



**INTELLECTUAL
LITERACY & LEADERSHIP PROGRAM**

INTELLECTUAL LITERACY & LEADERSHIP PROGRAM (ILLP).

OUTCOMES HARVESTING

**Outcomes Harvesting
Report**

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Figure 1. A group photo for the Intellectual Literacy and Leadership Program students' representatives and project stakeholders during the outcome harvesting exercise.

EXECUTIVE SUMMARY

The organization For Creative Leadership implements the ***Intellectual Literacy and Leadership Program (ILLP)*** in Kwale County with financial support Fazil Chinoy Fellowship. The program is managed by SambaSports Youth Agenda-a community based organization in Kwale that seeks to elevate the social wellbeing of young people in its scope.

The ILLP program aims at enhancing the literacy and intellectual levels of young learners in primary and secondary schools within Matuga Sub-County-Kwale. So far the pioneer beneficiary schools are; Mwanambeyu Girls secondary school, Kaya Tiwi high school, Waa Boys High school, Kwale High School, Kwale girls high School, Bowa Primary School, and Mbweka Primary School. The learners at the secondary school level are engaged in trainings on research skills, language skills, personal development, public speaking and key life skills techniques. While the ones at the primary levels are reached with trainings on literary skills, values and basic life skills techniques. The program has had greater positive impact to the beneficiaries within this first year of implementation, where we have seen students who were struggling just to introduce themselves now being able to address a gathering, do presentations and have improved in their command of the English language.

For the purpose of the program stakeholders to deeply understand the impact of the initiative and understand how the program has changed the life of the beneficiaries, an outcome harvesting was conducted that brought together the program stakeholders including students representatives of Waa Boys and Kaya Tiwi High Schools, Mwanambeyu Girls, Bowa and Mbwaka Primary Schools. The agenda of this exercise was to understand how the beneficiaries before the program, how the program has impacted them, and how has the program contributed to the change thy experience. The stakeholders especially teachers were objectively included to separately validate the changes highlighted by their students. Other stakeholders included educationalists from Kwale.

ACTIVITY DESCRIPTION

After a round of introduction by all participants, Mohamed Mwachausa, the Executive Director for SambaSports Youth Agenda, took the stage to give a background of SambaSports CBO, the fellowship and the program stakeholders together with their responsibilities. Since the beneficiaries were of the adolescent age, and this is a critical transitional stage to adulthood, Mr. Mwachausa found it an opportunity to address matters in relation to the beneficiaries' stage of life. Mohamed talked about;

- ✓ The risks associated with this stage.
- ✓ Changes that occur at this stage in terms of physical, emotional, physiological and psychological.
- ✓ Temptations and how to mitigate them.
- ✓ He also talked about how best to work with adolescents.

Activities of the day.

Change is a process and time conscious, to understand and capture the changes experiences and observed on the beneficiary students, a number of activities and methodologies were applied to capture the process. Below is a description of every activity and results:

Activity 1.0: Students challenges before joining the program.

In this exercise, the students were asked to write down the challenges they have been experiencing before joining the program in terms of the social wellbeing and academics. On papers, the students put down the challenges, for half a page or so. Next, they were asked to summarize their issues to between 3-7 key words on a piece of manilla paper, then the pieces of paper were collected and pasted on the wall in the room. Next, the students, separate from the teachers, analyzed the cards contents and assembled them in linear fashion, based on the key subject matter heavy on the cards. Once this was done, the teams summarized the statements in the cards, for each category, and debated on the best statement that fit the group of cards. This exercise produced the challenges that affected the most students.

The main focus of this exercise was for the stakeholders to understand the students situation before being engaged in the program and then later on compare to the current situation.

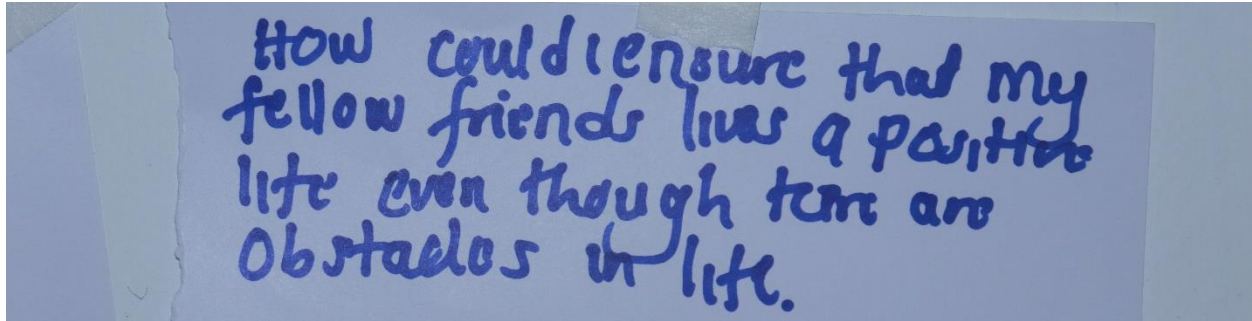


Figure 3. Some of the challenges experienced by the students before the program

Activity 1.1: Changes experienced and observed

After understanding the challenges experienced before the program, we went on to the main activity that was understanding the changes brought in by the program to address the challenges experienced by the students. Using the same procedure as above, in this session, the students highlighted the impact of the program towards them as beneficiaries. In the same breath, the teachers highlighted the changes they observed on the students through their engagement in the program.

Before the exercise began, Mwachusa took the participants through a visualization and reflection process for the students to self-reflect on the journey of transformation through the program. The following were the points of reflection;

- ✓ Challenges experienced one year back.
- ✓ Feelings the students had during the program application (uncertainty), and when they were finally recruited, the sessions covered and activities conducted.
- ✓ Students were now asked to imagine five years into the future after the program. How their live would have changed, their dreams and hopes coming to reality. Then the students were asked about the feeling during the reflection, most of whom felt an inspiring story of transformation, a story of a dream come true etc.

After the self-visualization process, followed the main task that was to identify the greatest change that ever occurred to them contributed by the program. And for the teachers, the notable changes they observed on the students that were contributed by the program. Each student was again told to put the changes on a paper, then summarized the change in a statement of not less than 3 words, and not more than 7 words, and wrote it on a paper card. Then the cards were stuck on the wall for categorization of the cards with similar points to mean one outcome. The following outcomes were then harvested with agreement.

Students' outcomes with ranking form the biggest to the low attained;

1. Students' self-awareness and improved sense of focus. This is where the students can individually assess and understand themselves in terms of their strength, weaknesses,

believes and faith. It was demonstrated that the students had improved significantly on their strength and worked on their weaknesses to turn them into opportunities for improvement. The students were also reported to have developed the pattern of focusing on their future since they now understood themselves better.

2. Improved literacy and communication skills. Initially, poor command of language was a barrier to communication. This shone a light to the students improvement in their levels of understanding, writing, and speaking, hence improving in their communication, that was being witnessed.
3. Enhanced self-esteem. This means that the students demonstrated that they found their value and they felt positive about themselves. Self-worthiness is an important personal attribute that contributes a lot to one's growth and development.
4. Positive behavioural change and values infusion. Values makes a great part and contributes to how we relate to other people. A person with values can easily relate to anyone, they embrace all forms of diversity in life.

Observations from the teachers

These were the changes noted by the teachers towards the beneficiary students that were also considered as validation to what the students pinpointed. They were;

1. Enhanced self-esteem and literacy skills among the students.
2. Students' acquisition of self-drive and pro-active character.
3. Talents identification and nurturing.

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Figure 4. One of the students categorizing the changes during the program impacts identification session.

The whole process was learner centered thus the students were the ones contributing so much to the processes since they are the project target and the ones who are undergoing the transformation.

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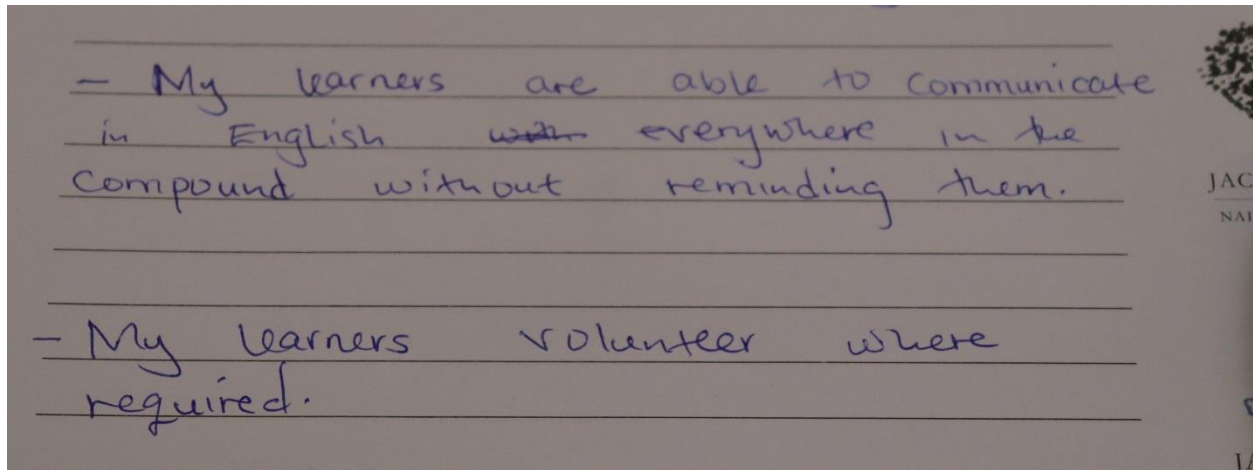


Figure 5. A note from one of the teachers highlighting some of the observations on their students as a validation to the students' positive changes.

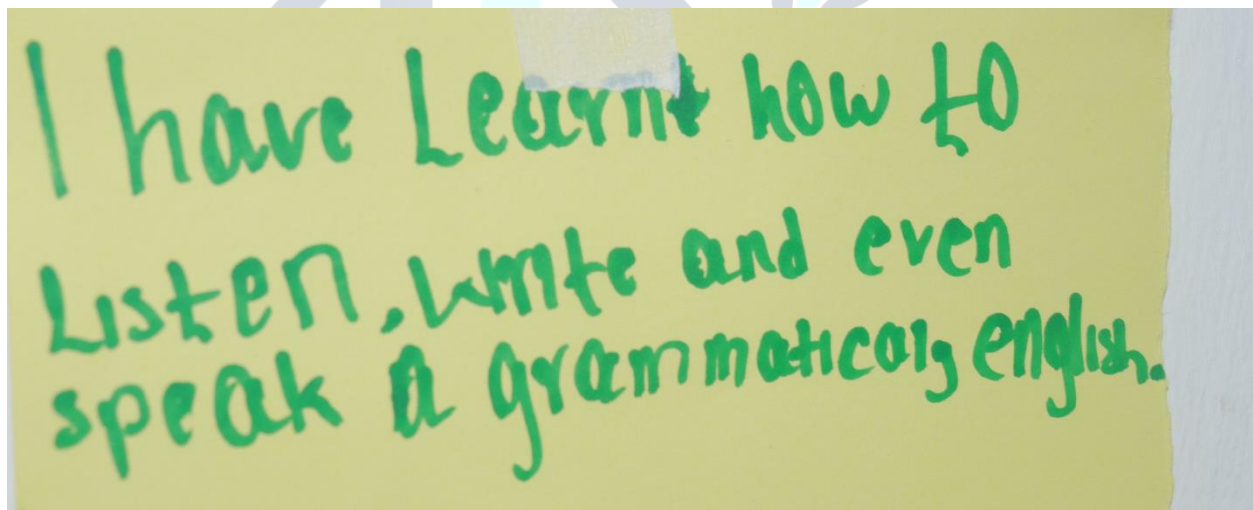


Figure 6. A note from one of the students speaking on the impacts of the program towards their improved language skills..

Activity 1.2: Interventions and activities that contributed to the changes/impacts.

Outcomes are usually contributed by activities/interventions. After understanding about the program impacts and the changes it brought towards the students, we got into our last session of the day. This session was basically meant to reflect and identify the activities and interventions that contributed to the changes experienced by the students and the observations made by the teachers. Here the students were divided into small groups of five to do group discussions then come and present their points. This provided another opportunity for the students to exercise public speaking and presentation skills. Below is a highlight of every activity in relation to every outcome and observation;

Outcome 1: Students' self-awareness and improved sense of focus.

- ✓ Debate competitions.
- ✓ Theatre programs.
- ✓ Biography of the mentors.
- ✓ Provision of opportunities for growth, learning, socialization and development.
- ✓ The entire program itself that brought the whole spectrum of transformation.

Outcome 2: Improved literacy and communication skills.

- ✓ Public speaking training.
- ✓ Essay writing.
- ✓ Relationships building.
- ✓ Exposure opportunities.
- ✓ Learning of the golden words.

Outcome 3: Enhanced self-esteem

- ✓ Team building activities.
- ✓ Group discussions and presentations.
- ✓ Public speaking training and exercises.
- ✓ Oral speeches.
- ✓ Social interaction.
- ✓ Motivation from the mentors and facilitators.
- ✓ Appreciation by members and program staff.
- ✓ Dialogues.

Outcome 4: Positive behavioural change and values infusion.

- ✓ Social team work.
- ✓ Realizing that discipline is the greatest virtue and catalyst to success.
- ✓ Academics improvement.
- ✓ Self-realization and acceptance.
- ✓ Enhanced self-courage.

Teachers' observations 1: Enhanced self-esteem and literacy skills among the students.

- Students' ability to express themselves without fear in class and during debate sessions.
- Teamwork and problem solving techniques among the learners.
- Self-organization without supervision.
- Improvement language skills.

- ✓ **Observation 2: Students' acquisition of self-drive character.**
 - Public speaking topics and students research.
 - Mentorship program.
 - Movies and documentary videos on public speaking and debates.
 - Public speaking competition



Figure 7. Students during their group discussions on the contributors of the program impacts

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Figure 8. Students doing presentations of the contributors of the program impacts after their group discussions.

Activity 1.3: Meaning and importance of the program impacts towards the learners lives.

This was the last session of the event and it entailed the students highlighting how the changes experienced or how the program impacts have changed or transformed their lives. This was a very crucial aspect of programming as it showed the program worthiness and value for money. The students were told each to identify one impact and say how it contributed to their life transformation or how it means to them. The responses were written on pieces of papers and were read out loud for each participant to hear. The samples were as shown below;

Outcome 1: Students' self-awareness and improved sense of focus

- I. This has helped in the students overcoming their weaknesses and fears, realize their potentials and strength and rise up to them.
- II. It has given the students the urge and guts to learn more and improve on what they know thus becoming better.
- III. It has enabled the students focus on their careers.
- IV. It has helped the students improve on their positive critical thinking skills hence making wise decisions about themselves and towards others.
- V. Students have been enabled to find their voices.

- VI. Copying mechanisms among the student has been improved due to them understanding their vulnerabilities and weaknesses.
“I have been enabled to understand my talent, and strength, more so, through the program I believe I will be able to choose my career wisely” one of the students wrote.

Outcome 2: Improved literacy and communication skills.

- I. This impact has enabled and strengthened my participation into learning activities.
- II. Through this impact, students are able to interact freely with others since the communication barrier has been greatly reduced.
- III. Language skills among the students has been greatly improved hence contributing to their academic success.
- IV. This has helped the students being able to undertake research exercises. It has inspired the culture of English language speaking among the students.
- V. The students have become role models amongst their peers in terms of language skills.

Outcome 3: Enhanced self-esteem

- I. This has helped the learners realize their potentials and are working towards being the best they can ever be.
- II. It has also contributed to improved social interactions among the students and improve on the students' confidences.
- III. Students are now been able to share their ideas with others, actively participate into group discussions hence team work.
- IV. Students now believe in themselves and their abilities.
“I believe in who I am and who I want to be in life” one of the students said
“I have become confident and courageous enough to express my opinions to others. Additionally the program has made me realize my position in my future” Ali Hamisi, a student from Waa Boys wrote.

Outcome 4: Positive behavioural change and values infusion.

- I. It has contributed to role modelling of the program beneficiaries towards their fellows at school and even at the community level.
- II. It has led to positive interactions as students understand characters to exhibit in different situations and moments.
- III. Due to this impact, most students have developed a sense of maturity in their actions.



Figure 9. Mohamed Mwachausa, the SambaSports Executive Director appreciating Ali Hamisi from Waa Boys High School for the great presentation he did.

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Outputs

- ✓ Program beneficiaries empowered on the risks and challenges of their age and how to positively cope with them.
- ✓ Stakeholders learnt about the program impacts towards the target beneficiaries and verified by the teachers.
- ✓ Recording of the program impacts as highlighted by the beneficiaries.

Observations

- ✓ With relation to the impacts as highlighted by the own students as the program beneficiaries, and the validation made by their own teachers, it's vividly clear that the program has had great impact to the target beneficiaries.

- ✓ Much of the positive expected outcomes attained including improved confidence among the learners, improved command of the English language etc.

Challenges

- ✓ Limited time for the sessions. In future, the exercise should allocated enough time to be able to yield from every aspect of the program.

Conclusion

Within one year of implementation, the program has greatly transformed the learners in terms their academics and even social lives. Enhancement of the literacy and language skills contributes a lot to academic success. The program breeds young people who are aware of themselves and can relate well to others, have a brighter future and make responsible and reliable community members.

ACTIVITY PHOTOS



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