



budgifi



Youth Leadership Programme Evaluation Report

2021/2022



Supported by

MacArthur
Foundation



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Programme Outcomes

Through the collaborative partnership with Budgit, Nigeria Youth Future Fund (NYFF), Macarthur foundation and Ford foundation, the Youth Leadership Programme have equipped young undergraduates with skills and knowledge to implement innovative community-based change projects. The programme has also empowered them with mentorship platforms to learn from experienced social change agents within the LEAP Alumni network.

3000



enrolled participants

46



Teams won sub-grants for their change projects

27,000+



Secondary constituents benefited the change projects



61.7% of the participants were male while 38.3% were female



66% of the participants were between the ages of 18-25 while 34% were between the ages of 26 – 35 years

80%



Respondents stated that the mentorship sessions were inspiring and impactful

86%



Respondents now believe they have the capacity to carry out change in their community

1300



1300 active participants on the VCOP (Telegram) and Learning management system (LMS)

36



All 36 states of Nigeria, including the capital were represented. however, Lagos had the highest number with 129 participants.

341



Participants were undergraduates in up to 341 tertiary institutions in Nigeria

540



540 participants successfully completed the courses on the LMS.



Acknowledgement

Programming for young people has taken a new dimension in recent years. Increasingly, young people have asked to be included in their own development, hence the Youth Leadership Program (YLP) has become more relevant than ever. It is with a sense of fulfillment and gratitude that we acknowledge the end of the Virtual YLP 2022 in partnership with Budgit, MacArthur Foundation, and Ford Foundation.

The entire LEAP Africa team is grateful to our funding partners for investing and strengthening tertiary youths across Nigeria through partnership. We are grateful for the immense support and collaboration we enjoyed throughout the implementation of the project. We extend our gratitude to the participants and constituents who were available during all the evaluation activities. This report will be incomplete without you.

To the board, management, and team at LEAP Africa, we are grateful for the synergy, support, and hard work that went into the implementation of this project. The superstar team never disappoints! Most especially, we appreciate the core project team - Catherine Busari and Towojesusudun Odede who facilitated the implementation of the project and provided strategic support during the evaluation activities. Special thanks to the evaluation team – Terhemen Agabo and Evi Etemire who also supported data collection, analysis, and report writing.

We are hopeful that this report is useful to multiple stakeholders as they take lessons and insights to launch similar interventions across Africa, engage in policy dialogues, and advocate on issues bordering on youth in Africa. We, therefore, employ readers to share widely in their networks and engage the content to strengthen their work in youth development.

Hope Obamwonyi, MERL Manager, LEAP Africa



Participants of the YLP posing with secondary constituents

Executive Summary

The virtual Youth Leadership programme has equipped selected undergraduates between the ages of 18 – 30 from 341 tertiary institutions in Nigeria with the skills and support for Personal Leadership, Community/Sustainable Development and Active Citizenship. The participants were exposed to virtual self-paced courses on 16 modules that covered on Leadership, Active Citizenship and Sustainable/Community Development. A total of 504 participants successfully completed these courses. The programme also introduced mentorship sessions to the participants which covered topics on implementing change project, influencing social change through policy and advocacy, social innovation, and entrepreneurship, and enabling youth transitions. With support funding given to 46 selected teams, they were able to implement creative projects for sustainable development within their communities. Indeed, the young change makers displayed transformative leadership within their capacity as well as leading social change in different parts of the country. The strategic focus of the change projects was mental health, drug abuse, democratic political processes, civic education, unemployment & cyber fraud, advocacy, gender equality & social inclusion, health & wellbeing, technology, and active citizenship. Despite some limitations along the way like the ASUU strike that spread across all federal institutions within Nigeria, the LEAP Africa team still recorded positive outcomes as over 90% of the participants gave detailed positive feedback on how the programme had transformed their lives.

Key findings from the final evaluation were:

- 91% percent of the respondents stated that they found the Learning Management System (LMS) easy to navigate while over 80% rated the course delivery 5 on a rubric where 1 was poor and 5 was excellent. However, 24% stated that they experience technical duties mainly revolving around network issues and data subscription.
- At the start of the programme, about 70% of the respondents stated that they would like to gain new skills, build capacity and become better leaders. Following up at the endline, over 90% of the young change makers expressed with great enthusiasm how the programme had helped them develop new skills which they put into practice.
- At the baseline level, about 40% of the respondents indicated that they were looking forward to the mentorship experience to build a valuable network. After the 4 live mentorship sessions held, the participants gave detailed feedback as over 80% stated that the sessions were educative and inspiring. Using the rubric 1- 5 with 5 being excellent, over 80% of the participants rated the facilitators 4 and 5.
- The change project was a key component to the programme as the

young change makers exhibited leadership skills within their capacity. Majority of the teams took ownership of their chosen projects and became active citizens within their community.

- Rating the modules: When asked to rate the modules on a rubric of 1-10, with 10 being excellent and 1 being poor, the highest rated modules were effective communication, vision and goal setting and ethic and values. These skills reflected in their change projects as the participants exhibited team spirit and accountability.
- There was slight increase in the average understanding of some modules that were cascaded to the participants. Noticeable changes were recorded in mentorship, self leadership, introduction to project management, ethics and values, social innovation/ entrepreneurship, upskilling for the future work, public policy, and effective communication. However, other modules did not witness any changes as the baseline and endline average remained the same. However, this can be attributed to the attrition rate of respondents who completed the survey at baseline level (955 respondents) and endline level (506 respondents).

Useful recommendations were suggested.

- **Completing the programme within the stipulated time frame.** One of the resounding feedback from the participants is how the extension affected their personal schedule. Strict adherence of the timetable is paramount to ensure full participation.
- **Group mentorship-** Although the mentorship sessions were impactful to the participants, another way to grow its capacity is to initiate group mentorship. The participants can be paired in groups and assigned to mentors that will help them grow their leadership capabilities and further ignite their passion to be active citizens.
- **YLP clubs-** a pathway to creating more impact for the young change makers in universities is tasking the YLP alumni to form clubs in their various schools. These clubs would actively recruit more members that will participate in the programme. The modules will be cascaded by the alumni and change project will be carried out with the guidance of their various schools.
- **Inclusive Participation –** As a programme designed for maximum participation from all youth, the intentionality of inclusion should be paramount at the recruitment phase.



Team Register9ga posing with their sensitization placards

Introduction

Leaders Of Tomorrow Today!

Africa is blessed with a vast pool of youth who are passionate about driving positive change. Time and time again, these young people have showcased leadership in their deferent capacities, whether it is demanding accountability from their government or leading the change themselves. Since the Arab Spring in the early 2010s, Young people have been on the forefront during demonstrations in Africa. They have protested dictatorships, the extension of presidential term limits, the lack of transparency during elections and unpopular socio-economic policies.¹ Some of these protests have been relatively successful as the various youth movements have managed remove political leaders and effecting policy change. On this note, it can be said that protests have become a popular way of youth participation in politics among the younger generation in Africa. Through protests, the youths have demanded policy changes and swifter government actions on persistent issues in the country.²

This was the reality of the Nigerian youth in the October 2020 ENDSARS protest that rocked the nation. The protest served as a catalyst that portrayed the economic and social pressures the Nigerian youth suffer.³ With the protest that erupted organically in several parts of the country, it was clear to see that the Nigerian Youth were agitated, pressed for action, and could work together to achieve a common goal. These organized movements round the country were hindered by the country's interference of the unemployed youth who hijacked the peaceful protests. More than ever, the need for intentional youth development can not be over emphasized as the increasing risk of neglected young people being used for conflict and violence was recurrent.⁴

Whether Africa's youth bulge will be a boom or a ticking time bomb rests heavily on the extent to which CSOs and individuals will work to implement sound policies, invest in human capital sectors such as skills development, postgraduate empowerment schemes, social entrepreneurship etc. and

¹ Mo Ibrahim Foundation (2020) 'Africa's First Challenge: The Youth Bulge Stuck in Waithood', Available at: <<https://mo.ibrahim.foundation/news/2019/africa's-first-challenge-youth-bulge-stuck-waithood>> .

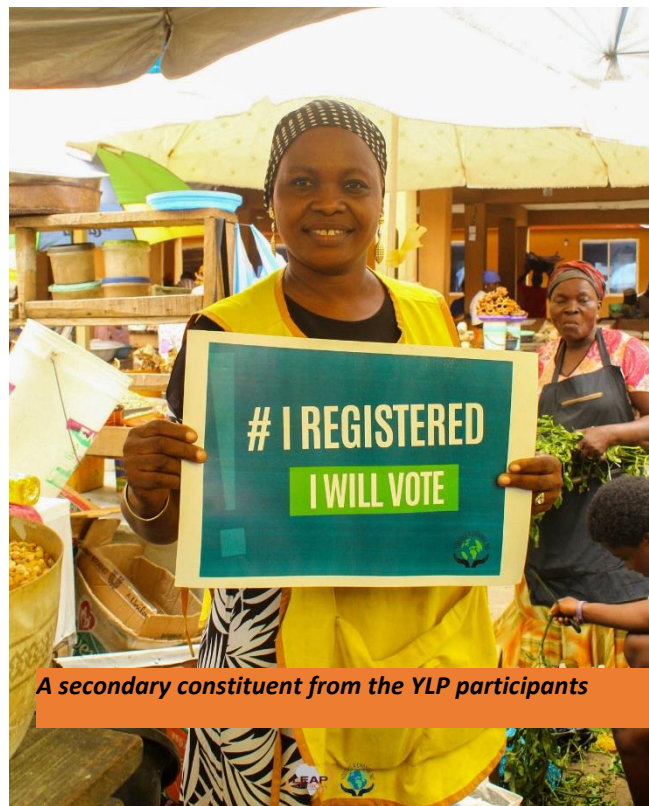
²<https://www.accord.org.za/conflict-trends/youth-demonstrations-and-their-impact-on-political-change-and-development-in-africa/>

³ https://www.researchgate.net/publication/349948312_THE_NIGERIA_ENDSARS_PROTEST_Gain_or_Loss

⁴ Prof. Chinyere Okunna(2021) ENDSarsprotest; Rethinking Nigerian youth and African policies. (AfriHeritage Working Paper 2021-001)

promote active political participation among the youth.⁵ It is critical to start to invest into young people in order to unlock productivity and innovation, thus reducing poverty and insecurity in the country.

To tackle this challenge, as a youth focused NGO, LEAP Africa in collaboration with Budget, Nigeria Youth Future Fund (NYFF), Macarthur foundation and Ford foundation has worked to develop the virtual Youth Leadership Programme (YLP) which is designed to equip young people between the ages of 18 and 30 in higher institutions across Nigeria with the skills for Personal Leadership, Community/Sustainable Development and Active Citizenship towards the achievement of the Sustainable Development Goals. Through the YLP, young people will develop a deeper understanding of their role in nation building, in leading change by taking ownership of their life's goal and in driving community development. Participants will, through a combination of self-paced courses, mentorship immersions and change project implementation, develop the mindsets and skills to champion change in their communities and facilitate positive impact.



⁵ Ibid 1

Programme Component

The Youth Leadership Programme (YLP) set out to empower, equip and support 3000 undergraduates with the skills, knowledge and thriving ecosystem required for them to become self-leaders. The goal of this programme was to equip and empowers required to become transformative leaders and active citizens who will drive sustainable development in their communities. These set objectives included were:



Equip and build the capacity of youth with the skills and knowledge required to become transformative leaders

Support selected youth with resources to implement innovative community-based social change initiatives in



Foster an ecosystem for youth through a virtual community of practice and mentorship platform to engage in peer learning, network. share resources

Illustrating the YLP 2021

1 Self-Paced Courses

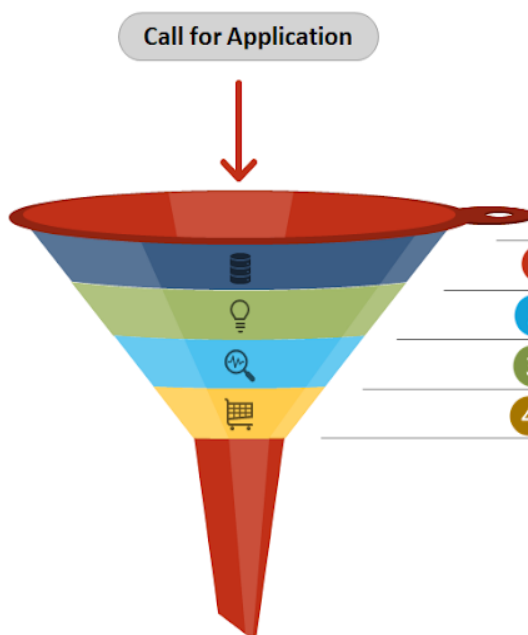
Hosted on a Learning Management System, the self-paced learning sessions will include recorded sessions led by expert thought-leaders, presentation slides, supporting learning resources & case studies and action plans.

2 Mentorship Week

Expert sessions led by selected past SIP/YLP Alumni to mentor participants by discussing competencies required to effectively execute change projects using storytelling and sharing lessons from their journey as former YLP beneficiaries

3 Change Project Competition

Participants are further evaluated and reduced to a final number of 250/ 50 teams who will receive funding support for implementation of their projects.



4 Change Project Implementation

Participants will be encouraged to create sustainable social change by making meaningful contributions to their communities through the lens of Sustainable Development Goals.

- 1 Self-paced Courses On LMS
- 2 Mentorship Week
- 3 Change Project Competition
- 4 Change Project Implementation

Evaluation Framework

As a learning organisation, our monitoring and evaluation policy mainstreams the importance of carefully monitoring and critically evaluating our work to improve performance, strengthen capacity, build relationships, and pool experience to develop innovative programs or scale-up existing projects. The evaluation of the Youth Leadership Programme is informed by the results-based framework (see table 1) and theory of change (see figure 2). This approach emphasizes continued reflection on how to improve on outputs, outcomes, and impact, while also reporting all these to our clients, partners and donors in formats that meet global standards.

The MERL structure for this project employed a mixed method using both qualitative and quantitative methods of data collection and analysis. The tools and methods were baseline, exit surveys, and feedback forms. While surveys and feedback forms were used to source both measurable and qualitative data; observations and Focus Group Discussions (FGD) were used to draw meaning and a sound basis for background information, perception, and motivation. Furthermore, these data was quantified for the purpose of data analysis. The use of qualitative and quantitative data collection aided triangulation and eliminated bias from using only one method of data collection. The monitoring & evaluation tools and techniques utilized during the programme are further explained below:

Baseline and Exit Surveys: Surveys were administered to collect data at the start and end of the programme respectively. This showed evidence of progress in programme outcomes in terms of changes in perception and knowledge shift in the key concepts and ideas introduced to the beneficiaries during the course of the programme.

Feedback Forms: Feed back forms were administered to beneficiaries to gather immediate feedback from the participants on the quality and effectiveness of the self-paced course and major activities implemented during the programme. The feedback forms revealed relevant data that contributed to the success of the programme because concerns and questions from the participants were addressed in real time.

Focus group Discussion: This tool was employed to gain deeper insights on the real outcomes of the project. Participants were invited to virtual meeting points and interviewed in groups to share stories and real life experiences on how they were impacted as a result of participating in the programme.

Evaluation Metrics

The evaluation of the Youth Leadership programme is informed by the results-based framework and theory of change (TOC). These figures illustrate how the programme activities link to the expected outcomes in a stepwise progression for the undergraduates. As seen by their involvement in the leadership training and other experiential activities, the project is anticipated to ultimately translate into participants becoming transformative leaders and active citizens who will drive sustainable development in their communities.

	Input	Activity	Output	Outcome
Equip	<ul style="list-style-type: none"> • Call for application. • Development of curriculum • Setting up of LMS for self-paced courses • Selection of Expert Thought leaders 	<ul style="list-style-type: none"> • Organise virtual self-paced courses on Leadership, Active Citizenship and Sustainable/Community Development. • Organise weekly learning reviews 	<ul style="list-style-type: none"> • 3000 (600 teams) young people participate in the virtual Youth Leadership Programme 	<ul style="list-style-type: none"> • Participants recognize the need for active citizenship and apply the knowledge and skills gained to become self-leaders who create social change in their communities.
Provide	<ul style="list-style-type: none"> • Development of funding support rubric and criteria • Funding 	<ul style="list-style-type: none"> • Selection of exceptional teams for funding 	<ul style="list-style-type: none"> • 50 selected teams (250 participants) are supported financially to enable the implementation of their change projects. 	<ul style="list-style-type: none"> • Exceptional teams selected for funding make meaningful contributions in their communities through the implementation of their SDG related change projects.
Empower	<ul style="list-style-type: none"> • Selection of mentors 	<ul style="list-style-type: none"> • Organise a 1-week mentorship expert session led by selected SIP and YLP alumni. 	<ul style="list-style-type: none"> • Participants engage with mentors in the expert led mentoring sessions. 	<ul style="list-style-type: none"> • Participants gain relevant insights from the mentorship sessions and apply lessons learned in the implementation of their change projects.

Figure 1: Result chain

The proposition is that participants after being trained on leadership and life skills, they have changed mind sets about key concepts and perspectives about transformational leadership and are able to demonstrate these skills while contributing to sustainable development in their communities following their engagements during community change projects. Their engagement in the implementation of change projects culminates in an experience that allows them to contribute to social change, one in which they will find meaningful and rewarding. All the activities and outcomes are logically linked by fundamental assumptions which also forms part of the learning priorities for this evaluation.

Essentially, the project's success rests heavily on the participants commitment to recognizing their leadership and life skills to achieve their full leadership potential and become active citizens.

Evaluation objectives

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

The aim of this evaluation was:

- To measure the achievement of the set goals and objectives for the YLP and document gaps that occurred during the implementation of the project.
- To provide accountable and relevant data to evaluate the impact of the programme, incorporate lessons learned into decision making, and enhance the overall quality of the organisation's programming and operations.

Young undergraduates are equipped and empowered for 4 months to become self-leaders who will catalyze community based social change aligned with the Sustainable Development Goals.

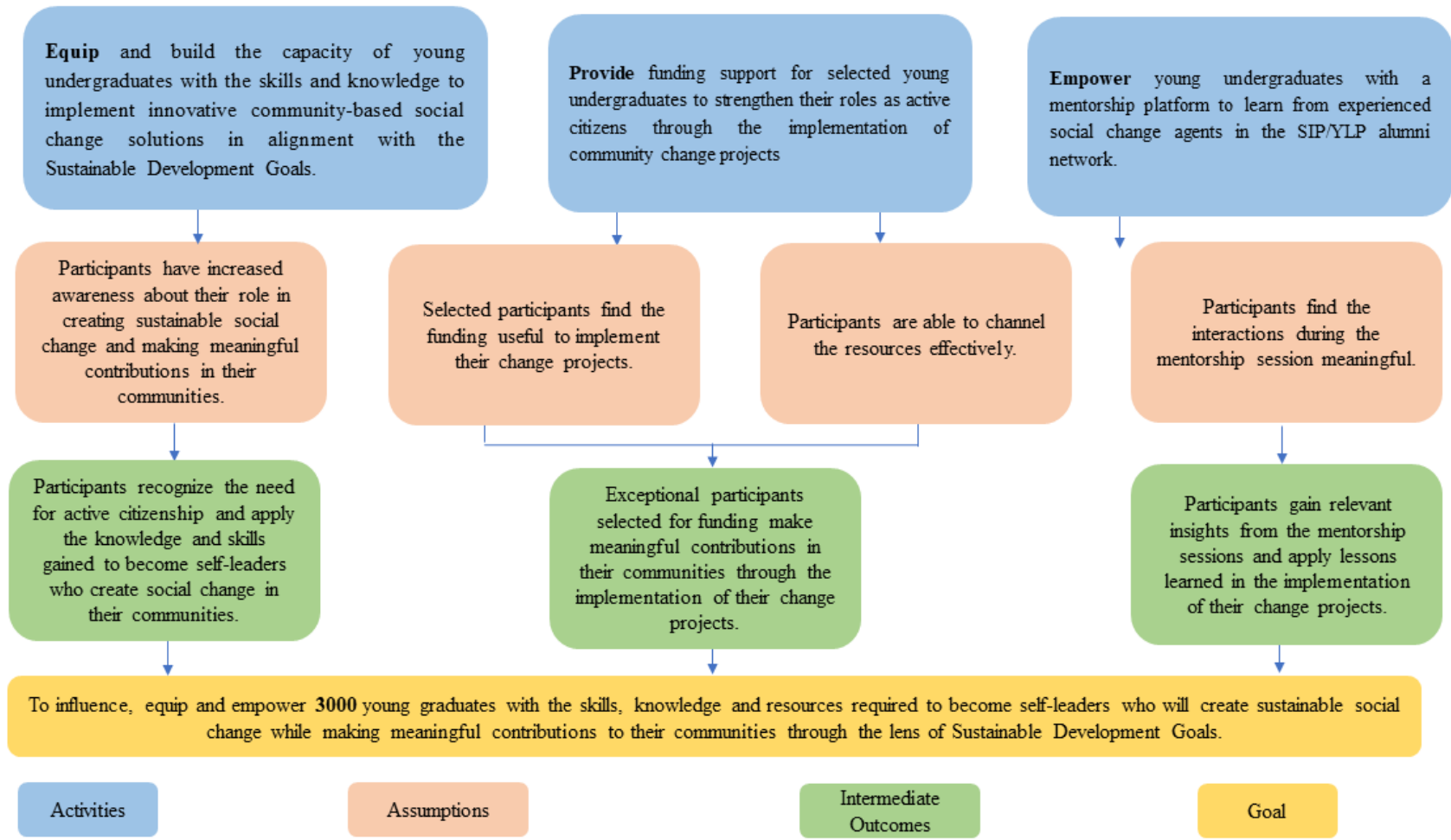


Figure 2: Theory of change

Limitations

This evaluation was not devoid of limitations although deliberate efforts were made to reduce them.

The limitations acknowledged are;

- **Low morale** - A major limitation was the participants lack zeal to complete the LMS course. Out of 3000 selected applicants, only 504 successfully completed all the modules. This number further reduced at the change project level as participants who did not win the change project sub grant rarely participated in other primary activities down the line.
- **ASUU strike**- External factors like ASUU strike can also be attributed to the attrition rate because the closure of schools dampened the morale of undergraduates. Out of 50 selected teams for change project, 4 teams voluntarily dropped out stating their major reason to be the ongoing strike.
- **Attrition rate**- the programme recorded an attrition rate of 47%. Major reasons for attrition were ASUU strike, socio economic reasons, global pandemic amongst others.



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Team Register9ga posing with their sensitization placards





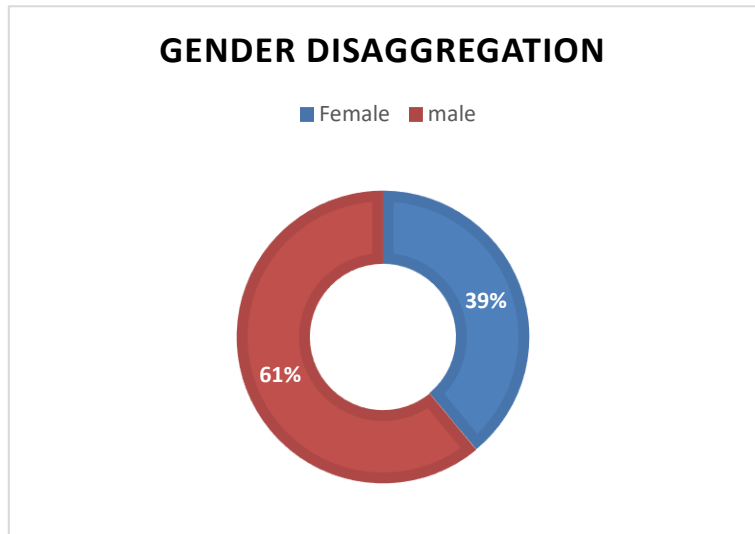
KEY OUTCOMES



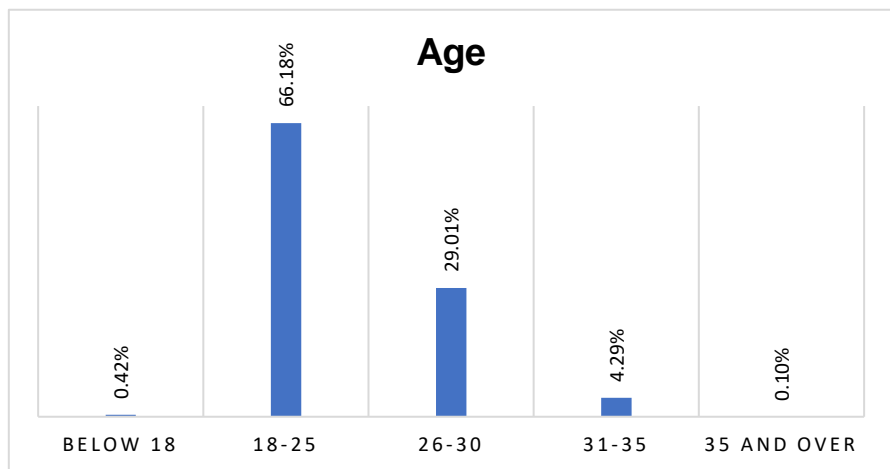
Following a rigorous data collection, analysis, and evaluation process, we found that the three intermediate outcomes highlighted in the theory of change and the indicators in the logic frame were realised to a very large degree. This can be attributed to several factors, including the quality of the curriculum, innovative pedagogy, the conducive learning environment, excellent facilitators, as well as the willingness and cooperation from communities where the change projects were implemented.

Demographic data of participants

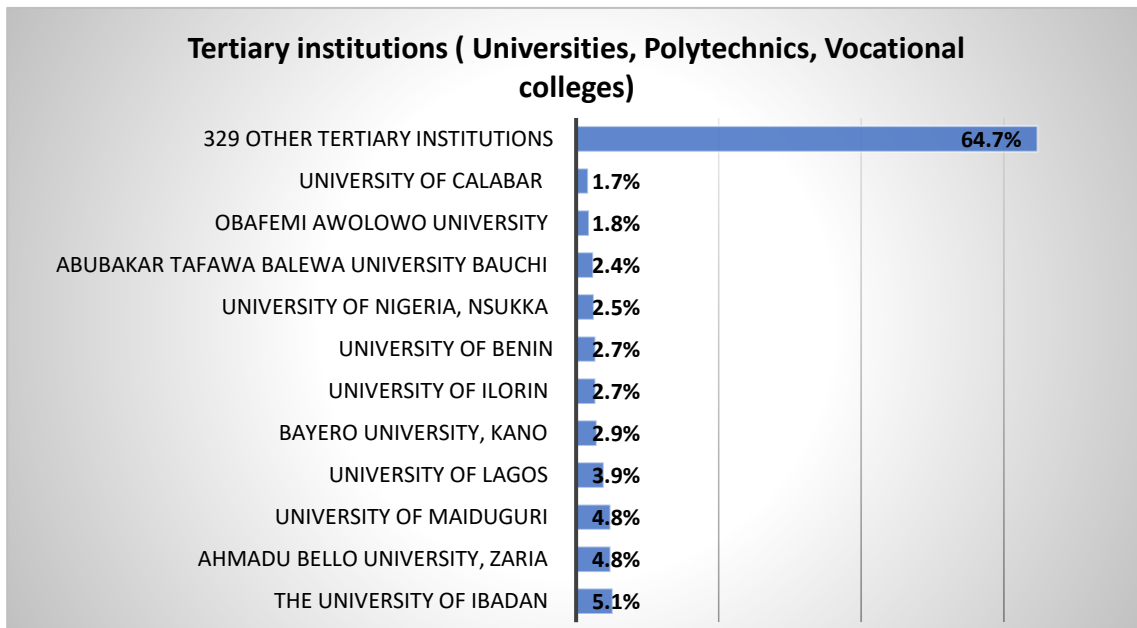
Gender – The gender distribution for the programme had more males (61%) in attendance than females (39%).



Age- 66% of the participants are between the ages of 18 – 25, while less than 1% were below 18.



School representation- About 341 tertiary institutions (Universities, Polytechnics, Vocational Colleges) were represented in the youth leadership programme. Private universities had few numbers of participants in comparison with other tertiary institutions. The 3000 Participants comprises students from:



Curriculum delivery

At the start of the programme, about 70% of the respondents stated that they would like to gain new skills build capacity and become better leaders. At the endline, over 90% of the young change makers expressed with great enthusiasm how the programme had helped them develop new skills which they put into practice.

A participant from the program echoed how the transformative leadership course set her on the path of personal transformation. There is a common understanding among participants that leadership is neither positional nor thrust on people. It is an art and act where people despite their backgrounds rise to the occasion to do common things in extraordinary ways.

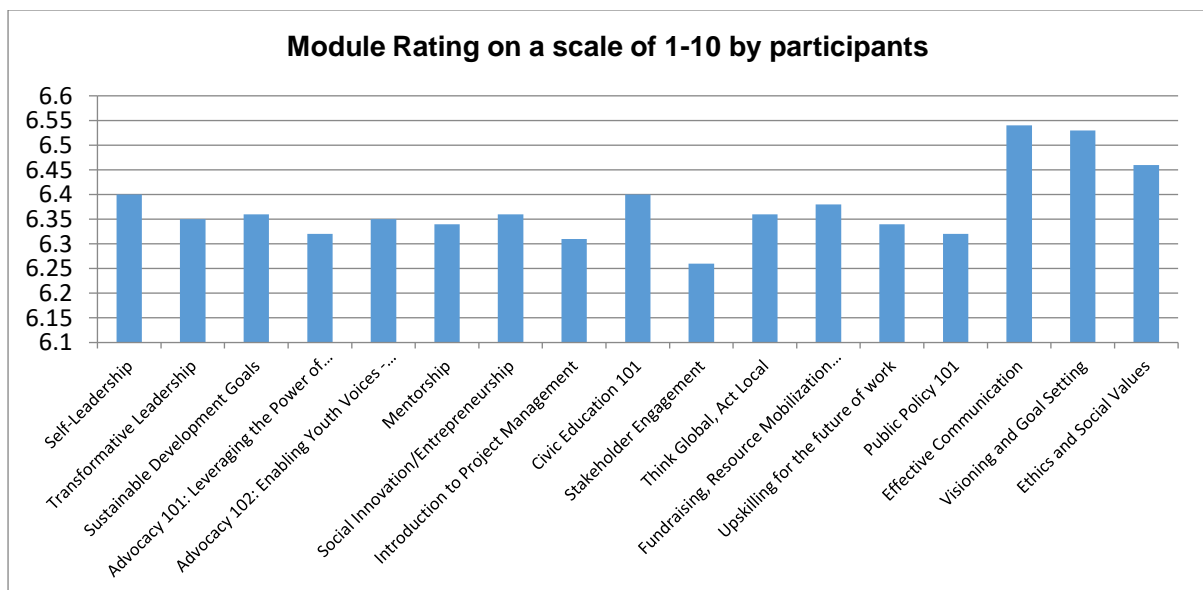
“The leadership module even had me doing morning exercises I would never have agreed to prior to that. I now wake up much earlier than my roommate and finish a good chunk of work before the day starts, thanks to the time management skills I had been exposed to”.

-
**Blessing Oludele,
Landmark University,
Kwara**

After each YLP pillar was shared, weekly live review sessions were held which was useful for participants to ask questions, share ideas and suggestions about the modules. These sessions were facilitated by thought leaders who drive conversations in thematic focus of the modules under consideration. They shared anecdotes, insights, and personal experiences to make learning more impactful for participants. Three sessions were held with Daniel Otabor (Leadership Consultant), Yemi Adamolekun (Executive Director, EiE Nigeria), Jennifer Uchendu (founder, Susty Vibes and Seun Olagunju (Product Manager, Susty Vibes).

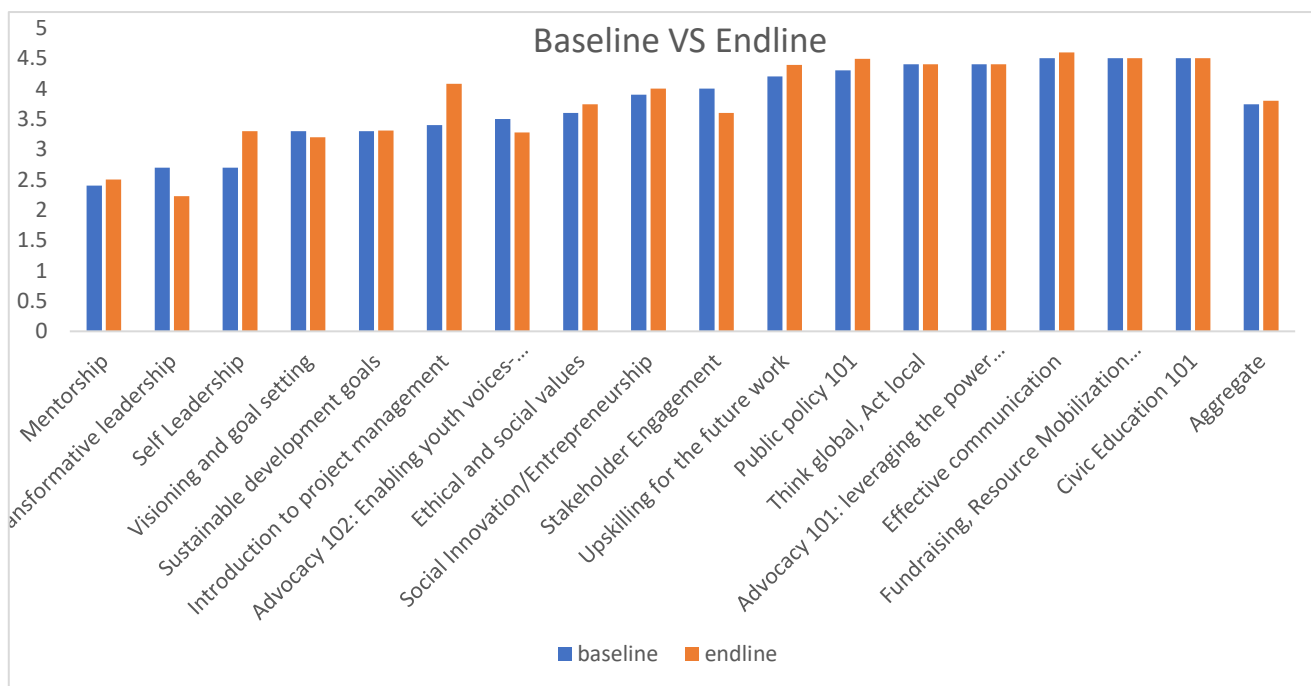


Module Rating



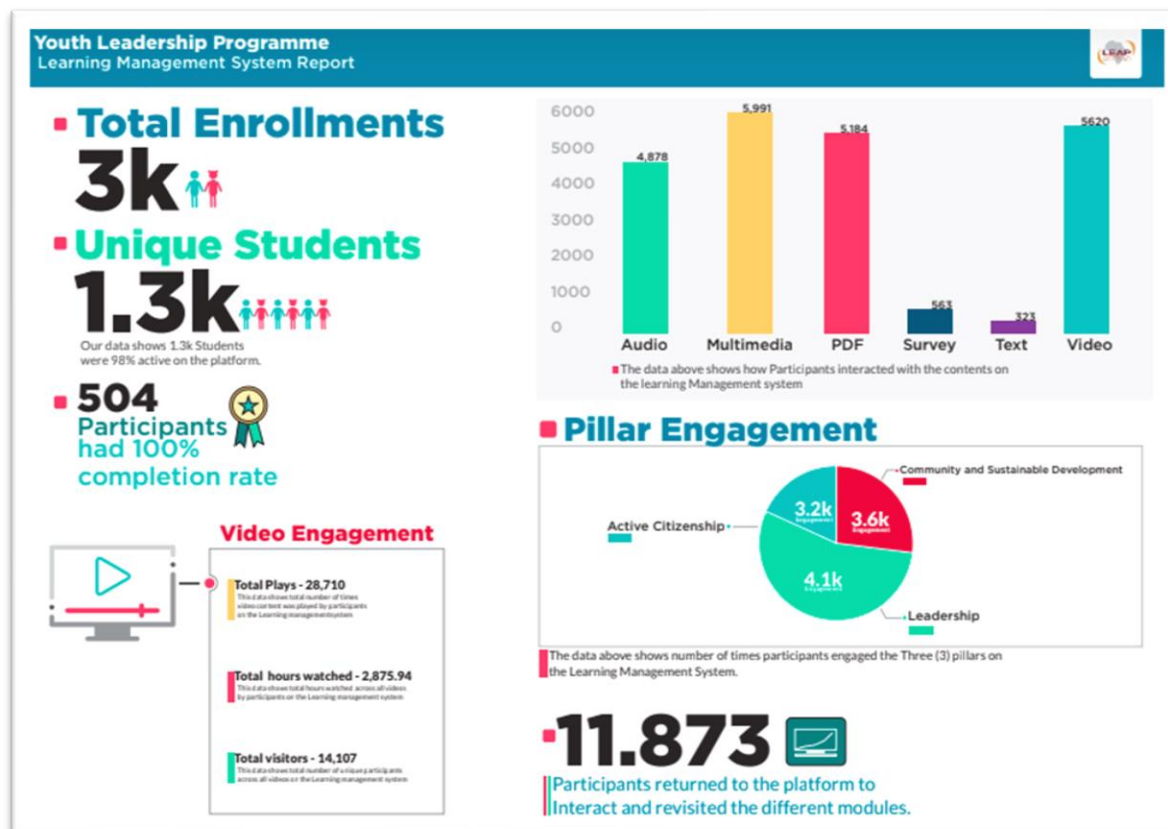
Participants' rating of the curriculum modules reveals that effective communication, visioning and goal setting, ethics and social values were the most impactful. These are useful skills for collaboration, project management and personal effectiveness. It is interesting to note that these skills reflected in the change projects done by participants as they exhibited team spirit and accountability. They also

submitted detailed reports at various stages of the project and how the grant was used; an indicator that they improved communication skills.



The aggregate average of the modules in baseline and endline were 3.7 and 3.8 respectively. This implies a slight increase in the participants knowledge after the modules were cascaded. Noticeable changes were recorded in mentorship, self leadership (, introduction to project management, ethics and values, social innovation/ entrepreneurship, upskilling for the future work, public policy, and effective communication. However, this can be attributed to the attrition rate of respondents who completed the survey at baseline level (955 respondents) and endline level (506 respondents).

Engagement on the Learning Management System



A total of 1300 participants were active on the LMS and VCOP platforms, However, 504 participants successfully completed the courses on the LMS. This attrition rate Transformative leadership pillar had the most engagement with over 4000 replays on the modules.

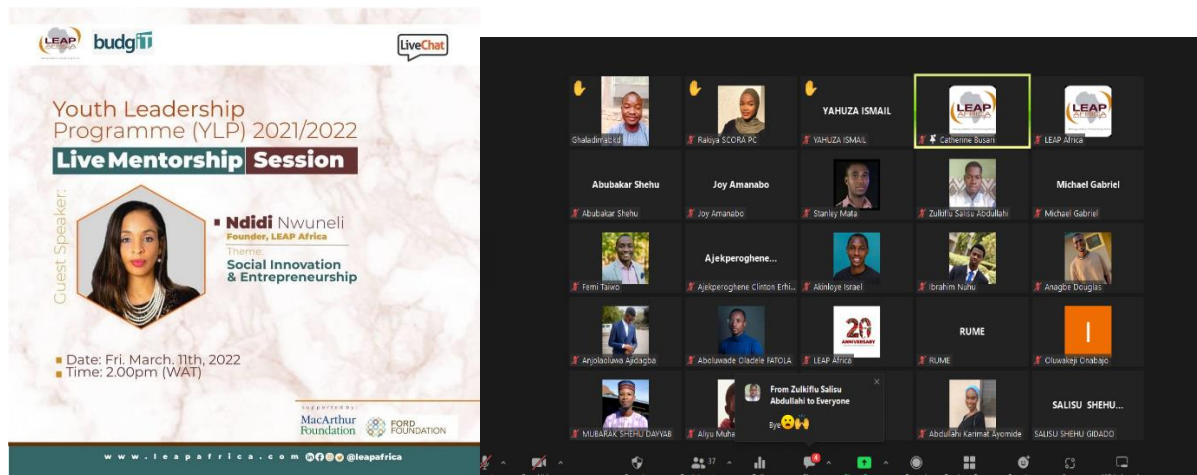
Virtual Community of Practice

The virtual Community of Practice (VCOP) was set up on Telegram. This platform encouraged continuous collaboration and discussions amongst the participants. Resource materials were periodically shared to support each module in the YLP Curriculum. This proved beneficial to the participants as they gained deeper understanding of the modules as it encouraged peer to peer review.

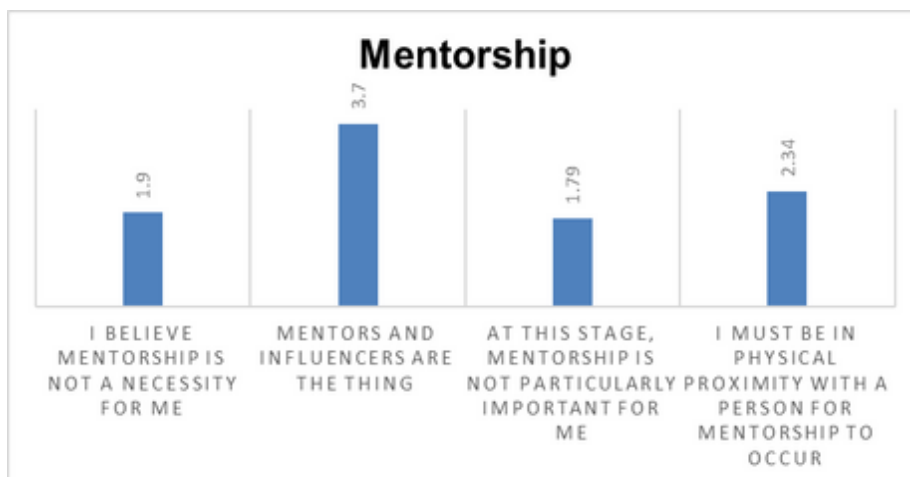
Mentorship sessions

At the baseline level, about 40% of the respondents indicated that they were looking forward to the mentorship experience to build a valuable network. The group sessions had between 60 – 120 participants in attendance for each session. Four sessions were held with Ndidi Nwuneli (Founder, LEAP Africa), Amara Nwankpa (Director, Public Policy Initiative - Shehu Musa Yar'Adua Foundation),

Molade Adeniyi (ED, WAVE Academies), Olumide Idowu (Executive Coordinator, African Youth Initiative on Climate Change) & Raquel Kasham-Daniel (Founder, Beyond the Classroom Foundation). The sessions were facilitated by social change agents who are also part of the YLP/SIP alumni network. They covered 4 topics on implementing change project, influencing social change through policy and advocacy, social innovation, and entrepreneurship, and enabling youth transitions.



After the 4 live mentorship sessions held, the participants gave detailed feedback as over 80% stated that the sessions were educative and inspiring. Using the rubric 1- 5 with 5 being excellent, over 80% of the participants rated the facilitators 4 and 5. On the average of 5, only 1.9 participants indicated at endline that mentorship was not important for them and 1.8 stated that mentorship was not necessary. This shows majority of the participants understand the need for mentors at that stage in their lives.



Change project

The change project was a key component of the YLP as showcased the skills that were learnt by the participants. The programme initiated a change project competition where 50 teams (250 participants) were selected to receive funding support for the implementation of their projects. The sub grant was divided into small grants (150 dollars) for 35 teams, medium grants (350 dollars) for 10 teams and large grants (500 dollars) for 5 teams. However, only 46 teams (185 members) submitted their reports on their chosen projects as 4 teams dropped out due to the ASUU strike. The strategic focus of the change projects was mental health, drug abuse, democratic political processes, civic education, unemployment & cyber fraud, advocacy, gender equality & social inclusion, health & wellbeing, technology, and active citizenship. The participants employed creative blended approach as they adopted technology and advocacy alongside physical interventions.

The selected teams exhibited leadership skills within their capacity. Majority of the teams took ownership of their chosen projects and became active citizens within their community. About five (5) teams commenced their projects before the grants were disbursed. Another team named Team Chasity, who was not part of the initially selected team took the initiative to carry out a change project without any support funding. They carried out physical intervention in Olaolu group of schools, Ogbomosho in Oyo state. Their project focused on raising awareness on sexual reproductive health, mental health, and the effects of drug abuse. They also provided enlightenment to up to 50 students as regards proper menstrual health and practical knowledge on how to make 100% healthy reusable sanitary pad.

The change projects for the YLP were beneficial to the communities they were carried out. This is because each project was tailored to the need of secondary constituents and the capabilities of the young change makers. The strategic focus for the projects guided the selection of what they wanted to carry out. This evaluation analysis would be highlighting 3 case studies from the change projects carried out.

Permanent voters' card (PVC) Drive in Uselu Market by Pacesetters Team

The pacesetters team consist of 4 undergraduates from the university of Benin. The project focused on sensitization and registration of permanent voters' card of market men and women through the INEC registration portal online. As a result of the one-week collaboration with (Independent National Electoral Commission (INEC), 92 persons were registered and updated their biometrics while 64 people with error/transfer /relocation complaints from the first phase were attended to by the INEC officials at the market. A total of 187 people benefitted from this exercise. During their interviews, 6 secondary constituents shared that the PVC drive was impactful and imperative due to the political climate in the country. One of the constituents, Juliet, a market seller stated that the initiative solved a critical problem for her because she had not had the time to go and register for her voter's card. Another constituent volunteered his time to the team to register people in the market. He highlighted that the commitment of the young people motivated him to be an active citizen. Other constituents shared the sensitization was detailed and inspiring and they all affirmed that they would be exercising their voters rights in the next election cycle.



A pacesetter team member capturing a citizen for permanent voters card

Feeding the nation one seed at a time by Agrofex Team

The Agrofex team consist of 3 undergraduates from Bayero university, kano and kano university of science and technology. The Agrofex project improved the health and well being of 215 women living in the Gwarzo community in Kano state through empowerment and sensitization. These women were sensitized on health, disease prevention and nutrition and were trained using a practical display method on how to grow okra and other simple vegetables in their backyard and kitchen. Mosquito nets, seeds, manure, and neem oil (simple pesticide) were also shared among the participants.

Interviews were conducted with 4 secondary constituents who benefitted from the initiative. Although there was language difference, the transcription of the interviews was carried out by the Agrofex team. The interviews revealed that the initiative proved beneficial to the women because they shared that the seeds given would be used to grow vegetables to feed their families and sell for profit.



An Agrofex team member sharing seeds to the secondary constituent

Rescue the Calabar Street Children by Team Transformational leaders

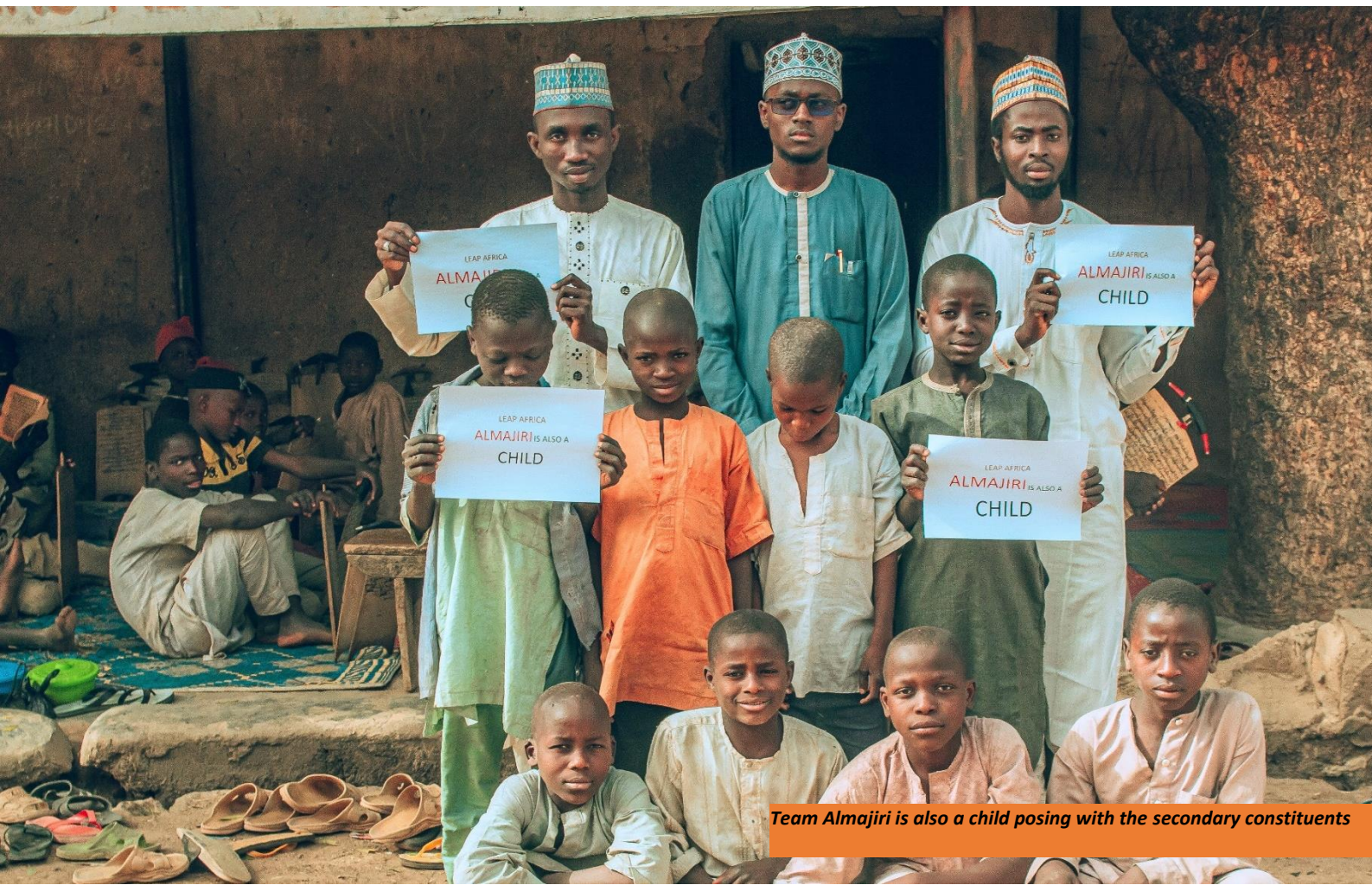
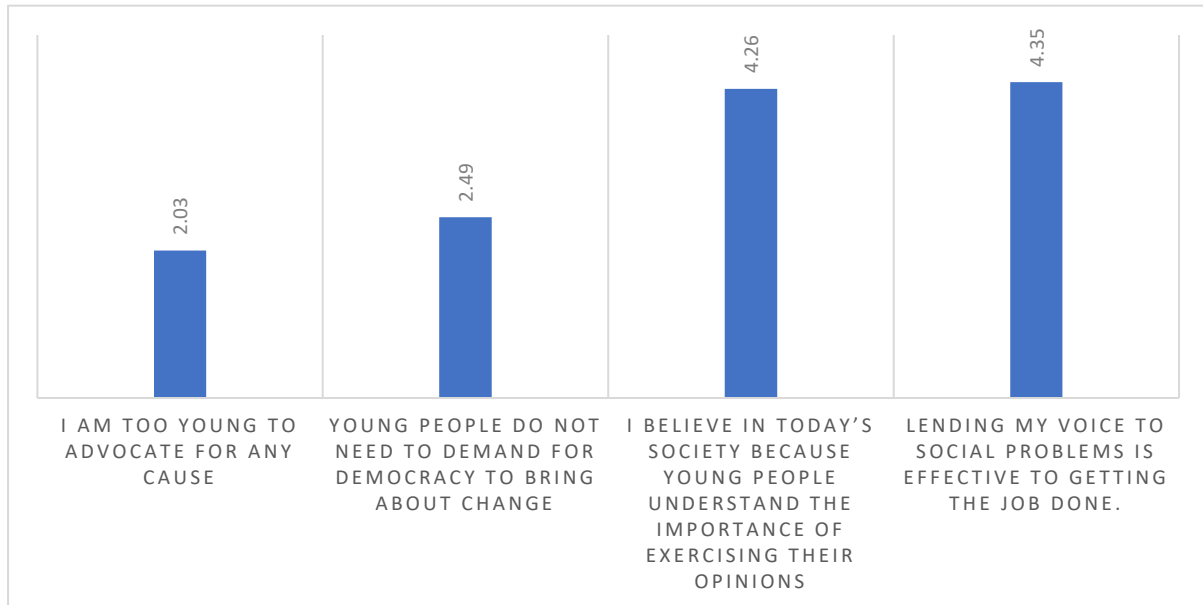
The change project titled “Rescue the Calabar Street Children” aimed to provide sustainable solutions to reduce the number of children living in the street. The set goal was to assess previous projects by NGOs and collaborating with the state government alongside cooperative stakeholders to address the needs of the children on the street in the town hall meeting. The intended result was to document the number of children on the street, work with stakeholders to provide for the needs of the individual children and collaborate with traditional rulers to sensitize parents on taking responsibility for their children. The total number of children on the street were 250 according to our data collection and the attendance of participants at the stakeholder’s meeting was 56.

At the townhall meeting, the team shared the reports and data collection with the stakeholders. With this, the commissioner of police and the ministry of welfare promised to give their support towards the rescue of street children. When interviewed, a member of the team, Vivian Ubani shared that this project was inspired by the course on transformative leadership. She further stated that despite the conclusion of the YLP, the change project is expected to continue. For the next phase, follow up calls had been made to the stakeholders who pledged their support and a second town hall meeting had been set.



Enabling Youth Voices

Finally, about 90% of the participants indicated that they believe today because young people understand the importance of exercising their opinions. This is an indicator that young people have renewed faith in themselves and understand the importance of advocacy.



Team Almajiri is also a child posing with the secondary constituents



KEY LEARNINGS

Key learnings from the final evaluation are as follows:

Learning Management System - 91% percent of the respondents stated that they found the LMS easy to navigate while over 80% rated the course delivery high on a five (5) pointer rubric. This indicates that the LMS platform was helpful in delivering the curriculum. However, 24% stated that they experience technical difficulties, network issues and data subscription. It might be useful in the long run to incorporate an LMS system that operates offline to mitigate the challenges faced by the participants.

Youth agency can be harnessed for community development- The change project which is a key component to the project provided a platform for young people to activate and utilize their agency. It is interesting to note that participants demonstrated a high level of motivation for community service before funding support was provided. This is an indicator that young people are interested in actively participating in community development if they are supported, equipped, and given a platform.

Social media can drive social change – Evidence reveals that over 96% of the respondents indicated that social media could cause real change over time while 87% believed it can be used as an effective advocacy tool. This was witnessed in their change projects as majority of the groups relied on social media platforms to advocate for their causes. They leveraged the virtual platforms to share pictures and held insightful webinars.

Incentives may be required to close the gender gap in leading community initiatives - the disparity between the male and female participants was significant as 61% of the participants identified as male while 39%, female. This also reflected in the leadership position for the change projects as majority (30 out of 46) of the team leads were male while the rest were female. However, this was compensated for as up to 70% of the deputy team leads were women. This may be an indicator that females are not motivated to lead community development but are willing participate as members. Deliberate and intentional efforts should be made to motivate and inspire to lead change in their communities.



Feedback from participants



A member of Team Alphabeta posing with sensitized secondary constituents



Curriculum delivery

40% of the participants stated that they would prefer at least one physical meeting before the end of



Funding support

About 25% of the participants opined that the sub grant should have covered all applicants instead of a selected few.



Module rating

About 20% of the participants complained about the duration of the modules. They mentioned that the videos were lengthy and could not finish all the contents within the stipulated time frame.



Time

32% of the participants shared that the programme extended further than the period it was set. This is worthy of note because some of



Secondary constituents of Team Agrox in Kano posing with the SDG cards



USEFUL RECOMMENDATIONS



From the key learnings, the following recommendations were made:

1. **Completing the programme within the stipulated time frame**- One of the resounding feedbacks from the participants is how the extension affected their personal schedule. Strict adherence of the timetable is paramount to ensure full participation.
2. **Group mentorship**- Although the mentorship sessions were impactful to the participants, another way to grow its capacity is to initiate group mentorship. The participants can be paired in groups and assigned to mentors that will help them grow their leadership capabilities and further ignite their passion to be active citizens.
3. **YLP clubs**- a pathway to creating more impact for the young change makers in universities is tasking the YLP alumni to form clubs in their various schools. These clubs would actively recruit more members that will participate in the programme. The modules will be cascaded by the alumni and change project will be carried out with the guidance of their various schools.
4. **Inclusive Participation** – As a programme designed for maximum participation from all youth, the intentionality of inclusion should be paramount at the recruitment phase. A gender balanced programme would most likely give a balanced outcome especially in a country with 51% male and 49% female⁶.

⁶ <https://countrymeters.info/en/Nigeria>

APPENDIX

APPENDIX 1: Baseline survey

Dear Young Leader,

We are excited that you are participating on the Youth Leadership Programme (YLP). In this regard, we would like to know more about you to help us design the programme to deliver its best to you. Kindly answer the following questions as accurately as you can. This is neither a test nor an exam, and there are no right or wrong answers. For your privacy, this survey will be treated anonymously and will only be used for official purposes.

Do you consent to this survey? Yes [] No []

Section 1: Background Information				
Name (Surname first)				
Location (state)				
Email address				
Phone number				
Age	[Below 18]	[18 -25]	[26 -30]	[31 and above]
Name of Institution				
Year of Study				
Course of study				
Do you identify as a person with Disability?				
If yes, kindly indicate the type of disability				
Section 2: General Questions				
Have you volunteered in the past?	Yes		No	
If yes, how recently?				
What is the most effective means of communication for you?	WhatsApp Facebook Telegram Newsletters and emails Phone calls			

	Text messages
What specific skills and knowledge would you like to gain during the programme?	
How can we make the programme more rewarding for you?	

Section 3: Skills and Knowledge					
Kindly tick the appropriate answer using the rubric: SA – Strongly Agree, A- Agree, N-Neutral, D- Disagree, SD-Strongly Disagree					
Self-Leadership					
	SA	A	N	D	SD
I believe I am a leader even though I am not in a position of authority					
Leadership is an act not a position					
The environment I grow up determines if I will be successful in the future					
I am always on time for every activity I am involved in.					
Transformative Leadership					
Leaders are born not made.					
I do not have the capacity to carry out change in my community					
Only the government can solve the problems in the society					
Leaders are born with certain qualities that differentiate them from others					
Sustainable Development Goals					
I don't have to work with others to contribute to the Sustainable development goals					
The Sustainable Development Goals (SDGs) is not relevant to Nigeria					

Championing any of the SDGs would have direct impact to my community					
I have a role to play in the actualization of the SDGs					
Advocacy 101: Leveraging the Power of Social Media for Social Change					
Social media activism can be used to drive the Sustainable Development Goals					
Advocacy is a government function and individuals should avoid it					
Social media is harmful if used excessively					
I believe social media can be a tool for advocating a cause					
Advocacy 102: Enabling Youth Voices - From Hype to Action					
If young people are given the opportunity to voice their opinion, they will demonstrate their ability to foster change					
Young people do not need to demand for democracy to bring about change					
I believe in today's society because young people understand the importance of exercising their opinions					
Issues young people face may not be addressed unless we point them out					
Mentorship					
I believe mentorship is not a necessity for me					
Mentors and influencers are the thing					
At this stage, mentorship is not particularly important for me					
I must be in physical proximity with a person for mentorship to occur					
Social Innovation/Entrepreneurship					
Business ideas can be found in problems around us					
A business is a solution to a problem					
I believe opportunities exist uncomfortable situations					

Entrepreneurship is not for everyone; people are gifted with the ability					
Introduction to Project Management					
I believe constant communication and collaboration is required to carry out a project successfully,					
I do not need anyone to start and complete a project					
Mapping my stakeholders is a very important part of a project					
When I identify a problem, there is no need to talk to the beneficiaries about it					
Civic Education 101					
I have a responsibility towards nation building					
I do not solely rely on the government to develop and build the nation					
I believe that voting is my civic duty					
The government is liable to be transparent about all initiatives to the public					
Stakeholders Engagement					
The opinions of stakeholders are not important					
Stakeholders have more specific understanding about an issue					
It is important to identify key stakeholders before embarking on a project					
Proper involvement of stakeholders can have a positive effect on the overall success of a project					
Fundraising, Resource Mobilization and Strategic Partnerships					
Having the right financial systems in place is critical for demonstrating financial responsibility					
To fundraise effectively, I will need a solid fundraising plan that will help reach donors					
When writing a grant proposal, it is important to pay attention to all the requirements the granting organization requires					

It is important to be in constant communication with your project funders and donors					
Think Global, Act Local					
I believe I can contribute positively to society					
When it comes to making change, you can rarely accomplish your objectives on your own					
Young people can achieve the Sustainable Development Goals if given an equal and fair opportunity					
It rests on the shoulders of young people to begin to change the narratives of how things should be					
Upskilling for the future of work					
I know how to prepare my curriculum vitae					
I would not mind if other people criticized my performance					
I can prepare and present myself for a job interview					
I can work effectively with others to produce results					
Public Policy 101					
I understand what public policies should achieve in improving human conditions					
The perception of young people can inform or distort public policy development on youth issues					
The government should share information in a way that strengthens citizen's capacity to hold the government accountable					
When implementing a policy, it is important to engage stakeholders in the process					
Effective Communication					
It is important to make eye contact with the person you are communicating with					
My body language is an essential way of how I communicate with others					
I listen and ask questions to understand other people's point of view					

I can speak and write so that others can understand me					
Visioning and Goal Setting					
Working with others will not allow me to achieve my goals					
A vision is a short-term picture of what you want to achieve					
I have a vision, but I do but I do not know how to achieve it					
I understand the need for having long and short-term goals					
Ethics and Social Values					
I have personal values that guide me					
I believe it is okay to remain silent when I see something that is wrong					
My conscience is the best guide to decide if something is right or wrong					
I must model ethical behavior regardless of the situation I find myself					

Interview/FGD Question

Experience on the programme

1. Tell us about your experience on the Youth Leadership programme (Best moments and challenges).

How did your participation in the YLP impact your personal and academic development?

Curriculum Delivery

2. You were taught on 16 different modules which touched on Active Citizenship, Sustainable/Community development, and Leadership. In what specific ways did the training modules benefits you?
3. Tell me about a time when you used an idea or resource from what you have been taught and applied it in the real world. (sharing videos and pictures are encouraged)

Mentorship /VCOP

4. Were the mentorship sessions impactful for you? Please explain.
5. How active are you on the VCOP groups?
6. How effective has the VCOP group been to you? Please explain.

Change Project

7. Tell us about your change project. (What did you do, beneficiaries and immediate impact).
8. What was the most fulfilling aspect of your change project?
9. What were the challenges that you faced while carrying out your change project? Were they mitigated and how?

Feedback

10. What key lessons have you learned from the programme?
11. In what ways can LEAP Africa improve the programme?

APPENDIX 2: Logical Framework

Goal: To influence, equip and empower 3000 young Africans in higher institutions with the skills, knowledge and resources required for them to become self-leaders who will create sustainable social change while making meaningful contributions to their communities through the lens of Sustainable Development Goals.					
Objective 1: Equip and build the capacity of young undergraduates with the skills and knowledge to implement innovative community-based social change solutions in alignment with the Sustainable Development Goals.					
	Indicators	Means of Risk Verification	Frequency of Data Collection	Person Responsible	Risks and Assumptions
Outcome					
Participants recognize the need for active citizenship and apply the knowledge and skills gained to become self-leaders who create social change in their communities.	Number of participants who perceive themselves as self-leaders. Percentage of young people who reflect on their roles as active citizens conscious of their civic responsibilities.	Baseline and End line Surveys Focus Group Discussions	Start and end of project	M&E Coordinator Project Coordinator	Participants have increased awareness about their role in creating sustainable social change and making meaningful contributions in their communities.
Output					

3000 (600 teams) young people participate in the virtual Youth Leadership Programme	Number of participants who complete the self-paced courses. Percentage of participants who rate the LMS course high.	Feedback forms	After completion of self-paced course	Project Coordinator or	Participants are willing and motivated to translate this knowledge into championing change in their communities and facilitate positive impact.
Activities					
Organise virtual self-paced courses on Leadership, Active Citizenship and Sustainable/Community Development for 3 weeks. Organise weekly learning reviews	Number of participants who complete the self-paced course.	Feedback forms	At the end of the course	Project Coordinator or	All participants selected complete the self-paced course within the time frame.
Objective 2: Provide funding support for selected young undergraduates to strengthen their roles as active citizens through the implementation of community change projects.					
	Indicators	Means of Verification	Frequency of Data Collection	Person Responsible	Risks and Assumptions
Outcome					

Exceptional teams selected for funding make meaningful contributions in their communities through the implementation of their SDG related change projects.	Percentage of participants who demonstrate the usefulness of the funding provided for their change project. Number of participants who implement their change projects.	End line Surveys Observations from Change project visit.	Middle and end of programme	M&E Coordinators or Project Coordinators	Participants are sufficiently motivated to carry out change projects.
Output					
50 selected teams (250 participants) are supported financially to enable the implementation of their change projects.	Number of teams who receive funding Number of change projects implemented by beneficiaries that are aligned with the SDGs	Change project log End line Survey	Middle and End of programme	M&E Coordinators or Project Coordinators	Participants consider the change project a worthy cause and move towards collectively creating social change for themselves and their community.
Activities					

Selection of exceptional teams for funding	Number of change project plans submitted.	Change project plans	Before change project implementation.	M&E Coordinator or Project Coordinator	Community members are receptive and offer support needed for the implementation of change projects.
Objective 3: Empower young undergraduates with a mentorship platform to learn from experienced social change agents in the SIP/YLP alumni network.					
	Indicators	Means of Verification	Frequency of Data Collection	Person Responsible	Risks and Assumptions
Outcome					
Participants gain relevant insights from the mentorship sessions and apply lessons learned in the implementation of their change projects.	Number of participants that are able to apply insights from the interactions with the mentors in improving on the effectiveness of their change projects.	Baseline and End line Surveys Focus Group Discussions	Beginning and end of programme	Project Coordinator or M&E Coordinator	Participants are willing and motivated to attend the mentorship sessions.
Output					

Participants engage with mentors in the expert led mentoring sessions.	Number of participants who participate in the mentorship sessions. Frequency of attendance during the sessions. Number of participants that show mindset shifts and changes in perception on leading social change as a result of the interaction.	Baseline and End line	Beginning and end of the programme	M&E Coordinat or Project Coordinat or	Participants fully understand the opportunity the mentorship sessions provide and take full advantage of it.
Activities					
Organise a 1-week mentorship expert session led by selected SIP and YLP alumni	Number of mentorship sessions held	Virtual Platform analytics	At the end of the programme	Project Coordinat or	Participants are willing and motivated to attend the mentorship sessions.

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