features/facilitating-collaborative-learning-20-things-you-need-to-know-from-the-pros/>

Communication- persuasion and negotiation

- <https://www.wabisabilearning.com/blog/8-methods-improving-student-communication-skills>
- <https://positivepsychology.com/communication-activities-adults-students/>
- <https://www.indeed.com/career-advice/career-development/teaching-excellent-communication-skills>

Growth mindset

- <https://characterlab.org/tips-of-the-week/planting-a-growth-mindset/>
- <https://characterlab.org/playbooks/growth-mindset/>
- <https://characterlab.org/resources/mindset-the-new-psychology-of-success/>
- <https://www.nature.com/articles/s41586-019-1466-y>
- <https://www.perts.net/orientation/hg>
- <https://www.prodigygame.com/blog/growth-mindset-in-students/>
- <https://www.prodigygame.com/blog/growth-mindset-in-students/>

Embracing Change (Flexibility/Adaptability)

- <https://www.extendednotes.com/after-school-articles/adaptability-5-strategies-to-teach-this-skill-of-the-future>
- <http://www.sec-ed.co.uk/best-practice/skills-further-lessons-on-adaptability/>
- <https://www.roberthalf.co.nz/career-advice/career-development/adaptability-skills>
- <https://www.extendednotes.com/after-school-articles/4-strategies-to-prevent-the-fear-of-failure-in-students>
- <https://www.extendednotes.com/after-school-articles/tips-for-teaching-self-regulation>
- <https://theconversation.com/coping-with-change-teaching-adaptability-will-help-kids-grow-19726>

Emotional/social Intelligence

- <https://positivepsychology.com/teaching-emotional-intelligence/>
- <https://www.wabisabilearning.com/blog/emotional-intelligence-infographic>
- <https://www.theguardian.com/teacher-network/2017/nov/03/emotional-intelligence-why-it-matters-and-how-to-teach-it>
- <https://meteoreducation.com/emotional-intelligence/>
- <https://meteoreducation.com/emotional-intelligence-2/>
- <https://www.iste.org/explore/ISTE-blog/7-tips-for-helping-students-develop-emotional-intelligence>

Digital Literacy (see the table below for additional websites for learning online)

- <https://www.opencolleges.edu.au/informed/edtech-integration/7-ways-teach-digital-literacy/>
- <https://www.whoishostingthis.com/resources/digital-literacy-classroom/>
- https://www.webwise.ie/teachers/digital_literacy/
- <https://www.usa.gov/online-safety>
- <https://www.rasmussen.edu/student-experience/college-life/ways-to-develop-digital-literacy-skills/>
- <https://www.teacherspayteachers.com/>
- <https://ed.ted.com/>
- https://edu.google.com/products/classroom/?modal_active=none
- <https://connecting-classrooms.britishcouncil.org/>
- <https://education.fb.com/>
- <https://kahoot.com/>

Leadership

- <https://www.teachermagazine.com.au/articles/student-voice-developing-student-leadership-programs>
- <https://servelearn.co/blog/developing-student-leadership-through-service-learning/>
- <https://online.campbellsville.edu/education/student-leadership-in-the-classroom/>
- <http://www.sec-ed.co.uk/best-practice/ideas-for-teaching-students-leadership-skills/>
- <https://www.educationworld.com/tips-teaching-students-become-tomorrow%E2%80%99s-leaders>
- <http://www.hrpub.org/download/20170130/UJER7-19508485.pdf>

Cross-cultural awareness and competence

- <https://asiasociety.org/sites/default/files/inline-files/teaching-for-global-competence-in-a-rapidly-changing-world-edu.pdf>
- <https://edtechreview.in/trends-insights/insights/3413-cultural-competence-in-classroom-guide-for-teachers>
- <http://exclusive.multibriefs.com/content/cultural-competence-in-the-classroom-a-key-21st-century-skill/education>
- https://www.purdue.edu/innovativelearning/supporting-instruction/portal/files/7_Cultural_Competence.pdf
- <https://www.theedadvocate.org/6-ways-teachers-can-foster-cultural-awareness-in-the-classroom/>

Learning Online

Check out the following websites with free educational content:

Name	Content (What you can learn)	Website
Khan Academy	Math, physics, chemistry, biology, electrical engineering, computer science, computer programming, English grammar, history, economics, finance	https://www.khanacademy.org/
Music Theory	Music theory lessons	https://www.musictheory.net/
TED-Ed	Student-friendly lessons on a variety of subjects	https://ed.ted.com/
Code Academy	Computer programming	https://www.codecademy.com/
Encyclopedia Britannica	Information a wide variety of subjects/topics	https://www.britannica.com/
Duo Lingo	Learn over 30 languages	https://www.duolingo.com/
Edx	University-level courses from the world's top universities such as Harvard University and Michigan Institute of Technology (MIT)	
Scratch	Computer programming	https://scratch.mit.edu/about/
Academic Earth	University-level courses	https://academicearth.org/
Vocabulix	Learn languages- Spanish, English, German and French	https://www.vocabulix.com/
Purdue Online Writing Lab	English grammar and writing articles	https://owl.purdue.edu/owl/purdue_owl.html

CASE STUDY - THE SILENT BARRIERS TO LEARNING

The privilege of getting an education is one of the greatest opportunities a child can have. It is an experience that should be engaging and inspiring, as students take in what is learnt to decide what and who to become in the future.

While visiting various schools across the continent, there were some factors discovered that influence the Scholars' ability to learn and grow.

Having an awareness of some of these learning roadblocks can help teachers, careers advisors and parents understand the individual needs of students or children.

In some of the boys' school in Kenya, there was an attribution of the failure of the father figure in how the boys see themselves and their delayed socialization. This calls for great concern because a child's ability to interact socially with their peers, cultivate shared sources of meaning and value, and adapt to norms and expectations has a significant impact on how they progress in the classroom.

Hence the absence of a father figure needs to be considered in the framing of programs. In some cases, the principals are playing key roles as fathers to the boys, by providing support through collective and individual mentorship and this might need to happen more often.

In Aggrey Memorial High School Ghana, the principal started a surrogate parent program, where all teachers are attached to students, and therefore teachers ensure these students are well and academically sound. Likewise, the Campaign for Female Education (CAMFED) is seeking to institutionalize teacher mentoring across schools.

The tag of Scholars being disadvantaged, needy or poor has a strong influence on them. This stigmatization makes some of the Scholars to be withdrawn, timid and end up in a cultural lag, which hinders them from adopting basic principles that can improve their life.

In administering the program to Scholars, TMs have tried to eliminate the mindset barriers of students who have this undervalued reasoning by helping them see value within themselves and realize how enterprising they can be to solve some of the issues they have. The modules on self-awareness, emotional intelligence and contentment is well embraced and has been very impactful.

Issues relating to societal greed and corruption, the over-emphasis on summative assessments and the nonchalance of parents cause a barrier to the overall learning of the Scholars.

While discussing with some principals and TMs, they explained that young people are conscious of how social decadence has eaten up the fabric of the society and that's why they are not well prepared for citizenship. Furthermore, they mentioned that there is a paucity of role models who live up to their values in the society. So, when you teach the students values, it is difficult for them to find it in the society thereby making it unrealistic to maintain such values.

However, given their position and status in the society, principals have a deep understanding on how to use their agency to engage society, industry and policy actors, and how to support youth leadership and transitions. Across the schools, established structures were found that support career guidance and entrepreneurship and it might be useful to strengthen these structures, as it provides the opportunity for the sustainability of the program.

“Issues relating to societal greed and corruption and the over-emphasis on summative assessments and the nonchalance of parents all cause a barrier to the overall learning of the Scholars.”

The school system is charged with the duty to close the gap in the current realities of this generation of students raised by parents or guardians who have continued to experience a myriad of tragedies caused by economic, social, and moral decadence.

There’s no one size fits all when it comes to learning barriers. It could be one of many happenings or a combination of several experiences that play a part in defecting learning. These issues affect Scholars differently and there seems to be no single definitive way to reduce them but a collective effort from the government, educational bodies, teachers and headteachers, parents, relatives and friends supporting students to overcome any of such obstacles, is certainly a good starting point.





ETHIOPIA

**Teacher Mentors Trained:
Ethiopia, September 2019**

S/no	First Name	Last Name
1	Workie	Yitay
2	Emebet	Jenberu
3	Tetefu	Wirtu
4	Ketema	Assefa
5	Geremew	Habtamu
6	Eleni	G/medin
7	YeZIAlem	Admas
8	Alemayehu	Belay
9	Aynalem	Worku
10	Tsilate	Mussie
11	YemIserach	Adugna
12	Mulu	Nigatu
13	Bekele	Shikur
14	Bereket	Ayele
15	Tigist	Terefe
16	Meklit	Paulos
17	Tamirat	Taye
18	Aschalew	Tesfaye



EXPANDING SECONDARY EDUCATION FOR SUB-SAHARAN AFRICA: WHERE ARE THE TEACHERS?

Pressure on governments in Sub-Saharan Africa (SSA) to expand secondary education is growing. Increasing numbers of students flowing from expanded primary education and the need to improve the educational levels of the labour force to benefit from a globalizing economy make it inevitable that governments in SSA will turn their attention to expanding and improving secondary education (Alvarez, 2003; Mulkeen, 2005; SEIA, 2007; World Bank, 2006; World Bank, 2007). The dilemma these countries face is multifaceted. Many countries will need to continue to devote resources to expanding and improving primary education to achieve the goals of Education for All. A realistic conversation about greater access to secondary education in Sub-Saharan Africa will need to confront the present status of education systems in terms of their capacity to sustain the growth and improvement of primary education, as well as their existing limitations in terms of capacity and financing to simultaneously expand and improve secondary education.

There is consensus in the literature that secondary education—long neglected—is now the fastest-growing segment of the education sector (SEIA 2001; UNESCO 2001; Mulkeen 2005; World Bank 2005; Di Gropello 2006; World Bank 2007). In many countries, movement away from seeing primary education as the terminal level of education towards policies that envision widespread completion of junior secondary and upper secondary as the goals of education system development is well underway, but has only recently begun in Sub-Saharan Africa (De Ferranti 2003; World Bank 2005). Many challenges to expanding secondary are particular to, and particularly pronounced in SSA.

This paper looks at the mounting demographic pressure to expand secondary access and contrasts it to the limited ability of current education systems to produce and deploy the necessary numbers of teachers to respond to that pressure.

Secondary Access is Currently Low and Inequitable

Participation rates for secondary education in Sub-Saharan Africa are lower than any region of the world, with access biased in favour of the wealthier populations (SEIA 2001). The lack of access to secondary education is increasingly seen to constrain countries' abilities to pursue effective economic growth and development strategies, which is leading governments and the funding community to place increased emphasis on the expansion of secondary education (SEIA 2001; UNESCO 2001; World Bank 2005). Governments in Sub-Saharan Africa and their financial partners are increasingly looking to make secondary education more widely accessible, more relevant, and of higher quality. Secondary participation rates in SSA have increased from 19 per cent in 1999 to 30 per cent in 2004 (SEIA 2007). However, the region faces many challenges in meeting the goal of further expansion of secondary education. Only a handful of countries in the region—Botswana, Cape Verde, Mauritius, and South Africa for example—have achieved secondary education access rates as high as 80 per cent for junior secondary. Some countries, such as Burundi, Burkina Faso, and Rwanda, have not even achieved rates of 20 per cent (UNESCO, 2006 as cited in SEIA, 2007). The following table shows the range of average gross enrollment rates for selected SSA countries.

Excerpt from Expanding Secondary Education for Sub-Saharan Africa: Where are the Teachers? A publication of the USAID.



**“If your actions inspire others to dream more,
learn more and become more,
you are a leader”
- John Quincy Adams**



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