

# Youth Empowerment Program Evaluation Report

# NIGERIA

April 2010

## **ACKNOWLEDGMENTS**

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## **ACRONYMS**

CIT Certificate in Information Technology

CITAD Center for Information Technology And Development

CRC Community Resource Center

CV Curriculum Vitae

DIT Diploma in Information Technology

DITE Diploma in Information Technology Entrepreneurship

LEAP Leadership Effectiveness Accountability and Professionalism

NGN Nigeria Naira

ICT Information and Communication Technology

IYF International Youth Foundation

REP Rural Employment Promotion

SPW Special Public Works

SSE Small Scale Enterprises

VSD Vocational Skills Development

YEP Youth Empowerment Program

## EXECUTIVE SUMMARY

Unemployment is one of the major challenges faced by young Nigerians. In 2006, the National Census reported the country's total population to be constituted by about 60% young people under the age of 25<sup>1</sup>. According to the 2007 General Household Survey Report, the unemployment rate for youth aged between 15 and 24 was 30.7%<sup>2</sup>. Further, 23 million out of 40 million unemployed youth are considered to be unemployable<sup>3</sup>. This staggering statistic is often attributed to a weakening educational system including outdated curricula, insufficient resources in schools and training institutions, and a lack of focus on training the youth in certain skills that are required by employers such as communication, leadership, and problem solving, as well as the ability to take initiative and professionalism. In 2008, the inactivity rate for youth aged 15 to 24 was 69.8%, and 32.6% for youth aged 25 to 34<sup>4</sup>.

The challenges to finding employment in the formal sector have contributed to many young people engaging in the informal sector, which "accounts for 80% of non-agricultural employment, 60% of urban employment and over 90% of new jobs"<sup>5</sup>. Many of the young people in the informal sector, however, lack the skills to transform their microenterprises into sustainable ventures, capable of fully contributing to employment generation. These challenges are and will continue to be exacerbated by increasing numbers of graduates as more universities are licensed across the country.

In light of these challenges, which are shared across the African continent, Microsoft's Community Affairs Program in Africa (Microsoft) and the International Youth Foundation (IYF) joined forces through the Youth Empowerment Program (YEP) with a goal to enhance the employability of disadvantaged African youth ages 16 to 35. In Kenya, Nigeria, Senegal, and Tanzania, YEP adapted the comprehensive approach to youth employability developed by IYF through its successful *entra21* program in Latin America.

This study is an independent evaluation of the YEP program in Nigeria, managed by IYF, financed by Microsoft, and executed in Nigeria by Leadership Effectiveness Accountability and Professionalism (LEAP) Africa. To implement YEP in Nigeria, LEAP Africa received a grant of US\$ 150,000. LEAP is a not-for-profit organization, which aims to promote youth effectiveness and leadership in Africa. The U.S. Embassy in Nigeria provided US\$ 75,000 in additional funding that expanded the program to include ICT training for youth in Northern Nigeria. The program in Nigeria targets youth aged between 16 and 35 years, with a minimum of a secondary school degree.

The program mainly trains youth in life and employability skills (40 hours of training in five days). The youth in Kano State and Bauchi State in Northern Nigeria also benefited from ICT training (64 hours in three months). The curricula for both the life skills and ICT courses were developed on the basis of market needs, leveraging the experience of the executing agency and the local implementing partners in the States where ICT training is delivered. Over a two-year period, the program has aimed to:

- Train at least 2,500 young people (direct beneficiaries) in Lagos, Kano, Calabar, Uyo and Bauchi in life and employability skills. The program also aimed to enroll approximately 1,600 of the 2,500 direct beneficiaries in training programs in the Lagos area, 300 in Calabar, and 600 in Kano;

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<sup>1</sup> National Population Commission, 2006 national census

<sup>2</sup> National Bureau of Statistics, General Household Survey Report (2007)

<sup>3</sup> Declaration of the lawmaker and Chair of the House Committee on Youth and Social Development, Mr. Depo Oyedokun, on a bill he was presenting in 2009

<sup>4</sup> KILM2007 Table 13. Inactivity (International Labor Organization estimates, by sex and age group)

<sup>5</sup> Mrs. Nofisat Abiola Arogundade, Deputy Director/Controller, Lagos office of Federal Ministry of Labor (2008)

- Place 70% in jobs, internships, self-employment, or community service<sup>6</sup>; and
- Reach approximately 7,500 indirect beneficiaries in the country.

The report describes the program participants and presents the results of the sample follow-up cohort of 69 participants that were interviewed during the evaluation by FocusAfrica, six months after program completion. In this regard, a questionnaire was developed so as to gather the opinions and suggestions of participants and employers of participants in the sample follow-up cohort. A focus group was also organized with some participants in order to gather their views on the program and on their overall environment. The analysis also leverages the baseline and exit surveys completed by participants before and after the training.

By January 2010, the program had trained 2,487 participants. The average age group of participants is between 25 and 30 years old, with 68.65% of the participants having completed some college / university level education.

The evaluation revealed the following findings:

- **The evaluation of the 69 participants in the sample follow-up cohort revealed a placement rate of 26.09%<sup>7</sup>.** Participants who were placed after the training stated that they were either involved in an internship (5.56%), worked in a job (44.44%) or independently (44.44%), or performed community service (5.56%), or in many cases, a combination of these activities. **Another 28.98% of respondents or 20 respondents only continued with their studies** after the training. A total of 22 respondents continued their studies after the training, including two respondents who worked at the same time. **All together, 55.07% of the respondents were employed, self-employed, participated in an internship or community service, or continued their studies after the training.**
- These findings may be partially due to the few employment opportunities in Bauchi, in a context where several potential employers contacted by the Community Resource Center (CRC), LEAP Africa's local partner in Bauchi, are considering reducing their staffing levels. The job market and resulting placement rates in Lagos and other States where the program was implemented may be different, however, evaluation resources did not permit follow-up interviews with participants from cohorts in those areas.
- **The evaluation revealed that six participants in the sample follow-up cohort voluntarily shared their experiences on the YEP program with other members of their communities. The evaluators opted not to count these activities in the placement rate as they were not supervised nor structured.** Only one respondent was engaged in a structured volunteering activity as a volunteer trainer at a polytechnic, which was included in the placement rate.
- During the focus groups discussions, some participants also expressed their **wish to receive training in entrepreneurship to promote and encourage business creation.** Entrepreneurship training could potentially contribute to increased participant activity after the training.

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<sup>6</sup> Per terms of the Microsoft-IYF Youth Empowerment Program agreement and overall program objectives of empowering youth by enhancing employability as well as engagement/citizenship, placement is defined as dependent or self-employment or participation in an internship or voluntary community service activity. If a youth beneficiary has been employed in one or more jobs, has been self-employed, or has participated in an internship or community service activity since completing the program, the beneficiary is counted in the program's overall placement rate. In addition, the evaluation provides specific information on employment and self-employment placement rates and outcomes.

<sup>7</sup> The placement rate is comprised of respondents who were engaged in an activity 'after the training and before the evaluation' and/or 'at the time of the evaluation'. If a participant was employed after the training and before the evaluation and was also employed at the time of the evaluation, he or she was counted only once. Participants who continued with their studies 'after the training and before the evaluation' and 'at the time of the evaluation' are not included in the placement rate.

- The participants had a very positive appreciation of the **quality of the training**. This explains the fact that **94.2% of the program participants would recommend the program to other young people**. They appreciated the clarity of the training and the comprehensiveness of the workshops. However, the local implementing partner considered the training modules to be too short, and would gain from being extended in terms of time so as to result in stronger outcomes.
- **Participants perceived an impact on their competencies and life skills, which were strengthened**. They indicated that the training provided them with the necessary tools and skills to better face the employment market. The analysis of the respondents' self-assessments at baseline and at the time of the evaluation shows that there is **statistical significance** ( $p$  is below or equals 0.05 or a 5% margin of error) **in the positive evolution of the ability to communicate with others and the ability to manage conflicts**. Regarding the ability to communicate with others, for most of the respondents, it was the first time that they were in the same course as respondents from the opposite gender. Further, although there is no statistical significance in the evolution of the other skills and abilities, **during the evaluation some participants stated they were more responsible than before**. This is because some respondents started to share their experience from the program with other members of their communities, and are now referred to as role models. This developed their sense of responsibility.
- The impact is all the more important since **91.3% indicated that their perception of their future and that of their family was better from before the training to after the training**.
- Young women may benefit from more life skills training in **self-confidence, ability to communicate with others, ability to manage conflicts and ability to take initiative**. The evaluation showed that the male participants rated themselves higher in those skills as compared to women.
- An important outcome of the program, although anecdotal, is the **participants' very strong sense of community and of nation**, which was developed through the program. The feedback was often related to how youth intend to contribute to the development of Nigeria, and to turning the image of the country around. Several of the participants developed a strong sense of community, and used the training materials to teach their families and communities about life skills.
- **The analysis shows that the ICT training had a strong impact on participants' perceptions of their future prospects**. Over 78% of the respondents in the sample follow-up cohort confirmed that the ICT training had improved their employment prospects. They indicated that this was because ICT skills are important selection criteria in the job market.
- The evaluators also noted **an increase in the use of computers**. Out of the 69 respondents in the follow-up cohort, 21 provided baseline information on how often they use computers. Out of the 21 respondents, the number of those who used computers about two or three times a week went from three respondents before the training to ten respondents after the training. The number of those who never used a computer went from 11 before the training to none after the training.
- Concerning the **implementation of the program**, interviews with the focus group, employers and stakeholders revealed a lack of sufficient information on the program and all the services it offers. Suggestions were made to **better market the program** in order to increase the visibility of its offerings.

For future YEP programs to achieve greater outcomes for youth, the following recommendations are made:



- **Develop participant entrepreneurship skills** to enable more of them to start their own businesses given the difficult job market. The sample follow-up cohort stated they needed managerial skills and more practical knowledge of the different steps of business creation and government agencies with which to interact.
- **Participants with similar levels of ICT skills should be put together so as to follow the training at a similar rhythm.** This is to enable those who have more knowledge/experience with computers upon entry into the program to increase their skills levels.
- **Organize an effective placement service in all the States in which the program is implemented.**
- **Increase promotion and marketing activities of the program** to increase its visibility and help **source additional funding from other donors, which can be used to fund entrepreneurship training, among other activities.**

These recommendations include those from various stakeholders, as well as the evaluation team. Overall, the program has achieved some very positive outcomes, and there is a strong desire to see it expand and develop. Also, the placement rate for the participants that were interviewed should be reassessed when they have completed their studies and are in search of a job, in order to measure a placement rate that is relative to a desire by participants to be placed.

## A. INTRODUCTION

Unemployment is one of the major challenges faced by young Nigerians. In 2006, the National Census reported the country's total population to be constituted by about 60% young people under the age of 25<sup>8</sup>. According to the 2007 General Household Survey Report, the unemployment rate for youth aged between 15 and 24 was 30.7%<sup>9</sup>. Further, 23 million out of 40 million unemployed youth are considered to be unemployable<sup>10</sup>. This staggering statistic is often attributed to a weakening educational system including outdated curricula, insufficient resources in schools and training institutions, and a lack of focus on training the youth in certain skills that are required by employers such as communication, leadership, and problem solving, as well as the ability to take initiative and professionalism. In 2008, the inactivity rate for youth aged 15 to 24 was 69.8%, and 32.6% for youth aged 25 to 34<sup>11</sup>.

Currently, Nigeria's job market is characterized by few recruitments by the private sector, which suffers from a lack of skilled workers in growth sectors such as petroleum, gas, agriculture, manufacturing, solid minerals, tourism and Information and Communication Technology (ICT)<sup>12</sup>. In the roadmap for the Nigerian education sector presented by the Honorable Minister Dr. Sam O. Egwu in April 2009, the Federal Ministry of Education found that the existing gap between the needs of the job market and the skills of young job seekers is due to outdated teaching curricula, resources and teaching methods, which characterize the educational sector<sup>13</sup>. More specifically, these issues concern: access and equity; standards and quality assurance; technical and vocational education training; funds and resource utilization; and institutional and legislative constraints.

The challenges to finding employment in the formal sector have contributed to many young people engaging in the informal sector, which "accounts for 80% of non-agricultural employment, 60% of urban employment and over 90% of new jobs"<sup>14</sup>. Many of the young people in the informal sector, however, lack the skills to transform their microenterprises into sustainable ventures, capable of fully contributing to employment generation. These challenges are and will continue to be exacerbated by increasing numbers of graduates as more universities are licensed across the country.

In light of these challenges, which are shared across the African continent, Microsoft's Community Affairs Program in Africa (Microsoft) and the International Youth Foundation (IYF) joined forces through the Youth Empowerment Program (YEP) with a goal to enhance the employability of disadvantaged African youth ages 16 to 35. In Kenya, Nigeria, Senegal, and Tanzania, YEP adapted the comprehensive approach to youth employability developed by IYF through its successful *entra21* program in Latin America. YEP provides demand-driven training in ICT, life skills, and entrepreneurship, as well as placement and enterprise development services. The YEP in Nigeria received a grant of US\$ 150,000. In addition, the U.S. Embassy in Nigeria provided US\$ 75,000 in leverage funding that expanded the program to include ICT training for youth in Northern Nigeria.

The specific objectives of this two-year program were to improve the employability of young people in the four target countries by:

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<sup>8</sup> National Population Commission, 2006 national census

<sup>9</sup> National Bureau of Statistics, General Household Survey Report (2007)

<sup>10</sup> Declaration of the lawmaker and Chair of the House Committee on Youth and Social Development, Mr. Depo Oyedokun, on a bill he was presenting in 2009

<sup>11</sup> KILM2007 Table 13. Inactivity (International Labor Organization estimates, by sex and age group)

<sup>12</sup> Reinventing Nigerian higher education for youth employment in a competitive global economy, Joel Babatunde Babalola, October 2007 source: <http://www.herp-net.org/publications.html>

<sup>13</sup> The roadmap for the Nigerian education sector, Honorable Minister Dr. Sam O. Egwu, April 2009

<sup>14</sup> Mrs. Nofisat Abiola Arogundade, Deputy Director/Controller, Lagos office of Federal Ministry of Labor (2008)

- Strengthening the capacity of at least six implementing organizations to deliver high quality employability programs to reach at least 40,000 individuals, with 10,000 young people benefiting from ICT, life skills, entrepreneurship, and marketable job skills training; and
- Achieving at least 70% placement of those who receive training under the program through internships, jobs, self-employment, and/or voluntary community service. The program provided assistance with job placement in the formal and informal sectors, and enterprise development services including access to credit through alliances with other providers. The program also sought to encourage continuing education and training.

In Nigeria, the program was implemented by Leadership, Effectiveness, Accountability, & Professionalism (LEAP) Africa, with a goal to train 2,500 youth in employability skills. In order to measure the outcomes of the program on the participants, IYF, following an open tender, contracted FocusAfrica, a management consulting firm based in Senegal, to conduct an independent evaluation of YEP in each of the four target countries of the program. The objectives of the evaluation are to:

- Review the implementation process for the program pilot and its outcomes;
- Assess the outcomes of the training for the youth in terms of acquisition of skills, placement, and creation of businesses;
- Gather the opinions of employers on the performances of trainees and employees, as well as gaps to be filled;
- Gather recommendations from employers and stakeholders in order to improve the implementation tools of the program.

Subsequent sections of the report describe YEP in Nigeria, the evaluation methodology, the profile of youth participants, and the findings based on both an analysis of the participant database for the program and that of participants interviewed in person to assess the outcomes of the program on their employability. The last sections summarize the feedback from the participants and various stakeholders on the administration of the program and propose recommendations to strengthen the program in Nigeria.

## **B. SECTION I: DESCRIPTION OF THE YOUTH EMPOWERMENT PROGRAM IN NIGERIA**

### **A. Program description**

In Nigeria, the program aimed to improve the employability prospects of 2,500 young people throughout the country over a two-year period. The program, in collaboration with its partner recruitment agencies, aimed to place 70% of the participants in jobs, internships, self-employment, or community service. The program also sought to encourage participants to pursue continuing education and training. In addition, it was expected that the program would reach approximately 7,500 indirect beneficiaries within the country.

The program is implemented by Leadership, Effectiveness, Accountability, & Professionalism (LEAP) Africa, which is a Nigeria-based not-for-profit organization with broad experience in youth development through various programs it implements throughout the country.

The curriculum for the Nigeria Youth Empowerment Program (YEP) builds on LEAP's Youth Leadership Program, and seeks to meet the needs and interests of both employers and youth. The YEP program is structured in three segments:

- **Training** to prepare youth for the workplace by equipping them with life and employability skills;
- **Job placement** to provide youth with access to jobs;
- **Internships and volunteering** to provide youth with work experience through internship and volunteer opportunities.

#### **Text Box 1- LEAP's Youth Leadership Program**

Designed to train youth through a spectrum of interactive exercises, games and breakout discussions over a one year period, LEAP's Youth Leadership Program aims at encouraging its participants to generate and implement projects focused on affecting the lives of their local community residents.

Under YEP, LEAP Africa works with partner agencies in the States of Lagos, Calabar, Bauchi, Kano and Uyo. These partner agencies provide LEAP Africa with support on the recruitment of the participants, training and job placement services, each for training in their locations. In Kano State and Bauchi State, the partner agencies were tasked with providing ICT training to youth participants, while LEAP Africa delivered the life skills training. In Bauchi, the local partner agency is the Pr. Iya Abubakar Community Resource Center (CRC). The CRC was established in 2003 with funding from the United States Embassy in Nigeria, and is one of six similar centers across the country. The main objective of the Center is to help integrate ICT into a broad range of educational activities. The Center is equipped with computers and internet access, and offers ICT training to the broader Bauchi community. The Center also houses a library which is open to the public.

### **B. Training curriculum**

In Nigeria, the program comprises mainly life skills training (40 hours) and, currently, only two States (Kano and Bauchi) provide ICT training (64 hours) in addition to life skills. The curriculum for life skills aims to push participants to think through their everyday life and their working life. The training is focused on self-development and leadership, where participants focus on who they are now, who they were in the past, and who they want to be in the future. The life skills curriculum also includes entrepreneurship concepts, to address the fact that the program budget did not allow for a full entrepreneurship training course. LEAP, however, noted the importance of entrepreneurship training, and wished to provide students with some entrepreneurship concepts. LEAP Africa also provides YEP

participants with information on other programs and organizations in Nigeria that provide entrepreneurship training in different parts of the country.

The life skills training includes five modules:

- Module 1: **Overview of Employability** to present the different categories of jobs and positions and give the participant an idea of labor market requirements in terms of skills and abilities.
- Module 2: **Preparing for the Job Market** to help participants develop their self awareness, their ability to give and receive feedback and their personal grooming and etiquette.
- Module 3: **Personal Development** to build participants' self confidence, give them a sense of goal setting, help them understand and manage their emotions and manage conflicts.
- Module 4: **Skill Enhancement I** to help participants manage time and stress, and work in teams.
- Module 5: **Skill Enhancement II** to help participants develop their communication skills and the art of networking, and provide them with tips for increasing their creativity.

The life skills training is delivered over five days (one module addressed each day) by LEAP Africa trainers, who travel to each city where YEP is offered. The LEAP Africa team also introduces the ICT training in Kano and Bauchi as they are the only two States that provide ICT training (the other cities only provide life skills and employability training). This is especially to enable those who have never used a computer to be better prepared for the training. LEAP Africa also developed an introductory module for basic ICT that they distribute to all participants, along with Microsoft E-learning CDs. The ICT training courses in Bauchi and Kano were developed and delivered by LEAP's training partners - the Community Resource Center (CRC) in Bauchi and the Center for Information Technology and Development (CITAD) in Kano.

The CRC ICT training courses are selected and developed based on day-to-day job requirements and on observations of the labor market. The Center identifies participants who don't have any knowledge of computers and provides them with basic computer skills through a basic introduction to computers course (operating the computer, using the mouse and keyboard) before advancing to the main courses.

The ICT training is offered over a period of three months, and culminates in a Diploma in Computer Operations. The participants can also receive a Certificate in Computer Operations at the conclusion of the first phase of the training which is offered over a period of six weeks.

The modules for the Certificate in Computer Operations comprise:

- Module I: Introduction to Windows XP
- Module II: Word Processing using Microsoft Office Word for Windows 2003
- Module III: Electronic Spreadsheets using Microsoft Office Excel 2003
- Module IV: Desktop Publishing using Microsoft Office Power Point 2003
- Module V: Accessing the Internet

The additional modules covered under the Diploma in Computer Operations include the following:

- Module I: MS Publishing
- Module II: Page maker
- Module III: Corel Draw

## C. Recruitment and selection

### Recruitment

LEAP Africa's participant recruitment strategy is mainly based on leveraging program alumni and LEAP's existing networks. The program is advertised through several channels including:

- **Radio**, where the advert briefly describes the program and stipulates the selection criteria.
- **Word-of-mouth** through participants, as well as officials such as State Commissioners focused on youth matters and other officials engaged in ICT, who promote the program to young people and youth-focused programs and institutions.
- **Flyers** that describe the program, its objectives, and selection criteria, as well as enrolment dates.

### Selection

The selection criteria for program participants are the following:

#### Selection criteria:

- Aged between 16 and 35
- Completed secondary school
- A good understanding of English
- Open minded and willing to learn

The selection of participants follows four main steps:

- 1) The participants first submit an application which includes basic information: their age, address, employment status, level of ICT literacy and contact information.
- 2) The LEAP Africa evaluation team reviews application forms and creates a shortlist of youth who meet the criteria.
- 3) The shortlisted candidates are invited for an interview. During the interview, the evaluation is mainly focused on the candidates' understanding of English and their educational level.
- 4) The final list of selected participants is made available at the training center and participants are informed of the training dates.

As the program is free of charge, LEAP Africa implemented very strict regulations to ensure participants are committed to the program. For example, punctuality is strictly enforced, where participants are not authorized to attend training sessions if they are not in the classroom on time. Participants are also required to complete and submit homework assignments on time to remain in the program.

## D. Placement

LEAP Africa uses several strategies to place participants:

- After completion of the life skills training, participants are invited to submit their CV to LEAP who sends them to partner recruitment agencies.
- LEAP gathers information on participants' career preferences and preferred job placement categories, which they send to partner recruitment agencies, as well as to organizations and supporters in the LEAP Africa network for placement consideration.

- LEAP creates internship and volunteering opportunities internally.
- Through monthly updates and LEAPlets, LEAP keeps program beneficiaries informed of job openings.

The following section describes the evaluation methodology. The evaluation included an analysis of the participant database, as well as face-to-face interviews with the participants from a sample follow-up cohort. The approach to select the sample follow-up cohort is also described below.

## **C. SECTION II: EVALUATION METHODOLOGY**

### **A. Sampling methodology**

The evaluation focused on a sample cohort for direct interviews, due to time constraints and budget limitations. In Nigeria, a cohort trained in Bauchi State was selected. The life skills training occurred from the 25<sup>th</sup> to the 29<sup>th</sup> of May 2009 and the ICT training from June 1<sup>st</sup> to August 28<sup>th</sup> 2009. Both took place at the Community Resource Center (CRC) in Bauchi State. The choice of the target cohort was guided by the following considerations:

- A post-training period of at least six months in all countries at the time of the evaluation to account for sufficient time to assess the initial outcomes of the training, as well as sufficient time for the participants to have applied what they had learned.
- A focus on participants that had received ICT training, in addition to life skills. Only Bauchi and Kano State had provided ICT training in Nigeria.
- The cohort that would provide the sample size closest to 5% of the total trained participants, all through consultations with LEAP Africa.

Out of 105 participants who registered for this session of the five-day life skills training in Bauchi, 86 attended the full training program including the ICT training component. Only those who complete the life skills training are allowed to participate in the ICT training. The number of participants in the sample follow-up cohort for direct interviews was therefore the 86 participants who attended both the life skills and ICT training in Bauchi. Of those participants, 69 were reachable and participated in the evaluation through the one-on-one interviews with the FocusAfrica team<sup>15</sup>.

The YEP training schedule which describes the various training locations, number of hours and cohort sizes is included as appendix A.

### **B. Data collections tools**

#### **Document review**

The evaluation was initiated by a review of program documentation and discussions with IYF, LEAP Africa, and the CRC. The review provided the evaluation team with a better understanding of the program's objectives, and served to modify the sample participant questionnaire provided by IYF, to address the specificities of each of the country programs.

The key documents that were reviewed for the Nigeria YEP include the following:

- Report on LEAP's Microsoft Employability Program;
- *Entra21* report;
- IYF quarterly "Africa Citizenship Project Status Reports" to Microsoft;
- LEAP Africa Project Proposal;
- LEAP Africa Project Description;
- LEAP Africa quarterly reports to IYF;
- Grant Agreement between Microsoft Community Affairs for West, East, Central Africa and Indian Ocean Islands and IYF;

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<sup>15</sup> Short Text Messages were sent out to all 86 participants to invite them to take part in the evaluation. During the three days of the evaluation, 69 students came to the CRC to take part in the evaluation, following several follow-up messages.



- CRC's 1<sup>st</sup> and 2<sup>nd</sup> progress reports.

### **Participant database**

Before and after each training, LEAP Africa participants complete baseline and exit surveys. Surveys include participants' unique identification number (assigned at baseline), personal and contact information, demographic and socioeconomic data, and self-assessments of participants' abilities in life skills. The information from both surveys is captured in a participant database. A sample of the contents of the participant database was reviewed against hard copy participant files to verify data accuracy.

### **Participant questionnaire**

The evaluation included face-to-face interviews with participants from the target follow-up cohort using an adapted version of the validated and tested survey from the Entra21 program. The interviews took place from the 16<sup>th</sup> to the 21<sup>st</sup> of December 2009. The objectives of the questionnaire were to assess the outcomes of the program in terms of placement, including employment, internship, voluntary work, and entrepreneurship, six months after the training, and to gauge respondents' overall perceptions of the program. The assessment also measured perception of life skills and outlook for the future. The questionnaire was structured as follows:

- Socio-demographic and background information on the participant;
- Educational attainment;
- Training outcomes;
- Employment profile;
- Perception of skills and abilities;
- Evaluation and assessment of the program.

### **Employer questionnaire**

Employers of program participants were also interviewed to gauge their perception of the program, and to assess the skills of program participants from the perspective of employers. An employer questionnaire, adapted from the validated and tested survey from the Entra21 program, was developed to this effect and addressed the following:

- General information about the employer organization;
- How the participant was recruited, mainly focusing on the procedures followed;
- The performance of the program participants who had interned or were employed within the organization;
- The willingness of the employer to continue to recruit participants from the program;
- Recommendations from the employer to strengthen the program.

In Bauchi, two employer questionnaires were administered face-to-face. Two additional employer questionnaires were administered face-to-face in Kano.

### **Focus group**

In addition to the interviews with the participants, one focus group was held in Bauchi with 10 participants, to gain further insights into the effects of the program on the participants, and gather participants' general impressions on the program, and potential areas of growth. Focus group participants were selected by FocusAfrica based on their level of engagement during individual interviews.

### **Meetings with key stakeholders**

The evaluation included face-to-face meetings with LEAP Africa and the CRC to understand their experience in implementing the program, as well as areas of improvement and strengths from their perspectives. A meeting was also held with Microsoft Nigeria to obtain their assessment of the program, as well as recommendations. The feedback from Microsoft emphasized the promotion and visibility of the program, which needed to be strengthened in Bauchi State. The approach to promote the program in Kano State was highlighted as a potential good example. As such, the evaluation team also met with stakeholders in Kano, in order to broaden the feedback on the program.

### **C. Data capture and analysis approach**

The data was captured using a commercial online database. The data capture phase included three levels of quality control: (1) a review of the completed questionnaires prior to data entry; (2) a cross check of the hardcopies with the data entered in the database before transposing the data onto Excel; and finally, (3) a gap analysis using a statistical analysis software after the data was transferred from the data capture software. The data analysis included two types of statistical analysis - univariate and bivariate descriptive analysis methods - as well as an analysis of correlations between two or more variables.

The sections below present the results of the program, including descriptions of the target participant population for follow-up, the outcomes of the training, an assessment of the implementation of the program, and recommendations. The data analysis is focused on the total participant database as made available by the implementing agency, as well as an analysis of the specific data from the sample follow-up cohort that was interviewed.

## D. SECTION III: CHARACTERISTICS OF THE PARTICIPANTS

This section summarizes the general characteristics of the participants in the program, followed by those of the sample follow-up cohort.

### A. Overall profile of program participants

The program reached 2,487 participants between February 2008 and January 2010. However, the overall profile of program participants relates to the 1,876 participants from cohorts 7 to 27 who completed their baseline information, which was entered into the database. The baseline forms for participants in cohorts 1 to 6 are not available in a usable format, and certain participants in cohorts 1 to 6 did not complete a baseline form.

**Table 1: Socio-demographic profile of program participants**

<b>Gender</b>	<b>%</b>
Male	61.25
Female	38.75
<i>Total</i>	<i>100.00</i>
<b>Age group</b>	<b>%</b>
[16 - 24]	35.32
[25 - 30]	57.84
[31 and above]	6.84
<i>Total</i>	<i>100.00</i>
<b>Social status</b>	<b>%</b>
Married	6.61
Single	93.08
Other	0.30
<i>Total</i>	<i>100.00</i>
<b>Area of residence</b>	<b>%</b>
Urban	60.90
Suburban	34.45
Rural	4.65
<i>Total</i>	<i>100.00</i>

The table indicates a higher participation of men over women, which is possibly due to the gender disparities in Nigeria's educational sector. The YEP Program targeted post-secondary school participants, where there are more men who have completed their secondary education, compared to women. Indeed, the Federal Ministry of Education's provisional figures for 2006 show a total number of 3,642,871 boys enrolled in secondary school against 2,983,167 girls<sup>16</sup>. Also, program participants are mostly aged between 25 and 30 years old (57.84% of the participants), which shows that the selection criteria regarding age was respected for the overall participant population<sup>17</sup>. The high rate of singles (93.08%) is understandable as the participants are relatively young.

The program mostly reached participants living in urban and suburban areas (95.35%); only 4.65% were from rural areas. The economic situation of program participants varies from one State to the other. The baseline information is not consistent enough to present the economic situation of the participants as

<sup>16</sup> Source: Federal Ministry of Education/Universal Basic Education Commission (2008 facts).

<sup>17</sup> The 31 and above age group was entered in the database as [31-35]. However, the option was not available if the participant was over 35. Nonetheless, the majority of the participants in this category are 35 and below.

only 71 participants out of more than a thousand filled in the economic information on their baseline survey.

The overall educational attainment of participants is summarized in the below table.

**Table 2: Educational level of program participants**

Highest level of education	%
Less than secondary school	0.31
Secondary school completed	10.84
Some university and tertiary studies	20.21
University/tertiary institute completed	68.65
<i>Total</i>	<i>100.00</i>

Based on the analysis of the overall database, the educational level requirement for participants was met, as 99.69% of the respondents have completed secondary education and even acquired additional training and education. Also, apart from formal education and YEP, 14.74% of the participants attended other training programs. Overall, the program appears to have reached its demographic targets, as participants generally met the selection criteria.

### **B. Profile of the participants in the sample follow-up cohort**

As detailed in the section on the evaluation methodology, the evaluation selected a sample cohort for a more in-depth assessment. The Bauchi cohort (trained in life skills between 25<sup>th</sup> - 29<sup>th</sup> of May 2009 and in ICT between June 1<sup>st</sup> to August 28<sup>th</sup> 2009) which was selected includes 86 participants who completed the training. Of these, 69 were reachable and attended face-to-face interviews with the FocusAfrica evaluation team. Table 3 below presents the characteristics of these 69 participants.

**Table 3: Socio-demographic profile of sample follow-up cohort**

<b>Gender</b>	<b>%</b>
Male	72.46
Female	27.54
<i>Total</i>	<i>100.00</i>
<b>Age group</b>	<b>%</b>
[16 - 24]	60.87
[25 - 30]	36.23
[31 and above]	2.9
<i>Total</i>	<i>100.00</i>
<b>Average age</b>	<b>24 years</b>
<b>Social status</b>	<b>%</b>
Married	18.84
Single	81.16
<i>Total</i>	<i>100.00</i>
<b>Area of residence</b>	<b>%</b>
Urban	66.67
Suburban	21.74
Rural	11.59
<i>Total</i>	<i>100.00</i>

With regards to the sample follow-up cohort, the participants are also dominated by the 25-30 years of age group, who represent 3.23% of the cohort. The sample follow-up cohort is representative of the target of the program. One person over the age of 35 was allowed to benefit from the program as she showed very strong motivation and eagerness during the selection interview, even though she was above the age limit. The average age of the participants is 24 years old, which also contributes to better understand the high rate of singles which is 81.16% (93.08% in the overall database). The table also highlights that more than half of the respondents (66.67%) are from an urban area (60.90% in the overall database). Also, more respondents from the sample follow-up cohort (11.59%) were from rural areas when compared to the overall database (4.65%).

With regards to household income, participants in Bauchi generally consider government employees as “workers”, whereas an individual engaged in business or commerce may not be thought of as a “worker”. This resulted in household income often estimated according to members of the family working for the government only, without taking into account those involved in commerce. As such, the estimated income does not accurately reflect the financial situation of respondents. However, most of the respondents are from modest families where commerce and petty jobs help leverage additional income to support daily financial needs.

### C. Educational attainment of the participants in the sample follow-up cohort

Acceptance into YEP Nigeria required at least completion of secondary school, or that the participant be in their last year of secondary school. This was to ensure that participants have the requisite level to grasp the training content. Based on the analysis of the sample follow-up cohort, 98.55% of the respondents met this requirement (99.69% in the overall database). Table 4 below provides a breakdown of the educational attainment of the participants in the sample follow-up cohort.

**Table 4: Educational level of sample follow-up cohort**

Highest level of education	Male	Female	Aggregate
Less than secondary school	0.00%	5.26%	1.45%
Secondary school completed	42.00%	52.63%	44.93%
Some university/tertiary studies	46.00%	31.58%	42.03%
University/tertiary studies completed	12.00%	10.53%	11.59%
<i>Total</i>	<i>100.00%</i>	<i>100.00%</i>	<i>100.00%</i>

The analysis of the data shows that fewer women respondents held a higher degree, compared to men. In Nigeria, the number of women who further their education after secondary school tends to drop. The Ministry of Education has identified access and equity in education as priorities of a roadmap for the educational sector developed in 2009. Compared to the overall participant population (68.65%), there are fewer participants in Bauchi who have completed university/tertiary studies (11.59%). This is likely to influence the outcomes of the training in the different States, where educational attainment varies. As further detailed below, the analysis found that the sample follow-up cohort in Bauchi was in general primarily focused on completing their studies.

Similar to the full participant database, the sample follow-up cohort also displays few participants who pursued training programs other than YEP and formal education. Only 17.39% of the cohort received a certificate from an accredited center or program other than YEP. The evaluation revealed that 31.88% of the respondents in the sample follow-up cohort are still students intending to further their studies.

The following section details the findings of the evaluation, based on the participant database as provided by LEAP, followed by the detailed analysis of the sample follow-up cohort met through interviews.

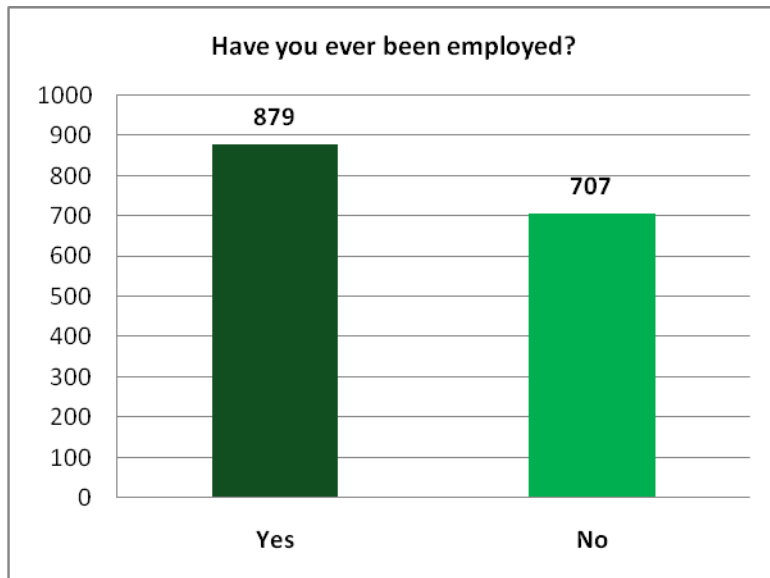
## **E. SECTION IV: FINDINGS ON THE YOUTH EMPOWERMENT PROGRAM IN NIGERIA**

Since its launch in February 2008 through January 2010, the Youth Empowerment Program (YEP) in Nigeria trained a total of 2,487 participants in 27 cohorts across five States: Lagos, Kano, Calabar, Uyo and Bauchi. The analysis of the overall program is focused on the 1,876 participants who submitted the same baseline forms in cohorts 7 to 27. The baseline forms for participants in cohorts 1 to 6 are not available in a usable format, and certain participants in cohorts 1 to 6 did not complete a baseline form. These findings are followed by an analysis of the 69 participants in the sample follow-up cohort, based on the responses to the evaluation questionnaire. The results are all based on the specific number of respondents (n), which varies across tables and graphics. The outcomes of discussions with employers and other stakeholders are also integrated in the analysis below.

### **A. General findings**

In the baseline survey, participants were asked if they had ever worked before. The below graphic summarizes their responses.

**Graphic 1: Participants' work experience**



*Note: The Y axis represents the number of respondents.*

The analysis of the chart shows that 879 (55.42%) participants among the 1,586 who provided this information on their baseline survey already had work experience. The baseline survey also provided information on participants' employment status. The table below summarizes the findings.

**Table 5: Employment status of participants before the program**

Employment status	%
Not employed	77.53%
Currently employed	22.47%
<i>Total</i>	<i>100.00</i>

The analysis of the overall database shows that 77.53% (1,035) of the 1,335 participants who filled out this information on their baseline survey were not employed at the time they started the YEP program.

Out of the 1,035 participants, 19.52% stated that they were self-employed and qualified their activity mainly as casual. For the participants, casual activities include, for example, selling goods along the road.

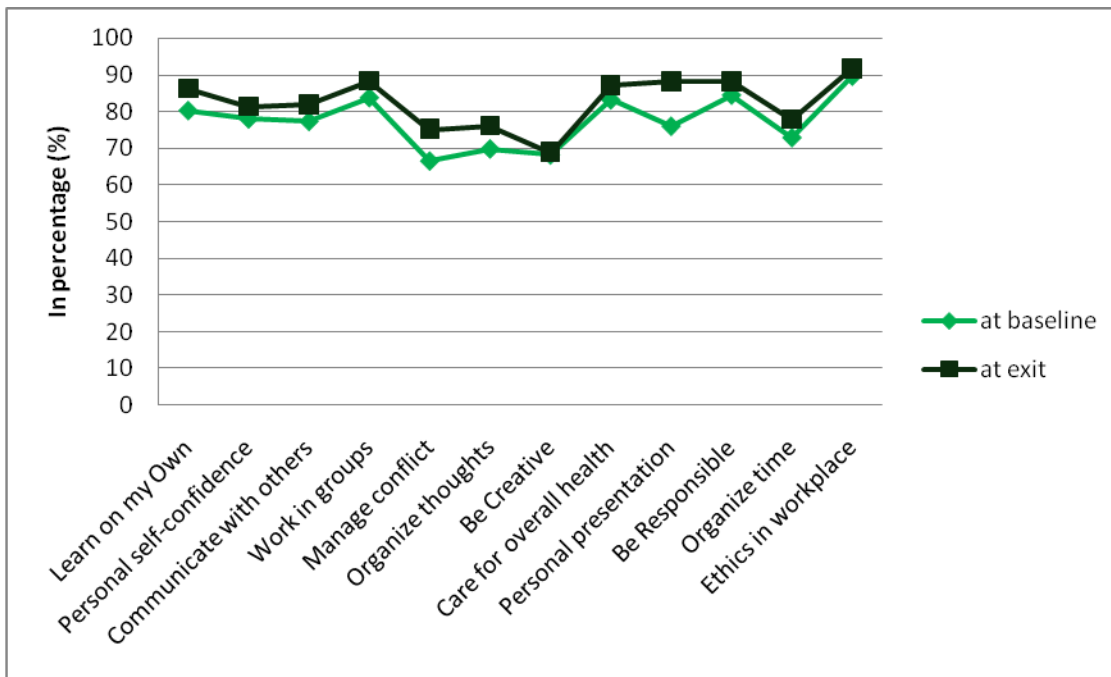
**Findings on life skills**

For each program implemented by IYF and its local partners, a set of life skills are identified for the beneficiaries of the training based on locally identified needs. To measure and understand the impact of the training on them, program participants are asked to evaluate themselves in the set of life skills in which they received training. A challenge in all the programs is developing instruments that capture changes in youths’ knowledge, attitudes and behavior relating to skills such as being responsible and managing time. The below measures youths’ perceptions of their abilities in various life skill areas through the application of baseline and exit surveys, as well as at follow up. However the evaluation did not measure behavior change per se. Youths’ self-assessments were corroborated through employer interviews, which increase the validity of the life skills data collected through the program.

The analysis of respondents’ self-evaluation of their life skills shows an improvement from before the program to after the program. This improvement mostly concerns their ability to work in groups, to manage conflicts, and their personal presentation. The program seems to have mostly influenced those skills that are focused on team dynamics. Indeed, there is no significant statistical change in the perception of the participants on their capacity to be creative, a skill which is more focused on the individual.

The participants’ evaluations of their life skills before (at baseline) and after the program (at exit) are summarized in the graphic below.

**Graphic 1: Evaluation of life skills at baseline and at exit**



\* The X axis represents the different modules of the life skills training, whereas the Y axis represents the total percentage of students who indicated that their life skills were either very good or excellent.

The analysis (Table 6 below) shows that the change in self-perception in all the life skills by the program participants is statistically significant, except in that of creativity and ethics in the workplace. The statistical analysis of the perceived change in life skills between baseline and exit is summarized in the below table.



**Table 6: Statistical analysis of program participants’ self-evaluations of their life skills at baseline and at exit**

Life skills	At exit	At baseline	Difference	t	p
<i>Learn on my own</i>	0,8610	0,8104	0,5055	3,999	0,0001*
<i>Personal self-confidence</i>	0,8143	0,7798	0,0345	2,451	0,0144*
<i>Communicate with others</i>	0,8220	0,7867	0,0353	2,621	0,0089*
<i>Work in groups</i>	0,8848	0,8545	0,0303	2,539	0,0113*
<i>Manage conflict</i>	0,7581	0,6814	0,0767	4,633	0,0000*
<i>Organize thoughts</i>	0,7654	0,7176	0,0478	3,039	0,0024*
Be creative	0,6909	0,6883	0,0026	0,160	0,8729
<i>Care for overall health</i>	0,8704	0,8434	0,0271	2,278	0,0229*
<i>Personal presentation</i>	0,8794	0,7808	0,0986	7,355	0,0000*
<i>Be responsible</i>	0,8857	0,8611	0,0246	2,018	0,0438*
<i>Organize time</i>	0,7800	0,7335	0,0465	3,081	0,0021*
Ethics in the workplace	0,9223	0,9100	0,0122	1,159	0,2468

\*Statistically significant if p is below or equals to 0.05 or 5%.<sup>18</sup>

## B. Findings regarding the sample follow-up cohort

The findings on the sample follow-up cohort are based on interviews with 69 out of the 86 cohort participants. A focus group session with participants also provided some additional insights on the participants and the training. Finally, interviews with employers also contributed to broadening the feedback on the program, in the context of labor market expectations. This section addresses the following points:

- Placement analysis;
- Quality of jobs;
- Quality of the training;
- Program’s impact on participants’ life skills;
- Program’s impact on participants’ ICT skills;
- Participants’ perception of their future; and
- Employer feedback on the program.

### Placement analysis

Under the YEP program, placement is defined according to the target placement outcomes set by the Microsoft-IYF Youth Empowerment Program agreement at the outset of the program. Placement includes participation in an internship, a job, self-employment (including enterprise creation), and voluntary community service, as the program sought to empower youth both in employability and employment outcomes as well as in youth engagement / productive activity following training. In addition, the YEP program sought to encourage further education and training as appropriate (based on youth needs and interests), so the evaluation has also assessed whether youth have continued their education or pursued further training following the program. The report therefore provides information both on these general placement outcomes and on specific placement outcomes, including detailed information on employment and self-employment outcomes.

The outcomes of the program are summarized in the table below. Since some of the participants in the sample follow-up cohort are still students, the placement outcome with regards to employment is not

<sup>18</sup> The 5% corresponds to the margin of error.

maximized in the short-term. Many of the respondents wish to first complete their studies before looking for employment or engaging in self-employment activities.

**Table 7: Participants in sample follow-up cohort engaged in an activity after the training\***

Engaged in an activity	%	Number of respondents
Yes	26.09	18
No	73.91	51
<i>Total</i>	<i>100.00</i>	<i>69</i>

\*This does not include further education/training.

The evaluation of the 69 participants in the sample follow-up cohort revealed that **26.09% of the respondents were employed or self-employed, or participated in an internship or community service after the training<sup>19</sup>**. Additionally, **28.98% of them or 20 respondents only continued with their studies** after the training. A total of 22 respondents continued their studies after the training, including two respondents who worked at the same time. **In total, 55.07% of the respondents were employed, self-employed, participated in an internship or community service, or continued their studies after the training.**

Participants who had been engaged in an activity after the training stated they were either involved in an internship, worked in a job or independently, or performed community service. Table 8 below presents the breakdown of the various activities participants were engaged in at the time of the evaluation.

**Table 8: Work status of sample follow-up cohort after the training<sup>20</sup>**

Work Status	%	Number of respondents
Worked independently	44.44	8
Worked in a job	44.44	8
Internship	5.56	1
Volunteered	5.56	1
<i>Total</i>	<i>100</i>	<i>18</i>

Of the 18 participants in the sample follow-up cohort who were engaged in an activity, 44.44% or eight respondents were self-employed; eight respondents (44.44%) were wage earners; one respondent was an intern; and one respondent was engaged in structured volunteering activities as a volunteer trainer at a polytechnic. Also, six participants in the sample follow-up cohort voluntarily shared their experiences on the YEP program with other members of their communities. However, the evaluators opted not to count these activities in the placement rate as they were not supervised nor structured.

Among the 51 respondents who were not engaged in an activity, 31 were neither working nor continuing their studies. Some stated they were awaiting their certificate from the ICT training from the CRC to engage in an activity, while others did not provide a reason.

<sup>19</sup> The placement rate is comprised of respondents who were engaged in an activity ‘after the training and before the evaluation’ and/or ‘at the time of the evaluation’. If a participant was employed after the training and before the evaluation and was also employed at the time of the evaluation, he or she was counted only once. Participants who continued with their studies ‘after the training and before the evaluation’ and ‘at the time of the evaluation’ are not included in the placement rate.

<sup>20</sup> Refer to footnote 19.

**The participant placement rate is affected by several factors in the economic environment of the respondents.** LEAP Africa indicated that several of their partners had reduced their staffing intakes in the past year. This situation is exacerbated in Bauchi where there are very few employment opportunities, in a context where several potential employers contacted by the CRC are considering reducing their staffing levels, as stated by the Director of the CRC. The Center also wishes to develop a close relationship with the State Government which is currently actively involved in the promotion of women and youth empowerment and employment, however this collaboration has not yet been leveraged.

### Quality of jobs

Participants who were employed at the time of the evaluation were asked to provide information on the quality of their jobs including salaries, number of working hours and employee benefits and bonuses.

**The evaluation found that on average, the participants received salaries above the minimum wage in Nigeria; however, participants were not fully satisfied with their jobs for various reasons.** Various factors contribute to assessing the quality of jobs such as the type of contract, the salary and the advantages along with the number of hours worked. The salaries reported by the participants who were interviewed shows that only permanent staff and temporary or fixed duration positions receive wages with an average salary of NGN 33,749 for permanent positions and NGN 10,721 for temporary or fixed duration positions. The minimum wage in Nigeria is NGN 5,500<sup>21</sup>, which is below the salaries received by respondents.

The study also found that respondents in the sample follow-up cohort work less than the standard 40 hours per week. Table 9 below summarizes the job positions of the working participants and their average work hours per week.

**Table 9: Job status and average work hours per week**

Position	%	Average number of work hours per week
Permanent (staff position)	30	32.33
Temporary or fixed duration	50	25
Volunteering	10	10
Internship	10	40
<i>Total</i>	<i>100</i>	<i>-</i>

Out of the 26.09% of participants who were engaged in an activity at the time of the evaluation, 30% hold permanent (staff) positions and work an average of 32.33 hours per week, while 50% of the participants who are working hold temporary or fixed duration positions, and work an average of 25 hours per week.

The evaluation also revealed that most jobs do not offer employment benefits or bonuses. The following table summarizes respondents' employment benefits or bonuses.

<sup>21</sup> [http://www.nigeria-law.org/National%20Minimum%20Wage%20\(Amendment\)%20Act%202000.htm](http://www.nigeria-law.org/National%20Minimum%20Wage%20(Amendment)%20Act%202000.htm)

**Table 10: Percentage of sample follow-up cohort who receive employment benefits or bonuses**

Benefits or bonuses	%	Number of respondents
No benefits or bonuses	56.25	9
Vacation	18.75	3
Performance bonus	12.50	2
Others	25.00	4

The evaluation shows that more than half of the respondents (56.25%) do not receive any benefits or bonuses. Only 18.75% are entitled to vacation while 12.50% receive a performance bonus. Also, 25% reported receiving other benefits or bonuses. The other bonuses or benefits mainly refer to money received on special occasions such as religious celebrations. This is also reflective of the dominance of the informal sector in Nigeria’s economy, a sector where any type of benefit is seldom offered.

**The self-employed participants (8) represent 44.44% of the 26.09% of respondents who were placed.**

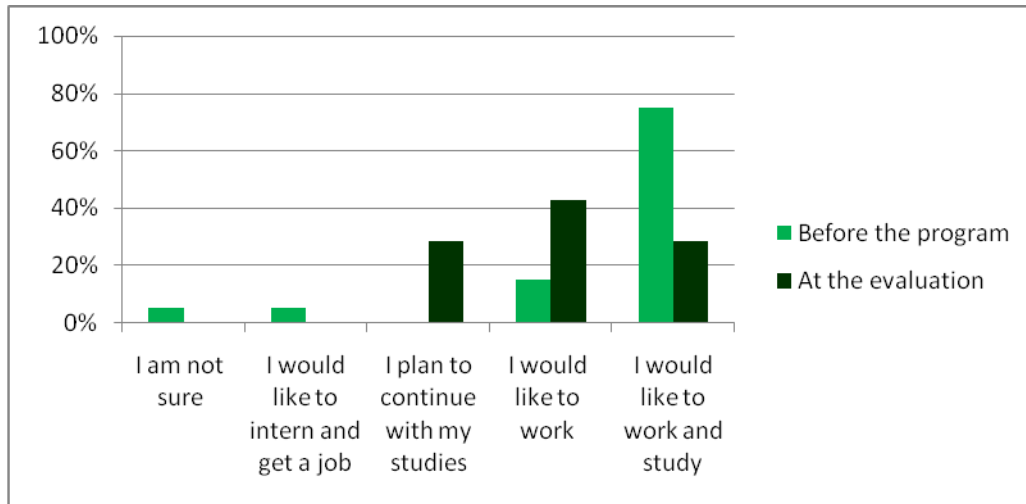
From the evaluation, it appears that all of the self-employed participants are business owners, among whom there is one woman. The evaluation also revealed that seven out of the eight self-employed respondents are engaged in the informal sector as one out of eight is registered with the Corporate Affairs Commission. This is typical of new business creation in Nigeria where most of new businesses are in the informal sector. Further, three of those who are self-employed stated that the income generated by their business activity was sufficient to cover their business expenses. Another three stated their businesses were not generating enough income to cover their expenses, while the two remaining self-employed participants were not sure that the income generated by their business activity was sufficient to cover their business expenses.

To start their businesses, four of the self-employed participants received training from another training center on how to start a business, which is reflective of the program’s influence, as a number of these businesses are in the ICT sector. Five respondents received help from someone who knew of their business initiative, and three respondents purchased materials and supplies while two of the respondents hired workers.

The economic activities are divided as follows: four of the enterprises created by the respondents in the sample follow-up cohort are in trade/commerce, one of the enterprises in industry, and three of the enterprises provide services. The enterprises created by men (7 in total) are the ones that have hired employees. The one self-employed woman had to part with her worker and take over her business to reduce costs. None of the self-employed respondents has ever applied for credit or a loan. This is mainly because, according to them, it is very difficult for a business in the informal sector to obtain credit or a loan. Also, two of the participants stated they need more funds to sustain their business as they are currently suffering from competition. The program should consider including an entrepreneurship training/service component in Bauchi through a partnership or directly, which would advise youth on leveraging existing resources and navigating the challenges of new business creation, among other topics.

**In order to secure better jobs, participants intend to pursue further education.** The following graph presents the changes participants intend to bring to their lives, comparing from before the program (at baseline) to six months after the training, at the time of the follow-up evaluation (for 21 out of the 69 respondents who completed this information on their baseline survey).

**Graphic 2: Evolution of sample follow up cohort aspirations at baseline and at evaluation**



The evaluation highlights the following findings in regards to the future plans of the sample follow-up cohort:

- The skills and abilities acquired during the program influenced the participants’ future plans. Before the program more than 70% of the respondents intended to work and study. With the ICT diploma in-hand, some feel they are now ready to work. Many participants feel that ICT literacy, a skill they have now acquired, is required to be successful in the labor market in Bauchi. This explains the increase in respondents intending to work after receiving their diploma from the program.
- From less than 10%, the number of respondents intending to continue with their studies increased to nearly 30% at the time of the evaluation. The program inspired some participants to pursue new carrier aspirations, with several of them stating that they would like to work in computer-related jobs.
- The number of participants who did not have a clear vision of their future plans before the program (5%) dropped to 0% at the time of the evaluation. The program inspired the participants who had a better grasp of what they intend to do in the future.
- The respondents want to further their education as a result of the program. Indeed from 0%, the rate of respondents wishing to continue with their studies is now at 26%.

The statistical analysis of the above chart shows there is a significant change from respondents’ future plans from baseline to follow-up as summarized in the below table.

**Table 11: Statistical analysis of sample follow-up cohort’s future plans**

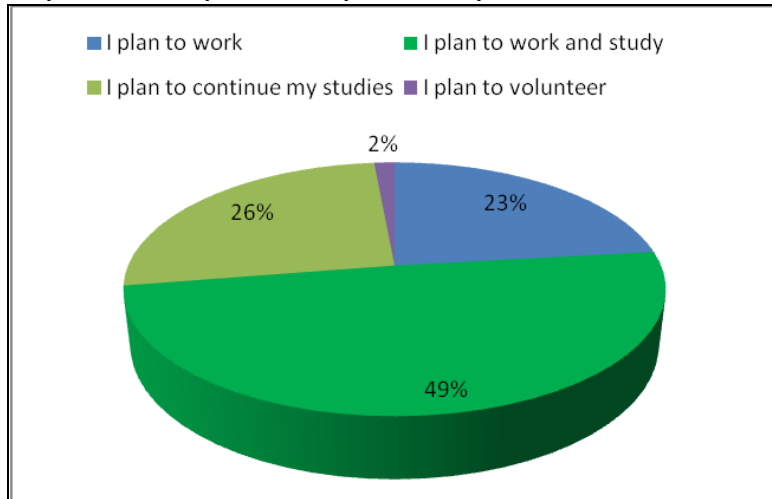
Future plans	p
I am not sure	0,5
<i>I plan to continue with my studies</i>	<i>0,015*</i>
I would like to intern and get a job	0,5
I would like to work	0,062
<i>I would like to work and study</i>	<i>0,015*</i>

\*Statistically significant if p is below or equals 0.05 or 5% margin of error.

From this analysis it appears that only two of the choices of future plans have a statistically significant change. This concerns the intention to continue with studies and that to work and study.

The graphic below highlights the keen interest participants have in studies.

**Graphic 3: Future plans of sample follow-up cohort at evaluation**



The evaluation shows that 75% of the participants include studies in their future plans. The program encourages youth to go back to school to acquire more skills in order to develop and enhance their opportunities and further their ICT abilities for better jobs, and from these statistics, it has been very successful in doing so. The participants in the focus group stated that the program motivated them to go back to school as they realized the importance of ICT training in the labor market, and want to further enhance their abilities to secure more skilled and better paid job positions.

An anecdotal impact of the program is the **participants' very strong sense of community and of nation**, which was developed through the program. The feedback was often related to how youth intend to contribute to the development of Nigeria, and to turning the image of the country around. For example, six participants stated that they had trained people in their communities in life skills, using the materials from the YEP program. A participant stated: *"With the course materials I train people in my community"*. They often tend to share their experience with members of their communities and do not request remuneration for their efforts. One participant, for example, identified an ethnic group in his community in which most of the youth were not enrolled in school, and took it upon himself to contact the headmaster and arrange for the students to be enrolled.

### The quality of the training

Table 12 below summarizes the evaluation of the quality of the training by the sample follow-up cohort. The participants found that the training received through the program (both life skills and ICT training) was of high quality. They all rated the training as excellent or very good (100%). The respondents mostly commended the training for being very different from and more practical than those received through formal education. As an example, a participant stated that *"this is the best training I have ever received in my life"*. The participants in the focus group sessions found the training to be livelier than that adopted in formal education. Also, 98.08% of the participants stated that the workshops during the life skills training were excellent or very good. The participants also appreciated the approach adopted and the way the training was delivered.

The practical aspect of the training was highly commended. As an example, one participant stated: *"I would have never found the courage to use a computer. It was encouraging to see that the training*

involved working on an actual computer, especially since computer training in my school does not use computers and is simply theoretical”.

The analysis shows that 52.17% of the participants think that the training was the right duration. The program manager in Bauchi shared the same opinion as the 42.03% of respondents who stated that it was not enough, particularly with regards to the ICT training, which he felt needs to be extended for better results. As an example, during the focus group session, when asked what should be done to improve the program, a participant responded without hesitation: *“More training hours, more courses!”*

**Table 12: Sample follow-up cohort evaluation of the quality of the training**

Quality of training in general (both life skills and ICT training)	%
Excellent	84.06
Good	15.94
Average	0.00
Worse than average	0.00
Bad	0.00
<i>Total</i>	<i>100.00</i>
Training duration	%
Too long	5.80
The right duration	52.17
Not long enough	42.03
<i>Total</i>	<i>100.00</i>
Quality of life skills training workshops	%
Excellent	56.00
Very good	42.00
Average	2.00
Poor	0.00
<i>Total</i>	<i>100.00</i>

The tools (materials, methodologies, etc.) used during the training were also subject to an evaluation as summarized in the table below. The evaluation shows that general impressions on the tools used during the training were also very positive. The quality of the facilitators was commended by the participants who stated it contributed to their understanding of the courses. Free notebooks were handed out to the participants along with the modules used during the training. A participant stated: *“The course materials helped the most in my self improvement and I am even using them in my work”*. During the focus group, some participants stated that they used the course materials to train people around them (family and other relatives). The participants found that the teaching quality was above all one of the main strengths of the program.

**Table 13: Respondents’ evaluation of the tools used during the training**

Tools	Excellent	Very good	Good	Average	Poor
The materials	50.72%	44.93%	4.35%	0.00%	0.00%
The instructions during the training (regulations)	52.17%	44.93%	2.90%	0.00%	0.00%
The exercises (assignments)	50.72%	39.13%	10.15%	0.00%	0.00%
The teaching methodology	57.97%	34.78%	7.25%	0.00%	0.00%
The quality of the teaching (facilitator quality)	71.01%	26.09%	2.90%	0.00%	0.00%



**Some ICT literate participants found that they would have gained more ICT skills if the training courses were further broken down by level, so that they did not have to attend the same courses as novices.**

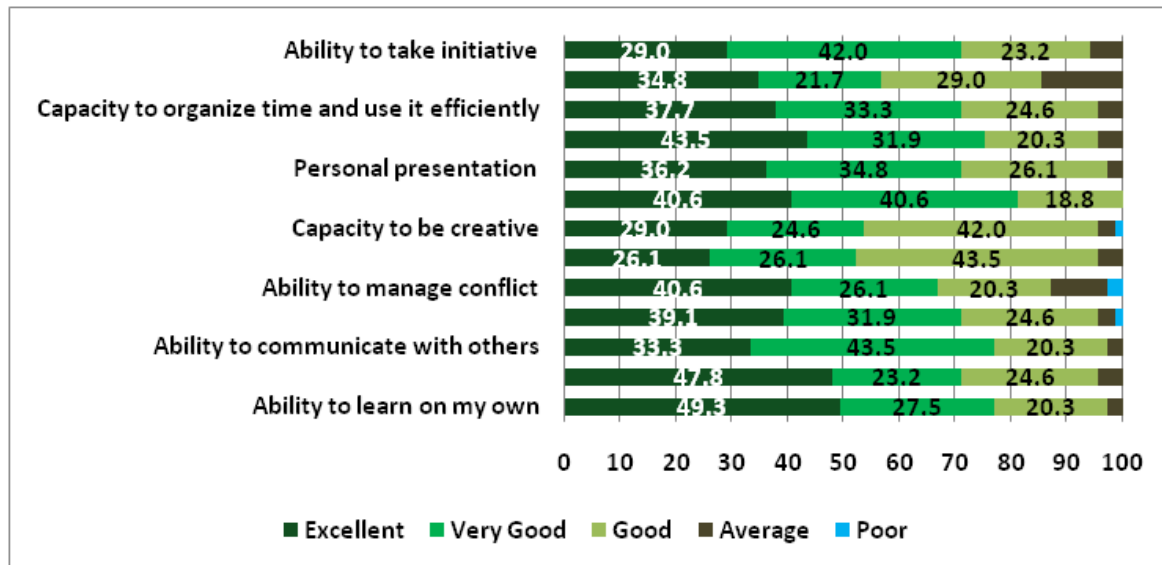
The ICT training is delivered in two phases. The first one is a comprehensive introduction to ICT for participants with no prior knowledge of computing, while serving as a refresher course for those with a working knowledge of computers. Most ICT literate participants found that the first phase, although instructive, did not enable them to maximize skills learnt in the second phase of the ICT training. According to them, as they already had knowledge in the first component of the training, it would have been more beneficial for them to concentrate on the second part of the ICT training over the three-month period. They would rather participate in the second part of the training only. They stated it was of higher interest for them as they already mastered the first phase (basics). The program should consider separating the participants into two groups to enable participants at the same level to study together.

**The program’s influence on respondents’ self-assessment of their life skills**

One of the main objectives of the program is to equip participants with the necessary skills and tools needed to thrive in the labor market. As mentioned above, a challenge in all the programs is developing instruments that capture changes in youths’ knowledge, attitudes and behavior relating to skills such as being responsible and managing time. The below measures youths’ perceptions of their abilities in various life skill areas through the application of baseline and exit surveys, as well as at follow-up. However the evaluation did not measure behavior change per se.

The below chart summarizes the participants’ self-assessments of their life skills.

**Graphic 4: Sample follow-up cohort’s self-evaluation of their life skills at the time of the evaluation**



\* The Y axis represents the different modules of the life skills training, whereas the X axis represents the percentage of respondents who rated themselves in the different categories.

The graphic above shows that **overall, participants have a very good perception of their skills.** The participants mostly rated themselves as very good and excellent. One participant stated: *“I appreciated the program as it gave me confidence and knowledge on how I can change things in my community, and I feel everyone should benefit from it”*. The program also aimed to bring positive change to the lives of the participants. One participant stated: *“It (the program) has impacted positively on me and I believe this impact is visible”*.

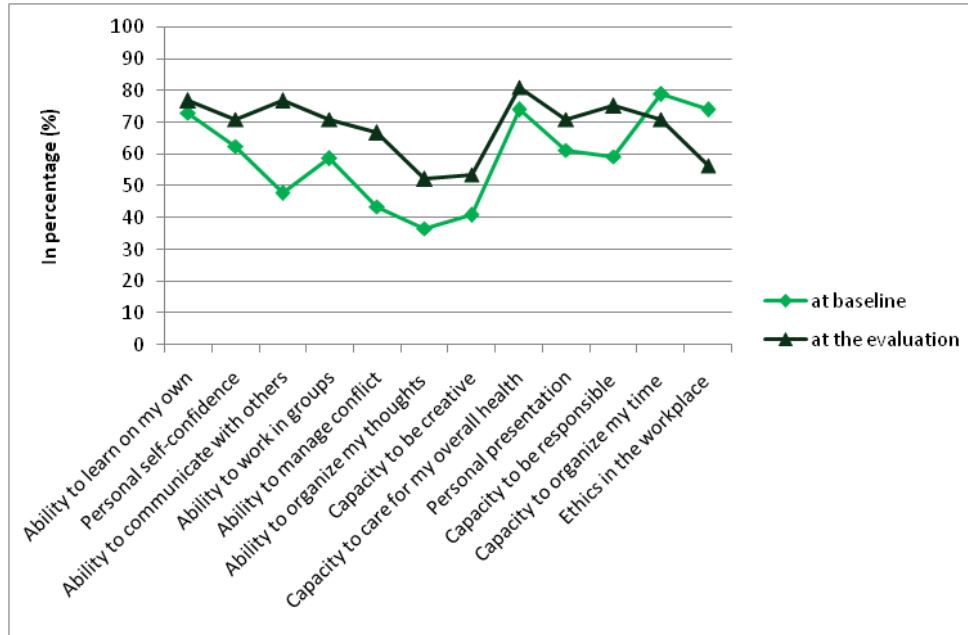
The skills with the highest ratings (excellent) include the ability to learn on one’s own (49.3% rated themselves as excellent) and personal self-confidence (47.8% rated themselves as excellent). Those with



the lowest percentage of excellent ratings include the capacity to be creative (29% rated themselves as excellent) and the ability to organize one’s thoughts (26.1% rated themselves as excellent). This may be due to the need expressed for entrepreneurial and managerial skills, which they feel that they lack.

The below graphic summarizes participant self-evaluations of their life skills before the program (at baseline) and at the time of the evaluation (at evaluation).

**Graphic 5: Evolution of sample follow-up cohort’s self-assessments of their life skills at evaluation**



\* The X axis represents the different modules of the life skills training, whereas the Y axis represents the total percentage of students who indicated that their life skills were either very good or excellent.

Under Table 14 below, the analysis of the respondents’ self-assessments at baseline and at the time of the evaluation shows that there is a positive statistical significance (p is below 0.05 or a 5% margin of error) in the evolution of the ability to communicate with others and the ability to manage conflicts. Regarding the ability to communicate with others, for most of the respondents, it was the first time that they were in the same course as respondents from the opposite gender. At first, some women would refuse to raise their hands and express themselves. Through the program, they learned to communicate with each other and many of them kept contact after the training. For some participants, mostly the women, it was only during the training that they were able to work in groups. This is because they are often not free to meet with other youth.

Most of the respondents stated they would not intervene in situations where people would be in a conflict as a result of religious beliefs. At follow-up they stated they had less apprehension of conflict situations. Some said the training they received in conflict management enabled them to change their way of seeing things and from now would try to calm people in a conflict.

As most participants are not yet working, some of them did not respond to the question regarding ethics in the workplace, preferring to postpone their response until they have had their real first professional experience. This contributes to better understand the lower self-evaluations for ethics in the workplace between baseline and evaluation.

Although there is no statistical significance in the evolution of the other skills and abilities (see Table 14 below where p is above 0.05), during the evaluation some participants stated they were more responsible than before. This is because some respondents started to share their experience from the

program with other members of their communities, and are now referred to as role models. This developed their sense of responsibility.

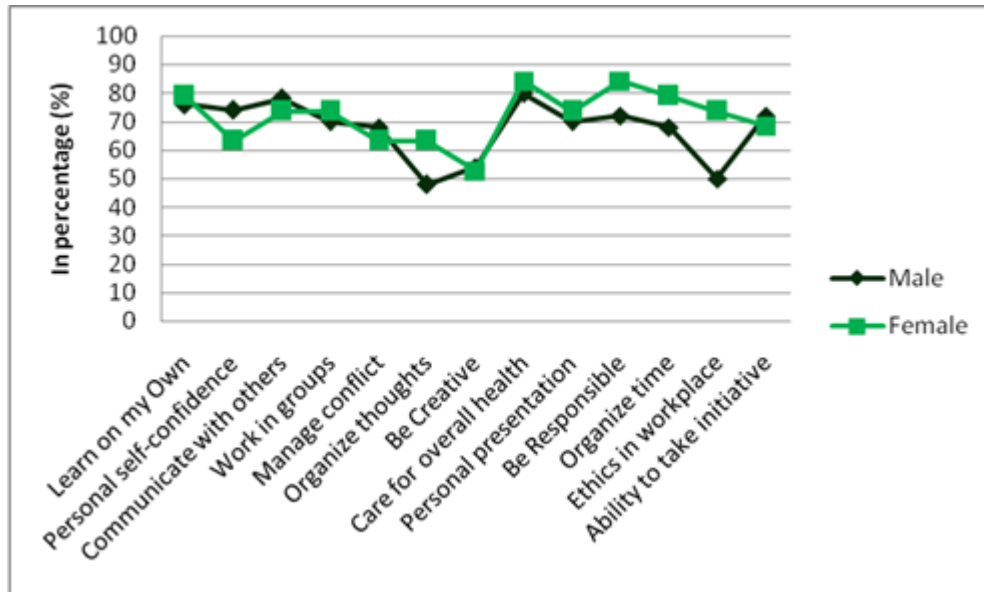
**Table 14: Statistical analysis of the evolution of life skills of respondents in the sample follow-up cohort between baseline and at evaluation**

Life skills	At evaluation	At baseline	Diff	t	p
Ability to learn on my own	0,762	0,730	0,032	0,424	0,673
Personal self-confidence	0,703	0,625	0,078	0,897	0,373
<i>Ability to communicate with others</i>	<i>0,769</i>	<i>0,477</i>	<i>0,292</i>	<i>3,260</i>	<i>0,0018*</i>
Ability to work in groups	0,714	0,587	0,127	1,426	0,159
<i>Ability to manage conflict</i>	<i>0,645</i>	<i>0,435</i>	<i>0,210</i>	<i>2,425</i>	<i>0,0183*</i>
Ability to organize my thoughts	0,500	0,367	0,133	1,475	0,146
Capacity to be creative	0,508	0,410	0,098	1,181	0,243
Capacity to care for my overall health	0,806	0,742	0,065	0,814	0,419
Personal presentation	0,694	0,613	0,081	0,869	0,388
Capacity to be responsible	0,729	0,593	0,136	1,427	0,159
Capacity to organize my time and to use it efficiently	0,694	0,790	-0,097	-1,230	0,224
<i>Ethics in the workplace</i>	<i>0,552</i>	<i>0,741</i>	<i>-0,190</i>	<i>-2,385</i>	<i>0,0205*</i>

\*Statistically significant if p is below or equals 0.05 or 5% margin of error.

**Young women may benefit more from further life skills training in self-confidence, ability to communicate with others, ability to manage conflict and ability to take initiative.** The evaluation showed that male respondents rated themselves higher in those skills compared to women. This could be due to the cultural characteristics of Northern States in Nigeria where women are sometimes considered to have to conform to more social and religious norms.

**Graphic 6: Breakdown of the evolution by gender of sample follow-up cohort’s self-assessments of their life skills at evaluation**

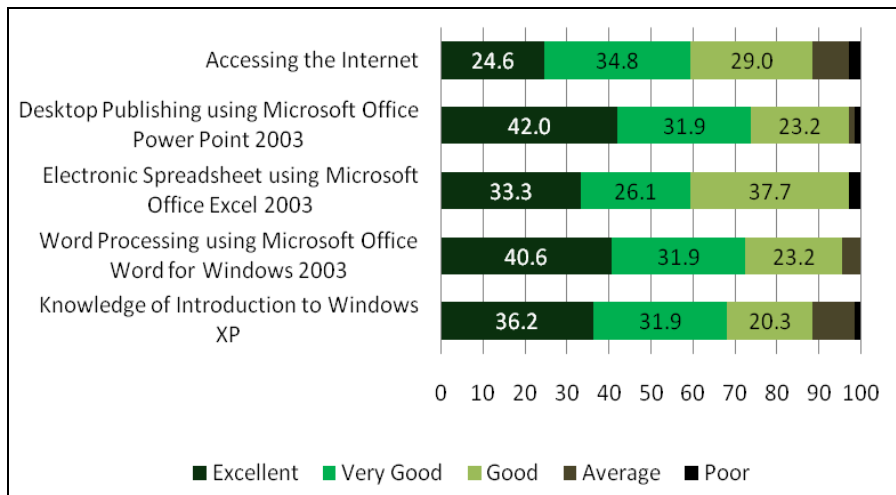


\* The X axis represents the different modules of the life skills training, whereas the Y axis represents the total percentage of students who indicated that their life skills were either very good or excellent.

### The program’s impact on respondents ICT skills in the sample follow-up cohort

For some of the participants, the ICT training was the main reason to participate in the program. One of them stated: *“The ICT training was my main motivation to attend this program”*. The chart below presents participants’ self-evaluations of their ICT skills at follow-up. The evaluation shows an overall general positive appreciation of the ICT training. Participants are mostly confident in their mastery of Microsoft Office PowerPoint and that of Microsoft Office Word, with respectively 42% and 40.6% of the participants rating themselves as excellent in those areas.

**Graphic 7: Sample follow-up cohort’s self-assessment of their ICT skills at evaluation**



\* The Y axis represents the different modules of the life skills training, whereas the X axis represents the percentage of respondents who rated themselves in the different categories.

**ICT training strongly impacted respondents.** Although it is challenging to measure the effects of the ICT training on the respondents’ professional performance as some of them (31.88%) are students, and 26% intend to continue with their studies, a great number of them believe that the ICT training has affected their employment prospects as presented in graphic 8 below. Several of the participants who are students have also indicated that the ICT training has helped them improve their grades. One of the participants indicated that with his newly acquired knowledge, he has been training some of his classmates at the university to write papers and prepare presentations, as well as carry out engineering projects using Microsoft Excel.

**Graphic 8: Impact of ICT training on employment prospects**



The respondents believe that the ICT training has an impact on their employment prospects. Most of them stated that they believe that ICT skills are in very high demand in the labor market in Bauchi. As an example, one of the participants stated: *“There are more openings in the job environment for those with ICT skills”*. Another one said: *“The world has changed, and with the knowledge of computers I now have, I can be there [part of the world]”*.

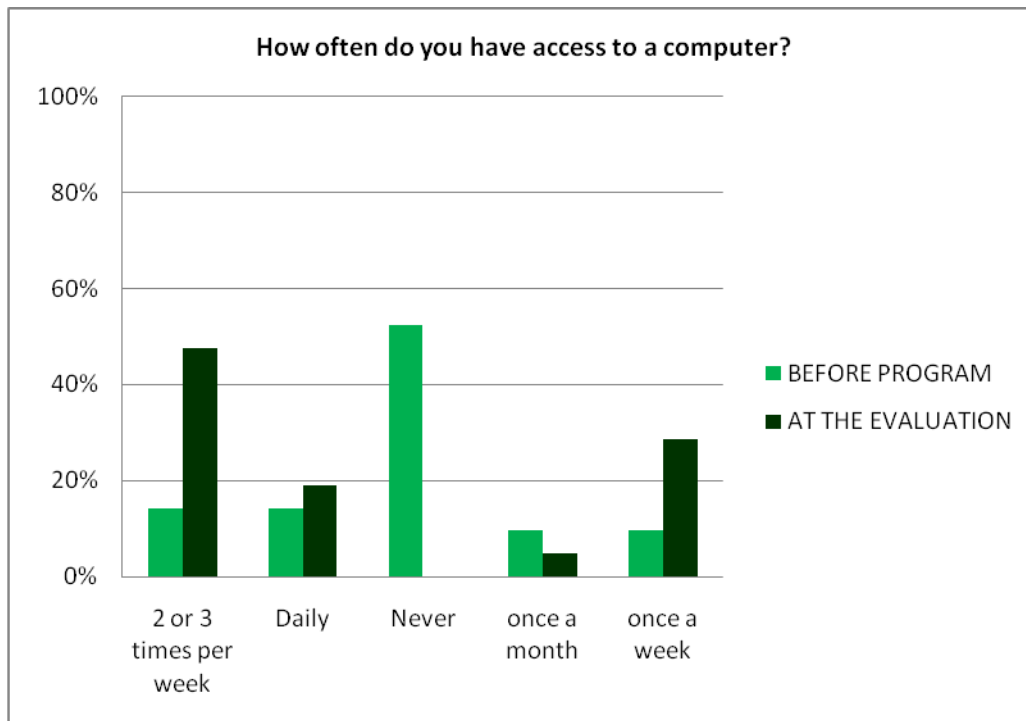
Some participants have not yet had any work experience and stated that the ICT training has not impacted on their employment prospects. They are not yet looking for a job or are in a different employment field, which is not computer-related. Those intending to look for a job in the future strongly believe the ICT training will make a difference. As an example, a participant stated: *“The knowledge and ability to use the computer is what will impact my future when I will be in the labor market”*.

**Text Box 2- How a program participant helps in a school’s organization:**

“Abdullah (not his real name) is an introvert. He has worked here for several years and before he attended the program [YEP], he was not the kind to take initiatives at all. Through the program, we all witnessed how he became more creative, took more initiative and even does things by himself without being asked to do so. For example, he is not responsible for administrative tasks but he handles them with excellence. Now he even prepares Excel sheets to facilitate payment of salaries and this really is very helpful and reduces mistakes. During the last exams, he typed out the topics and had copies made, which contributed to making things go smoothly. Through his logistical support, that exam was the best prepared exam we have ever had in this school. I would like all my staff and even myself to benefit from the program as we have all witnessed all the good it brought through Abdullah’s new abilities.” (Imam Malik Community Based School’s Headmaster, Bauchi)

**Participants use the computer more frequently.** The following graphic presents the change in the frequency of use of computers by participants in the target follow-up cohort who included this information on their baseline forms (21 out of 69).

**Graphic 9: Impact of the program on the use of computers on sample follow-up cohort between baseline and evaluation**



The participants, especially those who had never used a computer, gained from the program. The above chart indicates there is an evolution in the use of computers by the sample follow-up cohort after the program (at evaluation), compared to before the program (at baseline). Indeed, from 52.38% of the participants who never used a computer in their life before the training, the evaluation shows an increase of those using it 2 or 3 times a week (47.62% at evaluation from 14.29% at baseline). For those using it once a week, there was an increase from 9.52% at baseline to 28.57% at evaluation, and those using it daily increased from 14.29% at baseline to 19.05% at evaluation.

Many participants stated that their prior ICT training was more focused on theory, and that it was only through the program that they were able to apply their theoretical knowledge of how to handle a computer through the program’s ICT training. Many indicated that they now regularly use computers.

### Respondents’ perceptions of their future

The participants’ assessments of the quality of their lives at follow-up and their perceptions of how their lives will be in the future are summarized in Table 12 below.

**Table 15: Assessment of the respondents’ perception of the quality of their life and their future**

Assessment	How do you rate the quality of your life? (in %)
Excellent	47.82
Very Good	40.58
Good	5.80
Average	4.35
Worse than Average	1.45
<i>Total</i>	<i>100.00</i>
Assessment	How do you think the future will be for you and your family? (in %)
Excellent	46.38
Very Good	43.48
Good	5.80
Average	4.34
Worse than Average	0.00
<i>Total</i>	<i>100.00</i>
Assessment	Compared to before the training, how do you think the future will be for you and your family?
Better	91.30
Worse	0.00
The same	2.90
Does not know/Did not respond	5.80
<i>Total</i>	<i>100.00</i>

The evaluation shows that 47.82% of the respondents found the quality of their life excellent and 40.58% found it very good. Also, 91.30% of the respondents believed their future and that of their family would be better compared to before the training. Their perception on how their future would be was slightly higher, with 46.38% stating it would be excellent and 43.48% stating it would be very good. The participants came out encouraged to pursue their education and training, and obtain higher degrees, to be able to apply for skilled and better paid jobs. One of the participants stated he was considering going

to Kano State for advanced ICT qualifications. Through the program, he found out that he was interested in developing his ICT skills to obtain a computer-related job.

### Other findings from the focus group session

Through the focus group session and discussions with participants, the evaluation team found some changes and new future aspirations among the participants. This mainly concerns entrepreneurship:

- **Participants showed strong interest in entrepreneurship as they are aware of the difficult job market and scarcity of employment opportunities.** During the focus group session and through one-on-one discussions with participants selected randomly, many expressed their interest in becoming entrepreneurs and starting their own businesses. Most of them already knew the kind of business they wanted to start. For women, it was mainly design and production of wedding invitation cards through their newly acquired skills in Corel Draw or in handicraft works. For men, business ideas were more varied and creative, and touched several fields but mainly concerned the provision of ICT services, agriculture, or other business activities. Despite these numerous business ideas, participants do not think they are creative enough, and strongly expressed the need for managerial and entrepreneurial skills training.
- **High interest was shown in the acquisition of entrepreneurial skills.** During the focus group, some participants discussed either their experience or actions undertaken, or their needs in regards to skills they lack to be able to achieve their entrepreneurial aspirations. From the focus group discussions, three main skills were expressed:
  - The first concerned management skills, which participants find to be of great need in order to carry out their ambition.
  - The second request concerned practical courses on business creation with guidance on steps to follow and government agencies with which to interact.
  - The third interest was regarding skills in computer maintenance. This was also mentioned by the program manager at the CRC who stated that not only did the market lack skilled workers in that field in Bauchi, but also participants in the project expressed high interest in that area.

Interest shown by participants regarding these skills highlighted new potential orientations for the program in the future.

#### Text Box 3-Spotlight on Kano

##### *Spotlight on a participant*

With only a secondary school degree, 19 year old Omar (not his real name) has opened his own business and even generated employment for 3 other persons.

Right after the training, he felt very confident in his ICT skills and decided to open a cybercafé and provide training to others. Through the financial support of his family and the close follow up and guidance provided by CITAD, he was able to set up his business and is even registered at the Corporate Affairs Commission. With only two computers and one copy machine, his income is sufficient to cover his business expenses and he has never applied for credit or for a loan.

### Employer feedback on the program

The evaluation team also met with two employers of participants from the Bauchi cohort. For both of them, it was the first time they experienced working with a beneficiary of the program. They expressed

their satisfaction with the skills the employees had acquired via the program. The below findings are from the interviews with the employers:

- **The ICT skills had very positive benefits for employers.**
  - One of the participants obtained his current job because of the IT Diploma he received from the YEP training program. His employer was very much pleased by the skills his new recruit had acquired through the program, whom he described as very creative and dynamic. He indicated that he thought additional skills should be added to the training such as Photoshop and AutoCAD for those interested in engineering and architecture.
  - The other participant is a teacher and has been working in a school for several years. The school's headmaster with whom the interview was conducted clearly stated his immense satisfaction with the new skills the participant had acquired. He found they directly impacted on the way the participant delivered his classes and on some administrative aspects of the school's management as per *text box no. 2*. For him it was very easy to assess the effects of the program on the participant as they had been working together for several years already.
- **The employers had never heard of the program.** One of them stated: *"I had never heard of the program until James (not his real name) started requesting authorizations to attend the training courses."* None of the employers had heard of the program until the participants mentioned it. They both expressed strong eagerness to learn more about the program's components and how to make their staff benefit from it.
- **The four employers interviewed (two were met in Bauchi and two others in Kano ) found that the participants performed better than their peers at the same level.** From the evaluation, both employers met in Bauchi were satisfied with their recruits' interpersonal skills, performance of office tasks and their working habits. One of the employers found that his recruit's command of ICTs needed improvement mostly as it was his first job experience. The other saw no change in his recruit's personal presentation as they had been working together before the program. They found that the recruits' skills met the needs of their organizations, and that not only was the performance of the recruit better than that of workers doing the same job, but also their potential for professional advancement was better. In that regard, they both expressed the willingness of their organization to offer internships in the future.

The evaluation team also met with two other employers in Kano State. Both work in government, and it was also their first experience with participants from the program. They both found the interpersonal skills, performance of office tasks, command of ICT, work habits, and personal presentation of their recruits satisfactory. For them, recruits from the program, as compared to other interns, were better and their skills met the needs of their organizations. They both agreed the recruits had good life, basic, office, and ICT skills. Neither was responsible for hiring recruits, but they mentioned their high satisfaction to their Human Resources Officers, recommending that more recruits from the program be hired.



## F. SECTION V: OBSERVATIONS ON PROGRAM IMPLEMENTATION

Other general observations concern the program’s implementation in regards to the selection and recruitment strategies, the placement service, and the program’s visibility as well as on follow-up with participants after the training.

- Recruitment and selection strategies should address the varying competencies of the participants.** Some of the program’s participants (31.88%) are still students. As such, the outcomes of the program with regards to placement are not fully measurable in the short-term. The selection strategy should therefore also focus on young participants who are ready to engage in an activity after the training. This will enable the program to reach a broader target of youth ready to find a job.
- All components of the program need to be better promoted to participants, particularly the placement service.** In Bauchi, 92.7% of the interviewed participants did not use the placement services provided by the program. Of those, 68.75% affirmed not being aware of placement services being offered by the CRC. The executing agencies should consider reviewing the program’s communication strategy for better promotion of all of the program’s components.
- The program needs to be better promoted to stakeholders in Bauchi.** It appears that the program is not well known by the population in Bauchi. Most of the participants themselves first heard of the program through word of mouth either from a parent, friend or other relative. The employers that were met strongly expressed their eagerness to know more about the program, and have their staff take part in it, and even benefit from it themselves. According to LEAP, the challenges with regards to the promotion of the program are mainly due to limited resources and time. However, a more aggressive communication strategy could help attract more attention from the local government and other employers and increase placement rates.
- Challenges in conducting follow up activities after the training due to limited use of the internet by participants.** From the 69 interviewed participants, a high rate stated there was no follow up after the training as presented in the below table.

**Table 16: Respondents’ impressions on follow-up**

How was the follow up after the training?	%
Excellent	0.0
Good	8.7
Average	0.0
Worse than average	0.0
There were none	91.3

The evaluation shows that 91.3% of the participants consider that there was no follow-up after the training. However, 58% of them do not have an email address, making any follow-up activity more difficult. Yet, materials exist: after each training, LEAP sends out LEAPlets to participants to follow up on the training. These LEAPlets are monthly reviews which contain information and tips for participants. This enables LEAP to further the personal development of the participants. It also informs youth on job openings, which they can apply for. During the training, participants should be briefed on the importance of creating and using an email address to benefit from follow up activities.



## G. SECTION VI: RECOMMENDATIONS

This section presents recommendations based on the findings from the previous sections for better implementation of the program in the future:

- **Develop participants' entrepreneurial skills**  
Given the low demand from the job market, it is relevant for job seekers to try and identify areas or skills to develop, and to create their own jobs if they cannot find one. For that, they need solid background and skills in areas of need identified within the job market as well as in business creation and management. The program could conduct a study to assess the cost of such training as well as its feasibility in the different States where it is present. The study would also enable the program to identify potential donors, both private and public. Leverage funds could also come from the private sector which deplors the low skills of young workers and time spent training them after recruitment.
- **Review recruitment and selection strategies**  
The program should consider assessing participants' motivations and goals as part of the selection criteria to be accepted into the program. For example, participants should be asked what they intend to do after the training. This will enable the implementing agency to train more participants willing and ready to work right after the training. Ideal profiles for the program are youth who are ready to start working or who want to create a business right after the training.
- **Harmonize ICT training strategy**  
Participants with similar levels of ICT skills should be put together so as to follow the training at a similar rhythm. This is to enable those who have more knowledge/experience with computers upon entry into the program to increase their skills levels.

The training strategy in Kano State could be adopted by the rest of the program's partners delivering ICT training. At CITAD, before the ICT training, an initial selection is made between computer literates and novices so as to have two separate groups:

- **Novices** receive a special training in which they learn computer fundamentals as well as Accessing the Internet, Windows XP, Vista and Microsoft software (Word, PowerPoint, and Excel). At the end of the training, they receive a **Certificate in Information Technology (CIT)**.
- **Literates** are offered two options with different diplomas:
  - The first option includes advanced computer skills. As such, participants learn advanced Microsoft software (Advanced Word, PowerPoint and Excel). They also learn Access, Corel Draw, Publisher and advanced internet skills. Once they complete the training, they receive a **Diploma in Information Technology (DIT)**.
  - The second option proposes advanced computer training combined with entrepreneurship skills. Here participants are offered advanced Microsoft software (Advanced Word, PowerPoint and Excel) along with Access, advanced internet training, website design, communication skills, and small scale entrepreneurship (how to establish a small business – mainly retail business and video editing). After completion of the training, they receive a **Diploma in Information Technology Entrepreneurship (DITE)**.

The advantage of this strategy is that not only are there specialized trainings according to the participant's level, but also at a certain level, entrepreneurial aspirations are addressed. This system could be very beneficial if participants are attending the different levels or change

courses so as to acquire different diplomas. For example a novice would undertake the CIT, and, at completion, if he or she wants to go for the DIT or DITE, he or she will be asked to pay a fee. The same would be applicable for an ICT literate who would have chosen either the DITE or the DIT; if he then wants to participate in the other programs, he would be asked to pay a fee.

- **Organize an effective job placement service in all the States where the program is implemented**

In the different States where the program is implemented, no one is better equipped than the local partner in describing and understanding the motivations of their job markets. As such, in order to place the newly trained participants, it is up to the local partner to provide placement services and match the job demands to the profiles of their participants. In Kano for example, CITAD has a placement officer who is responsible for informing participants of job opportunities, looking up websites for employment opportunities, and tracking newspapers for job vacancies or job announcements. His mission is to master the job market, identify job opportunities and keep close contact with the private sector so as to understand their needs in order to better target the courses at the center.

In addition CITAD has developed contacts in various ministries and organizations that actively help by keeping them informed of employment opportunities in their organizations and facilitate placements within the local ministries. The placement service should consist of an active and dynamic placement officer. A preferred candidate would be a person with connections at different levels who could access internships or job opportunities for the participants. He or she should be very accessible and mobile so as to be able to meet with employers at any moment. The placement officer should also know the participants' profiles very well so as to know the exact participant to propose for a given job opportunity.

- **Increase the visibility of the program**

To increase the visibility of the program, the media should be used in all States in which the program is implemented. In Bauchi for example, the program is known mainly through word-of-mouth, although the CRC indicated that it also uses the media and gives out flyers. During interviews with employers, they all stated it was through their recruits that they first heard of the program. The public expresses high interest in the program once they hear about it, but poor communication around the program reduces the effects it may have on a larger audience. Although 84.06% of the participants responded that they received enough information about the program, most of them first heard about the program through family, relatives or friends.

Also, more visibility in all States where the program is implemented will help to develop partnerships and enable the program to be known by the local government as it is the case in Kano State, where the local government is very aware of the program and will even integrate it into its upcoming ICT hub project. Communication around the program through the media could be done based on the project cycle. For example, before training starts, new participants could be reached through advertisements as it is done in Lagos, explaining the objective of the program, the required profile to be able to take part in the program, as well as contacts and information on selection tests. Media could also be used to communicate on graduation ceremonies and spur the interest of the local government or other potential partners, as it was the case during the most recent graduation ceremony of the program in Bauchi.

- **Provide follow up after the training**

To assess the longer-term outcomes of the program, it is very important to keep close contact with the participants. As such, follow-up should be a key tool to keep track of the outcomes of the program. Effective follow-up should consist of periodic calls, emails, or short text messages to the participants to know how they are doing and provide advice and assistance if needed.

Follow-up can also be done during periodic meetings for alumni of the program during which each of them can share their experience and provide updates on how their lives have evolved. This could lead to awarding the most successful participants by granting them, for example, material or financial assistance if they are entrepreneurs, or any other relevant encouragements of the kind which might encourage participants to strive to succeed.

These recommendations include those from various stakeholders, as well as the evaluation team. Overall, the program has shown some very positive outcomes, and there is a strong desire to see it expand and develop. Also, the placement rate for the participants who were interviewed should be reassessed when they have completed their studies and are in search of a job, in order to measure a placement rate that is relative to a desire by participants to be placed.

## H. APPENDIX: YEP TRAINING SCHEDULE FOR NIGERIA

Cohort No.	Training Start Date	Training End Date	Number of Youth	Location	Contact Hours	
					Life Skills	ICT
1	25/02/2008	29/02/2008	59	Lagos	40hrs	
2	10/03/2008	14/03/2008	42	Lagos	40hrs	
3	14/04/2008	18/04/2008	146	Kano	40hrs	64hrs
4	21/04/2008	25/04/2008	82	Bauchi	40hrs	
5	19/05/2008	23/05/2008	125	Lagos	40hrs	
6	07/07/2008	11/07/2008	95	Lagos	40hrs	
7	21/07/2008	25/07/2008	102	Kano	40hrs	64hrs
8	11/08/2008	15/08/2008	68	Lagos	40hrs	
9	01/09/2008	05/09/2008	68	Calabar	40hrs	
10	15/09/2008	19/09/2008	71	Lagos	40hrs	
11	13/10/2008	17/10/2008	43	Lagos	40hrs	
12	10/11/2008	14/11/2008	112	Lagos	40hrs	
13	26/01/2009	30/01/2009	102	Lagos	40hrs	
14	16/02/2009	20/02/2009	75	Lagos	40hrs	
15	16/03/2009	20/03/2009	105	Lagos	40hrs	
16	20/04/2009	24/04/2009	69	Lagos	40hrs	
17	18/05/2009	22/05/2009	110	Kano	40hrs	64hrs
<b>18</b>	<b>25/05/2009</b>	<b>29/05/2009</b>	<b>106</b>	<b>Bauchi</b>	<b>40hrs</b>	<b>64hrs</b>
19	08/06/2009	12/06/2009	103	Uyo	40hrs	
20	29/06/2009	03/07/2009	64	Lagos	40hrs	
21	27/07/2009	31/07/2009	112	Lagos	40hrs	
22	14/09/2009	18/09/2009	100	Lagos	40hrs	
23	10/12/1009	16/10/2009	96	Lagos	40hrs	
24	26/10/2009	30/10/2009	96	Lagos	40hrs	
25	30/11/2009	04/12/2009	102	Lagos	40hrs	
26	07/12/2009	11/12/2009	111	Lagos	40hrs	
27	25/01/2009	29/01/2009	123	Lagos	40hrs	
<b>TOTALS</b>			<b>2,487</b>			

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