Center for Creative Leadership
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Youth Leadership Development for Reforms

A Case Study from Kenya

Center for Transformational Leadership

Overview

For the past two decades, Kenya has had a history of inter-ethnic violence, often erupting following general elections. The worst violence was that experienced in 2007/8 which, according to the Waki Commission Report (2008), left over 1000 people dead and hundreds of thousands more displaced from their homes. The political stalemate that Kenya found herself in following these disputed elections necessitated addressing long standing issues that were the root cause of inter-ethnic violence. Eight key reform areas have since been identified.

Youth awareness of the reform agenda and their active participation in reform activities is critical if Kenya is to reap the fruits of a successful reform process. The reasons for this are three-fold: i) The youth comprise over 50% of Kenya's current population hence for effective change to take place, their involvement is critical ii) Youth are the main beneficiaries of successful reform process because they are young and have their whole future ahead and iii) They are the group that politicians often take advantage of in instigating violence related activities, as was the case in 2007/8.

Leadership development is crucial in empowering youth towards increasing their participation in democratic processes, particularly in the reform agenda. Among other skills, leadership development equips youth with good communication, decision making, critical thinking and problem solving skills. They learn to appreciate and accommodate diverse views and perspectives, to prevent conflict from occurring, to manage and resolve conflict constructively when it occurs.

The Youth Leadership Development for Reforms Project was implemented jointly in Kenya by the Center for Transformational Leadership (CTL and the Center for Creative Leadership (CCL), supported by a grant from USAID/DAI. The project objectives were (1) to help young people in the Rift Valley have a greater appreciation for themselves and others

Young people march in a procession that ended at the final presentation event at Nyayo Gardens, Nakuru Town.

and a greater understanding of leadership principles; (2) to support young people to work constructively in teams with peers from other tribes and boost youth participation and contribution to the reform agenda, and (3) to enable youth to enact civic service project(s) that advance the social good and improve relations in the community. This project involved youth from Egerton University, Njoro Campus and 10 selected high schools across three districts, Molo, Nakuru and Njoro.

The key activities under this project included youth mentorship and leadership training, action learning program and civic engagement programs. Through trainings, some 289 youth were reached directly, equipping them with leadership skills and increasing their knowledge of the reform agenda. A further 1,950 young people were reached through six distinct civic engagement events held throughout the project. Through a comprehensive monitoring and evaluation strategy, CTL and CCL captured in detail the project impacts and outcomes, and a summary of those is contained here.

Recruitment

University students were recruited through a questionnaire that was designed to provide CTL with critical information including personal details, past leadership experience, student's motivation to participate in the project and previous engagement in civic activities. From these, CTL selected a group of 80 students based on their home-location, ethnic background, gender balance, and availability during August break. Out of the 80 university students selected to participate in the project, CTL, using the same criteria selected a group of 20 students who would go through a train the trainer program.

CTL used criteria of school location and classification of the schools to select 10 high schools across the three project districts. CTL preferred public schools over private schools due to the fact that public schools draw their student population from middle and low income families. CTL selected schools located within neighborhoods that were hot spots during the post-election violence. Within these 10 schools, CTL used the following criteria in selection of high school students:

a. Gender balance

b. Ethnicity: Selected students must represent different ethnic communities in Kenya

c. Availability in the months of June, July and August 2010 to carry out civic engagements

d. Motivation: Students must be willing to participate in a 1-day leadership training in May 2010

e. Home-location in Njoro, Molo or Nakuru Districts

f. Participation in service: students must be willing to work with University students to design and implement a civic engagement project in their villages/estates

Based on these criteria, each school selected a group of 20 students who participated in the project.

Training

Three types of training occurred as part of this project: (1) college student leadership training, (2) mentor training, and (3) a training of trainers to enable college students to facilitate leadership training for high school students. These trainings were followed by High School Leadership Trainings conducted by a team of 20 trainers.

CTL and CCL used practical and interactive tools in the delivery of these trainings. Techniques used in trainings included group discussions, dialogue, experiential activities and storytelling. To capture real time feedback from training participants, facilitators set up a *'democracy wall'* at the back of the classroom where participants posted feedback in five main classifications namely, *'I Felt'*, *'I Discovered'*, *'I Learnt'*, *'I Noticed'* and *'I would like to Suggest'*. At the conclusion of each training workshop the participants were provided with more opportunities to present feedback on typical workshop evaluation forms.

The 3-day youth mentorship training was intended to develop mentorship skills for the 80 university students to enable them to support 200 high school students in developing and implementing civic engagement projects in different villages/estates across the three project districts. The training design borrowed heavily from CCL's Leadership Essentials/Mentorship training developed to help leaders and mentors at all levels understand and unlock their leadership potential. The content of this training may be classified into three sub-sections:

Leadership Concepts

The students were taught essential elements of leadership and key drivers of leadership development combined with the attributes of good mentorship. Tools and techniques for acquiring deeper self-insight and discovering one's own leadership strengths and challenges were used.

Reform Agenda

Through group discussions, participants brainstormed on the role of the youth in the reform process and practical ways in which they can actively participate. The discussion revolved around 5 reform issues – (1) Constitutional Reforms, (2) Poverty, Inequalities, and Regional Imbalances, (3) Youth Unemployment, (4) National Cohesion Integration, and (5) Transparency, Accountability, and Impunity -- with youth generating lists of ideas regarding what youth can do to address each critical issue.

Conflict Mitigation

Through experiential exercises, sessions on conflict mitigation and management helped participants understand how distorted information, lack of information, stereotypes and blowing up small issues can ignite violence in our communities. Sharing the tips for

constructive conflict, facilitators prepared participants to sensitize and motivate their mentees and peers on the importance of the reform process, and the active leadership role the youth need to play in this process thus helping to safeguard a future of stability, peace and prosperity for Kenya.

High school students hold a practice session to prepare for civic engagement events.

The train-the-trainer program was a 3-day program delivered to 20 university students to equip them with facilitation skills to enable them to deliver leadership training to the 200 high school students. The training covered key components including planning for training sessions, facilitation of dialogue among participants, time management and climate management in the room. CTL and CCL facilitators helped participants understand four tips for effective facilitations, which are use of space, engaging in active dialogue through putting something in the middle, what constitutes good facilitation process and experiential learning.

CTL then organized one-day trainings for the selected 20 students in each of the 10 high schools participating in the project. Each training was delivered by a pair of co-facilitators from the group of 20 college student trainers. The high school students were trained in selected leadership concepts including social identity, mental models and conflict resolution. The students were also trained on the contents of the reform agenda and the role of the youth in the reform process.

Action Learning Program

The action learning program which followed these trainings can be characterized as a mentorship process that lasted for a period of one month. It provided an opportunity for 80 trained youth mentors to interact and support 200 high school students in i) understanding the issues contained in reform agenda, ii) identifying issues of concern in their local communities and linking them with an issue in the reform agenda, iii) identify practical ways for youth to address issues at community level and iv) packaging the reform message in creative and attractive ways to sensitize youth on the contents of the reform agenda and the role of youth in the reform process.

Mentors worked with their mentees for four consecutive weekends (Saturdays and Sundays). The following is a synopsis of activities undertaken on a weekly basis:

Week I – Using the visual explorer tool (a deck of picture cards) to facilitate dialogue among mentees, the mentors helped mentees identify issues within their local communities that are of concern to them.

Week II - Mentors supported mentees in identifying ways of packaging the reform message. In this week, mentees started writing skits, songs, dance, choral verses, narratives and poems aimed at sensitizing youth on the reform agenda as well as calling them into active participation in the reform process.

Week III - This week was characterized by practice sessions. Mentors supported mentees to polish up their presentations.

Week IV – Civic engagement events were conducted during this week. Activities included organizing high school students for presentations, preparation of event programs, notifying and acquiring relevant permits, conducting public processions and running of the main events.

Close Up: Three Action Learning Projects

Flamingo Secondary School Event

This was the first civic event to be carried out and reached an estimated 200 youths. The event was held in Menengai Social Hall within Nakuru Town on 26th June, 2010 and showcased creative presentations staged by a group of 20 enthusiastic students from Flamingo Sec. School. Presentations were mostly in the form of skits, songs and poems

that were both informative and a call-to action for youth to participate in the reform process. The event drew youths from surrounding estates including *Bondeni*, *Kivumbini*, *Shauri Yako*, *Manyani*, *Kaloleni*, *Flamingo* and *Phase II Estates*. During the 2007/2008 post-election violence, these estates were among the areas that bore the brunt of violence with youths blocking roads and sending members of minority tribes packing in Nakuru Town. The issues that are of concern to the youth in these areas are first and foremost youth unemployment; the rate of youth unemployment is very high in these estates and, due to idleness, they spend time indulging in alcohol drinking and drugs.

With the rate of youth unemployment high, there are insecurity and poverty concerns. The presentations made by the students called youth to shun tribalism, corruption, and violence, and instead utilize their unique talents and gifts to make a living through self employment. Salma, one of the students showcased how she utilizes her artistic talent to make a living by decorating brides through drawings. Other self-employment case studies were presented by three youth groups that use art to earn a living through staged drama and dances. The three groups, *Makry Group*, *Genesis Arts* and *Trinity 597* are all organized membership groups, formed and led by youth and earn a living through art.

These case studies were a true presentation of how the youth venture into self-employment, avoid idleness, and contribute positively in their communities. In addition to these, the students challenged youth to shun tribalism through skits and poems. A skit that stood out with a clear message on tribalism showed how a family fired their household help because she was from a different tribe. Later, the lady of the house was involved in a road accident and the same girl who she had chased away donated blood and saved her life. The students staged a moving scene with a clear message on building national unity, a key issue contained in the Reform Agenda.

Hillcrest Secondary School Event

This event was held on 10th July, 2010 on Kiratina Grounds, Free Area in the outskirts of Nakuru Town. During the post-election violence, Free Area was one of the estates that was seriously affected in Nakuru with deaths and burning of houses belonging to tribes perceived to be 'enemies'. The levels of youth unemployment and poverty in these areas is very high,

Students from Hillcrest Secondary School present a skit about corruption.

leading to a rise in cases of insecurity and youth indulging in drunkenness as pointed out by students from Hillcrest Sec. School who identified insecurity, youth unemployment, corruption, tribalism and poverty as issues that are of great concern to them. Presentations made by high school students focused mainly on how tribalism and corruption in according job opportunities affects the youth. In a well-staged play, the students showed how well-educated youths opt to join militia gangs to earn a living after experiencing frustrations in the job market as bosses prefer to employ less qualified staff either because they belong to the same tribe or can afford bribes. The play proceeded to show how youths can reach out to their frustrated peers and help them regain hope by forming themselves into formal groups, identify sources of capital such as the youth development fund, and pursue business ideas that would enable them to improve their living standards. Other presentations made during this event called on the youths to shun corruption and embrace positive values that will move the country forward.

Kiamaina Secondary School Event

This was a joint event organised and hosted by mentors and students from Kiamaina and Upper Hill Secondary Schools. The students identified youth unemployment and poverty, corruption and tribalism as issues that of key concern to them in the area. In passing out the message of reform, the students presented a well-constructed skit that spoke against tribalism, corruption and encouraged reconciliation among communities over the sharing of scarce resources. Among other moving presentations was the poem, *'The Kenya We Want'* that gave a reflection of what youth want to see happen in their country- to become a country that is secure and politically stable where there is economic growth and people live in peace and unity. Another Swahili poem, *'Vijana tujenge Kenya Pamoja'*, called on youth to join hands and build Kenya into a better country. Other reform issues addressed in this event include constitution, youth unemployment, national unity and transparency, accountability and impunity.

Challenges faced in the Action Learning Program

The following challenges were experienced while carrying out the action learning program:

a. Duration of mentorship – The time allocated for mentorship was not sufficient considering that mentors and mentees only met during weekends. School programs could not allow for mid-week meetings, which reduced mentoring time significantly.

b. Venue – Using school classrooms was not convenient as they were not always accessible.

c. In some schools, student's confidence levels were not high hence there was a need for more time and more interactions to build confidence to the required levels.

d. Interference of project activities by school or national programs such as end term exams and the August 2010 referendum caused long breaks between mentoring meetings. This necessitated recapping on issues discussed before the break and raising of student's morale after the breaks.

Lessons Learned from Action Learning Program

- It is more effective to work with youth to effect change because they are creative, energetic and willing to take the risk of going an extra mile.
- Youth responded well to youthful mentors. Because of the closeness in age, the mentorship relationship became more impactful.
- Young people are not inherently tribal; it is their minds which have been poisoned by older generations. When their consciousness about stereotypes is raised, they are able to think beyond ethnic lines.
- Young people have creative solutions to societal problems, they have potential that if tapped can bring real change in society.
- Youths have a lot of talent and potential to be creative and innovative

as reflected in their ability to come up with activities and make presentations during civic engagement events.

- A grounded knowledge of self builds self and collective confidence causing young people to work well in teams and achieve more.

Evaluation Process

In order to monitor the success of the program, CTL and CCL Evaluation team worked together to design and implement a system that monitored and evaluated project impacts. The formative evaluation utilized the end of program surveys (EOP) at the end of each training component including i) Train the Trainer Program (University students) ii) Youth Mentorship Training Program,(University students) iii) Leadership Development for University Student Union Leaders Program and iv) High School Students Leadership Trainings. The project evaluation measured both short term and long term impacts expected from participation in the project activities. In October, CTL and CCL conducted follow-up and evaluation meetings for University Students (student leaders, ToT trainers, and mentors). Evaluation focus groups were conducted at Egerton University and in high schools where high school students with support of youth mentors set up and facilitated civic engagement events. In addition to the tangible outcomes collected at the school and community level (such as number of youths trained in leadership, number of youths reached through the youth mentoring program), the impact evaluations were designed to capture a) knowledge of effective leadership capabilities and practices, b) changes in leadership behaviors, c) changes in mental models, beliefs, attitudes, and stereotypes held about members of other ethnic communities d) improved awareness and understanding of the Reform process in Kenya, and d) lessons learnt through the inter-ethnic leadership and mentorship program.

A team of mentors hold discussions with mentees outside a high school in the Rift Valley of Kenya.

Results – Individual Outcomes and Impact

Both mentors and mentees experienced growth at different levels through the action learning program. Mentors reported that they noted the growth in mentees in the following:

a. Ability to work together

Mentees level of cooperation, respect for one another and discipline worked well during the preparation of civic events. The students remained focused throughout the mentorship process.

b. Ownership of the Reform Process

The mentees felt that they were also part of the reform agenda and had a role to play. At first they thought it was only meant for their parents and elders but they realized later that they had a role to play.

c. Self Esteem and Confidence

Compared to the start of the project, the mentees were more confident, able to interactive and ready to contribute constructively to the reform agenda debate by the time the project came to completion.

d. Self-Discovery

There was discovery of new talents and abilities among the students and their level of maturity rose amazingly.

"I thought that leadership is all about giving orders and expecting them to be obeyed but now I learnt to respect and listen to other people's opinions. I am now able to identify myself in the society, I know what I can do better and I know how to resolve a conflict. I also know how to come up with a viable means of communicating."

In addition, the mentors described their own personal growth in leadership as follows:

'At first I thought that I did not have the ability to work with others well but I have realized that I can organize a group of people and have a discussion that will impact their lives. Now I believe that given any task to perform, I have what it takes to do it."

'My perception of other people really changed a lot as I got to work with people from different ethnic backgrounds. I became more comfortable being with them, am now able to relate with anyone regardless of their ethnic background.'

'I have come to understand and know my strengths and weaknesses in leadership; I have also learnt how to bring people to see things in a more objective way'

'I did learn that leadership does not have anything to do with positions but rather taking responsibility at an individual level and good leaders are not necessarily rulers but servants'

The eighty mentors reported a very high level of satisfaction with the workshops they experienced. Based on evaluation survey results, ninety-six percent indicated that their "perspective on the process of mentorship and leadership changed." As part of the post-program evaluation survey, mentors were asked to evaluate the extent to which the intended outcomes of the workshop were met. On a 1-5 rating scale (with 5 being the most positive rating), their responses appear below. These are very high, ranging from 4.32 to 4.67.

Just as was true of the mentors, the ToT participants completed a post-workshop survey consisting of scales and open-ended questions covering numerous items on the ToT workshops overall performance and workshop outcomes. When asked to evaluate statements about the intended outcomes of the workshop on a scale of 1 to 5, responses indicated that the ToTs largely agreed that the program met its intendedoutcomes, with average ratings ranging from 3.90 to 4.85.

Similarly, the high school students were asked to evaluate the program on a series of objectives regarding its performance. The overall ratings for these objectives ranged from 4.44 to 4.77. This assessment indicates that high school students largely agreed that the workshop ran smoothly and met their needs. High school students also evaluated the intended outcomes of the workshop. Their average ratings ranged from 4.35 to 4.75, indicating that the workshop achieved its intended outcomes for impact.

We also asked the high school students to indicate where they thought they'd be most likely to use the leadership concepts they were taught. They were able to select as many of the options as applied. Their responses were:

- In School: **86%**
- At Home: **43%**
- With my Friends: **62%**
- Other: **58%**

When examples were provided for the "Other" response, students primarily indicated "at church", "in my community or village".

Impact On Students, Schools And Their Communities

The lead evaluator and project director visited three of the high schools involved in the initiative – Kilimo Secondary, Njoro Central Secondary, and Kiamaina Secondary. At each school, we met with the students who had participated in the program and were able to interview adults at two of the schools. The interviews and focus groups focused on what the students had learned as a result of participating in the training, what they were doing differently as individuals, how the school and community benefited from their participation, and the opportunities they see in the future due to having participated.

"We learnt to become today's and tomorrow's leaders" was a common thread we heard from the high school students. The realization that they are not only the leaders of tomorrow but the leaders of today was striking for the students. As leaders of today, the students resonated significantly with the "mental models" component of the program. In each school, students shared stories illustrating how they were able to see themselves and others differently as leaders as a result of the training. For example, we heard many times that the students now understand people from tribes other than their own differently than in the past. Where they previously had automatically believed the stereotypes of other tribes, they now understand that the mental models they have learned are not necessarily true. They have learned to question the "truths" spoken by adults and think of people as individuals and Kenyans first, rather than as members of other tribes. This awakening of awareness motivated the students to understand themselves to be leaders of today who must work from this point forward to change the stereotypical attitudes held by many youth and adults.

Students repeatedly spoke of how important coexistence is to building national cohesion, and that they have a deeper understanding of how the differences between themselves and other students can be valuable by bringing diversity to a community. They realized that youth were used by politicians during the post-election violence. Using their talents, young people can be engaged in productive activities to change their communities and the country. Such activities include planting trees, planning of progress projects, and utilizing their talents to encourage other youth to engage in constructive activities.

Mentors and mentees participate in a procession to publicize a civic engagement event in the Bondeni area of Nakuru.

Social identity was another theme that was clearly learned. Students told us that they now understand that they can "appreciate my given, core, and chosen attributes" as well as those of others. Rather than using mental models that all people have chosen to be who they are, they learned that people are given some aspects of their identity (e.g., into which tribe they were born) and can choose others (e.g., whether they spend their time idle, work hard in school, or begin to learn a trade).

Another common theme was that students have built more confidence and understanding of their abilities and role in leading others. They spoke of leading in terms of helping others understand something by understanding others first. One of the students used the metaphor of a mirror, saying, "It is like a mirror – I can see myself in others and learn about how I am through others. Transparency is important – we must be open and frank with each other, and help others do that." They have learned to socialize with others by taking time to understand them rather than making judgments about others.

Students also see themselves as being better able to cope with the challenges that they face – their courage and self-confidence keeps them going. They have learned that leaders must love those that they lead in order to effectively influence them.

The high school students with whom we met were very animated when they spoke of the work they'd done in their communities through the civic engagement events. After the events, some of the high school students met with the youths who attended their events – these youths report wanting more of these types of events. The community youth have been sharing the message to others through their church groups and in their villages.

As we spoke with the high school students, it was clear that their motivation from the program is to continue to have an influence on their communities and on society, especially through the reform agenda. They intend to do so through finishing school and gaining self-employment; maximizing the use of resources they have available to them. They want to educate their families and others on reform issues. In particular, they intend to explain the reform agenda to the illiterate in their communities, through educative entertainment seminars for youth and the use of posters around the community that would include messages such as "youth for change", "new Kenya", and "no corruption". These posters will use both words

and pictures to communicate the message to the illiterate. There was a great deal of energy for spreading the message by organizing additional events, drawing students from other schools into the events, and writing educative songs about positive change.

The students also have a growing passion for filling leadership positions with other youths who are educated and not corrupt. They plan to run for constitutional leadership positions, pursue law degrees to become judges and help realize justice for the poor in their society, and take responsibility for reporting injustice and corruption. They shared with us that they refuse to be corrupt.

In addition to focus groups and interviews at three of the high schools, the lead evaluator also held focus groups with two groups of Egerton University students. The first was primarily composed of students who were trained as ToTs and the second primarily of those trained as mentors. In each group, the level of awareness demonstrated by the university students regarding their own leadership capabilities and responsibilities was profound. Having worked with many youth and senior level groups over a career spanning 20 years, the level of accountability these studentscommunicate feeling is significantly higher than the typical group of either youth or senior leaders. Perhaps due to the extreme violence and its effects that they have experienced at the hands of adults who use youth to carry out their deeds, these students are committed to creating a different Kenya from the one in which they currently live. In their own words, the students have learned the following about themselves as leaders:

- I better understand myself and others; I have examined my mental models. For example, tribalism – I have now stopped labeling others.

- I am asked by others to help with conflict resolution.

- I am now able to speak up when I see something happening that is wrong.

- In class, some of my classmates weren't agreeing on a project; I brought them together

- Anger gave us the courage to speak in the past. Now, we can separate the problem from the emotion – wait until the anger passes to deal with the problem.

- Know yourself first, Believe you are leaders and Lead now.

- We have abilities and talents within us – we need to feel empowerment in order to let those abilities and talents come out.

Trophies and framed certificates were presented to institutions that participated in the project.

There was a very powerful impact on the Egerton University community that was not directly a part of the program's design but was instead a natural outcome of the development of eighty university students, in addition to nine university student leaders. That is, the university community gained at least one group focused on leadership in the university ("Champions of Leadership"), founded by participants in this program. Other indications of broader impact on the university community include:

- The establishment of a chapter of Students in Free Enterprise. The group's constitution was being revised at the time of the focus groups, and there were 15 members.

- Regarding university elections – now we realize the importance of voting and have mobilized other voters; people are voting today; this will influence us in the future.

- We realize the need to foster what we really want – cannot keep quiet and blame those we voted in for problems we face.

- Initially, the definition of a leader was someone who exploits others; the norm was to do some things in school but we don't know the implications; mentorship – brought these issues into the perspective, now we see things differently.

- Lessons from the project should be a part of our curriculum; it should start in Primary school as "clay is easier to twist when it is soft."

- In schools, there are students from different tribes; parents share stereotypes; if students realize the stereotypes are wrong, they will realize they are only in our minds and are not necessarily the truth.

- We are already seeing each other as one group

Clearly, in a short case study we cannot describe the total range of activities, projects, or impacts. For more information, please see the full report at http://ctl-kenya.org/images/CTL_Project_Report.pdf.

In summary, the project impact was as follows:

- A good grasp of issues contained in reform agenda by high school students

- Increased self confidence among students

- A change of attitude on the concept of leadership

- Increased confidence in ability to lead among high school students

- Mental Models – A change of attitude towards other communities, students report that they were able to overcome stereotypes they held about others

- Increased interest in national issues, students realized that the nation does not belong to politicians but to all citizens

- New talent – project exposed student's talents in drama, writing, & composing songs

- Build team spirit among youth

- Students discovered their ability to make a difference in their own communities

- Improved relationships between youth from different communities

About CCL

The Center for Creative Leadership (CCL®) is a top-ranked, global provider of executive education that accelerates strategy and business results by unlocking the leadership potential of individuals and organizations. Founded in 1970 as a nonprofit educational institution focused exclusively on leadership education and research, CCL helps clients worldwide cultivate creative leadership – the capacity to achieve more than imagined by thinking and acting beyond boundaries – through an array of programs, products and other services. Ranked among the world's Top 10 providers of executive education by *Bloomberg BusinessWeek* and the *Financial Times*, CCL is headquartered in Greensboro, NC, with campuses in Colorado Springs, CO; San Diego, CA; Brussels; Moscow; Singapore; Pune, India and Addis Ababa, Ethiopia. Its work is supported by 500 faculty members and staff.

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