



USAID | **SOUTHERN AFRICA**
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YOUNG AFRICAN LEADERS INITIATIVE REGIONAL
LEADERSHIP CENTER SOUTHERN AFRICA
(YALI RLC-SA)

Outcome Evaluation: Final Report

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ACRONYMS

NPS	Net Promoter Score
RLC-SA	Regional Leadership Centre Southern Africa
SBL	School of Business Leadership
ToC	Theory of Change
UNISA	University of South Africa
YALI	Young African Leaders Initiative

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1 INTRODUCTION

Khulisa Management Services Pty (Ltd) (Khulisa) is pleased to submit the Deliverable 3: Draft Report for the Young African Leaders Initiative (YALI) Regional Leadership Center – Southern Africa (RLC-SA) program.

2 PROJECT BACKGROUND

The Young African Leaders Initiative (YALI) is a signature effort to invest in the next generation of African leaders. The need to invest in supporting strong, results-oriented leaders comes out of the statistics: nearly 1 in 3 Africans are between the ages of 10 and 24, and approximately 60% of Africa's total population is below the age of 35. YALI promotes three models designed to identify and empower young leaders: the YALI Mandela Washington Fellowship, the YALI Network, and now the establishment of Regional Leadership Centers (RLCs) across Africa.

The RLCs are established at higher education institutions in sub-Saharan Africa and offer leadership training programs to young leaders between the ages of 18 and 35. This is achieved through in-person and online training, networking, and professional development opportunities, and the RLCs serve as a place for young African leaders to collaborate. The RLCs are funded and managed by the United States Agency for International Development (USAID) in close partnership with The MasterCard Foundation and other private sector partners. Each center is managed as a public-private partnership.

There are four Regional Leadership Centers offering leadership training throughout the year. Beginning in 2019, the RLCs began to jointly coordinate and collaborate under YALI Africa, a body that connects the Centers and serves as a central point for mobilizing resources and maintaining a unified mandate and vision.

The YALI Regional Leadership Center Southern Africa (RLC-SA) governs the leadership programs in Southern Africa. The conceptualization, development, and curriculum content of the RLC-SA as led by the University of South Africa (UNISA), were heavily influenced by the developmental, political, and economic dynamics of the Southern African Development Community (SADC) region. The program trains young African leaders across 14 Southern African countries (Angola, Botswana, Comoros, Lesotho, Malawi, Madagascar, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Kingdom of Eswatini, Zambia, and Zimbabwe) in the main tracks of Business and Entrepreneurship, Civic Leadership and Public Management since its inception in 2015.

The RLC-SA collaborated with Power Africa to build the leadership skills of young women active in Africa's energy sector. The training joined the RLC-SA's expertise in developing leadership skills of young Africans with Power Africa's expertise in the energy sector. The RLC-SA has begun to replicate this success by approaching the private sector, and public sector organizations as potential customers. This led to developing and delivering a successful program for the Education sector in partnership with the Trevor Noah Foundation. The participants immerse themselves in a 4-week in-person study in Pretoria for the sector-specific training.

2.1 Public Management & Governance

This track is tailored to those who work or aspire to work in any level of government (including elected positions), regional organizations such as the African Union, international organizations such

as the United Nations, or other publicly minded organizations or think tanks. It exposes participants to public management models and best practices. The curriculum framework uses [Mckinsey 7's Model](#) for efficiency and effectiveness. It aims to build technical and leadership capacity in areas such as transparency, procurement, public financial management, government tender processes, legislative/executive collaboration, citizen engagement and outreach, human resource management, program implementation, and policy formulation.

2.2 Civic Leadership

This track caters to those who are or aspire to be civically engaged and serve the public through non-governmental organizations, community-based organizations, or volunteerism. The [Social Business Model Canvas](#) is the curriculum framework supported by governance aspects involving transparency and ethics. It exposes participants to the meaning of civic leadership while building technical and leadership capacity in areas such as citizenship, community building, economic development, grassroots activism, political organizing and leadership, and volunteerism. Sub-themes such as organizational management, strategic planning, fundraising, community relations and outreach, advocacy, monitoring and evaluation, media, and coalition-building may also be explored depending on the needs and desires of the participants within the region.

2.3 Business & Entrepreneurship Leadership Track

This track caters to the range of emerging or aspiring entrepreneurs who hope to take on leadership roles within the private sector or build their own business ventures on the continent. It exposes participants to business and entrepreneurial approaches, including those employed to address social issues. This is done using the Business Model Canvas (BMC) as the curriculum framework and is further enriched with lessons from business finance, marketing, and human resource management. Each RLC tweaks and combines modules to align with the learning needs of their region. The focus is on discussing best practices in applying the theory as well as challenging participants to imagine how they could apply it for themselves.

2.4 Sector-Specific Editions

2.4.1 EDUCATION CHANGEMAKERS

The Education Changemakers sector program through the RLC-SA completed its third cohort in 2023, the first two cohorts are included in this study. Teachers are faced with many challenges in inspiring, educating, developing, and protecting the youth of Southern Africa. This complex career is oftentimes hindered by a lack of resources to affect true change in classrooms. The Education Changemakers program is designed to provide leadership development training to educators and young leaders who can bring their entrepreneurial mindset and spirit into their classrooms to inspire their learners.

2.4.2 WOMEN IN ENERGY

The Women in Energy sector program was designed in partnership with Power Africa, a government-led partnership coordinated by USAID. The low numbers of women participating in the energy sector, particularly in leadership roles, led to the development of this sector program. It focused on basic leadership skills, as well as entrepreneurship and public management within the energy sector.

2.4.3 WATER, SANITATION, AND HYGIENE (WASH)

This specialized program piloted in 2022, aiming to empower young leaders involved in water supply and sanitation service provision, water resource management and hygiene practices. Much like the other YALI programs, it is intended to foster entrepreneurial and innovative thinking, collaborations, and complex problem solving through critical thinking. For this sector-specific program that would mean identifying opportunities to improve water security and access to sanitation, with the aim of increasing community resilience and reducing levels of poverty and health issues.

3 EVALUATION PURPOSE AND SCOPE

Main evaluation question: To what extent has the implementation of YALI RLC-SA program been effective in achieving its intended outcomes?

1. To what extent did the participants improve soft leadership skills within their respective technical tracks, such as Public Business and Entrepreneurship, Civic Leadership, Public Management and Governance and Women in African Power?
2. To what extent is the RLC-SA program aligned to the identified problems?
3. To what extent did the YALI RLC-SA graduates have increased levels of networking and collaboration among themselves and with supporting stakeholders?
4. To what extent did the YALI RLC-SA graduates demonstrate leadership behaviors in their communities, businesses, and governments?

As of December 2022, the RLC-SA YALI Alumni totaled 6,667, having completed their programs between 2015 and 2022. All 6,667 YALI Alumni were contacted to participate in this study.

4 EVALUATION DESIGN AND DATA COLLECTION METHODS

The following activities were undertaken during the Evaluation Phase:

4.1 Evaluation Design

In the initial proposal, the team proposed a mixed methods approach, utilizing the evaluation approaches of outcomes harvesting, impact stories, casual mapping through contribution analysis, and collaboration and network analysis.

As discussed with the YALI RLC-SA Team, all the above-mentioned approaches were embedded in the survey tool and the interview guides. Social media analytics are only measured through the WhatsApp engagements as judged by the Alumni Coordinators and Alumni Chapters, per their interviews. Further social media analysis could not be conducted due to the absence of data and was hence agreed upon to be excluded from the evaluation.

4.2 Data Collection methods

The Khulisa Team developed all of the survey and interview tools and hosted a Tool Development Workshop with the RLC-SA Team. This provided an opportunity for input from various team members to request particular questions and provide insight into how the findings will be used. Additionally, the Khulisa Team also developed one-pagers to be sent to each group of respondents, explaining the involvement of Khulisa and the reason for the surveys and interview requests. The

one-pager for the alumni was sent directly to YALI RLC-SA, who distributed it to all alumni via WhatsApp. The one-pagers for all other stakeholders were sent to the relevant parties via email by the Khulisa Team.

A QR code and link for the Alumni Survey tool was distributed via the Khulisa Team to the YALI RLC-SA Alumni Coordinator, who sent them through to the Alumni Chapters. These Chapters all have their own WhatsApp groups and forwarded the link, QR code, and as reminders, via this channel. To provide additional support in collecting sufficient responses, the Khulisa Team sent email reminders to all alumni. The shorter Mentorship Survey was sent to the relevant alumni directly by the Khulisa Team via email.

All stakeholder interviews were scheduled and conducted by the Khulisa Team.

4.3 Survey Tools

4.3.1 MAIN ALUMNI SURVEY

The main survey sent to all YALI alumni contained the following sections for alumni to respond to: General information, YALI Training questions, YALI Mentorship questions, Use of YALI-learned Skills questions, YALI Alumni Collaboration questions, Track-specific and Leadership questions, Future Engagement questions.

These questions were geared to (partially) answer all four evaluation questions, with the interview guides providing further information and triangulation of data. To incentivize the Chapters, and in an attempt to increase response rates, a prize of ZAR7,000 was given to the Chapter that achieves the highest response rate. In addition to this all respondents providing full responses to the survey were entered into a blind raffle held on 14 July 2023, from which three winners received R1,000 each. Each of the eligible respondents were emailed a unique number prior to the raffle and an online random number generator selected three numbers corresponding to the three winners. All winners have been contacted and the RLC-SA provided them with their prize money in August 2023.

4.3.2 MENTORSHIP SURVEY TOOL

The Khulisa team was sent a list of 50 YALI alumni who received mentorship through the YALI program, with the knowledge that a previous mentorship survey run by RLC-SA to this same cohort rendered 21 responses. A short Mentorship Survey was sent to these alumni to determine the value of the mentorship they received.

All surveys were created on SurveyMonkey, and links and QR codes were shared via the channels discussed with the relevant alumni.

4.4 Interview Guides

Interview tools have been developed to dive deeper into all four evaluation questions and to triangulate some of the impact stories received through the Alumni Survey Tool. It is important to note that these interview tools are in fact guides, leading the conversation, but keeping it open to spontaneous input and impact stories from the respondents. The following stakeholders were interviewed:

4.4.1 YALI RLC-SA ALUMNI

The interviews were designed to collect and dive deeper into impact stories, as well as received more information on collaboration amongst YALI alumni, and of YALI alumni with their broader communities and the YALI partners and stakeholders.

4.4.2 DONORS

The interviews were designed to dive deeper into their motive for funding the YALI program, the efficacy of their funding, their connection with YALI alumni, and the sustainability of the program through a donor's eyes.

4.4.3 PARTNERS

Different types of partners have engaged with the YALI program. Some placed numbers of alumni in their organizations, others were involved in supporting the program, or in lecturing or content development of specific tracks or sector-specific programs. The questions were therefore tailored to different types of partners, asking about their knowledge of the YALI alumni's learned soft skills, observations of alumni-interactions, their contact and communication with YALI leadership, and the sustainability of the program.

4.4.4 YALI RLC-SA STAFF

The YALI staff has the most insight into day-to-day observations during training, development of the program and the differences between cohorts, the delivery, and the ability to assist in documenting the model. For this reason, the staff interview guide centered around these areas and collected further impact stories, as well as data on communication between the different RLCs. This provided insight into regional-specific learnings and sustainability, which are crucial for the continuation and growth of the program.

4.4.5 ALUMNI COORDINATORS/ALUMNI CHAPTER COORDINATORS

Through running and participating in the different alumni WhatsApp groups, the Alumni Coordinator and Chapter coordinators were able to provide more insight into collaboration observations and contact intensity.

4.4.6 MENTORS/EMPLOYERS

In order to get a better understanding of the mentorship matching, the team interviewed a number of the mentors who worked alongside the YALI alumni who were matched with them. The interview guide asked them more about their specific engagement and their observations of the (leadership) skills of the alumni.

The Khulisa Team selected a sample of the YALI alumni employers to interview to determine what they know about the YALI program, what the growth paths of the YALI alumni have been, and the reasons they hired YALI alumni. This provided more insight into collaborations between YALI alumni and the broader community, as well as the sustainability of the program through the eyes of employers.

Impact story data collection was embedded in all the survey and interview tools, to record the views and stories from a broad spectrum of stakeholders and partners. All tools were created in collaboration with the YALI RLC-SA team through a Tool Development Workshop. After this

workshop the final versions of tools were sent to the management team and approved in writing prior to deploying.

5 FINDINGS

5.1 Response Rates

In total 1,337 responses to the alumni survey were received (20% of 6,667 possible respondents), out of which 698 were full responses (10% of all alumni, and 52% of all survey responses). A minimum of 363 survey responses were needed for a 95% confidence level and a 5% margin error, this was quadrupled in terms of actual responses, ensuring the sample of respondents provided generalizable findings. The majority of respondents identified as female (715 or 53%), 45% (606) identified as male, less than one percent (10) identified as "other", and less than one percent (6) did not answer this question. Four percent of the respondents (56) have a disability.

Twelve responses were received to the mentorship survey (24% of all 50 possible respondents and 57% of the 21 respondents that had completed a prior survey with the YALI RLC-SA Team).

Table 1 shows the interviews completed with each of the stakeholder groups.

Table 1. Number of interviews per stakeholder group

Stakeholder group	Interviewed
YALI Alumni	34
YALI partners	6
YALI donors	4
YALI staff	3

5.2 General Respondent Information

The respondents were asked if they are working, started their own businesses, and/or if they employ others. Table 2 shows their current economic status.

Table 2. Economic Status of Respondents

Economic Status	N	% of Respondents
I am employed (Part Time or Full Time) and intend to become an entrepreneur at some stage in the future	452	34%
I am employed (Part Time or Full Time) and have a side hustle/business	400	30%
I am unemployed	167	12%
I am self-employed or a solo entrepreneur	160	12%

I am an entrepreneur that employs other people	105	8%
I am employed (Part Time or Full Time) and have no intention to become an entrepreneur	53	4%

As can be seen in Table 2, a total of 58% are currently employed and intending to become entrepreneurs, or are entrepreneurs already. The 105 entrepreneurs that stated having employed people, have created employment for the amount of people as per Table 3.

Table 3. Number of Employees employed by YALI Alumni

Number of people employed	N	% of Respondents
1-4 employees	53	50%
5-9 employees	28	27%
10-49 employees	21	20%
50+ employees	3	3%

The range of employment created according to the above table is therefore between 553 and 1643 jobs. However, this number could actually be higher as there are three entrepreneurs that employ any number above 50 employees. For this calculated range, the assumption was made that those three entrepreneurs employed 50 people each.

In terms of employment sectors, 32% (422) of respondents work in the private sector, 25% (329) work in the public sector, 21% (278) work in the NPO/NGO sectors, 5% (65) work in the social enterprise sector, another 5% stated they work in a mixture of sectors and 13% (172) did not respond to this question.

Twelve percent of respondents (167) indicated being unemployed as per Table 2. Further investigation and contacting of these alumni showed that the majority of those respondents (62%) are currently setting up their own business and working on obtaining funding or finalizing their business plans. Technically, they do not have a consistent stream of income at the moment, but they are actively working on that.

Only 6% of the 167 respondents (10) state that they do not have a job and are looking for opportunities everywhere.

Some of the respondents that are applying for funding, as well as some that are truly unemployed and do not have a job in the pipeline, are using their YALI-learned leadership skills in social development areas by volunteering (35% in total).

One of the goals of the YALI program is to reach participants that are committed to positively impacting the continent, their own countries, and their own communities. This is particularly true for those coming from disadvantaged backgrounds, or rural areas within their countries. The survey respondents were asked to determine if their place of birth was urban or rural, and how they would classify their current places of residence and work. The majority of respondents classified their birthplace as urban (59% or 783), and 41% (or 554) classified their birthplace as rural. Out of the

554 respondents who were born in rural areas, 339 (or 61%) moved to urban areas for work. Interestingly, out of the 783 respondents who classified their area of birth as urban, 103 (13%) moved to rural areas to serve communities there. That means that currently, 76% of respondents (1019) live and work in urban areas, and 318 respondents (24%) live and work in rural areas.

5.3 YALI RLC-SA participants’ understanding and skills within their respective technical tracks

The respondents were asked to retrospectively rate their understanding of the track they enrolled in *prior to* commencing their YALI program. The results are shown in Table 4:

Table 4. Rating of track understanding prior to YALI program enrolment (n = 704)

	Excellent		Good		Adequate		Needed improvement		Underdeveloped		I do not remember		Total
Business & Entrepreneurship Development	85	34%	89	36%	31	13%	34	14%	8	3%	1	0%	248
Civic Leadership	66	28%	73	31%	42	18%	42	18%	15	6%		0%	238
Public Management & Governance	53	28%	61	32%	36	19%	26	14%	8	4%	4	2%	188
Education Change Makers	3	23%	5	38%	4	31%		0%	1	8%		0%	13
WASH	1	9%	2	18%	4	36%	4	36%		0%		0%	11
Women in Energy	1	17%		0%	2	33%	2	33%	1	17%		0%	6

As can be seen, most respondents rated themselves as having a good or excellent understanding of their respective tracks. This is not the case for WASH nor Women in Energy, where the respondents recognized they needed to increase their track-understanding through the program. In many cases, people rate themselves differently prior to completing a program, and as they go through the program, not only do they learn more about the content, but they see their prior understanding in a different light as well. It helps them realize they did not know exactly what they thought they knew, leading them to rate their post-course understanding a bit more conservative than their pre-course understanding.

The respondents were thereafter asked to rate their understanding of the track they enrolled in *after* having completed their YALI program. These results are shown in Table 5 below. As can be seen, in Table 5, the levels of understanding of respondents lean more heavier towards “Excellent” and “Good” than they did prior to completing their YALI program.

Table 5. Rating of track understanding after YALI program completion (n = 704)

	Excellent		Good		Adequate		Needed improvement		Underdeveloped		Total
Business & Entrepreneurship Development	122	49%	99	40%	24	10%	3	1%			248
Civic Leadership	101	42%	114	48%	17	7%	6	3%			238
Public Management & Governance	84	45%	84	45%	15	8%	4	2%	1	1%	188
Education Change Makers	8	57%	3	21%	2	14%					13
WASH	7	64%	4	36%							11
Women in Energy	5	83%	1	17%							6

Table 6 provides more insight into improving or lowering of ratings per individual in each of the tracks. Highlighted in red are the percentages of improved ratings, or those that could not improve any further (they rated their understanding as “Excellent” both before and still after their YALI program completion). These added-up percentages showed the highest increase for WASH (82% improved ratings and 9% remained “Excellent”), followed closely by Women in Energy (83% improved ratings). Both of these had low response numbers. The Civic Leadership Track showed an increase of 70% (48% improved ratings and 22% remained “Excellent”), Public Management & Governance showed an increase of 69% (47% improved ratings and 22% remained “Excellent”), Business & Entrepreneurship Development showed an increase of 66% (38% improved ratings and 28% remained “Excellent”), and Education Change Makers, with relatively low response numbers, showed an increase of 61% (46% improved ratings and 15% remained “Excellent”).

Table 6. Difference before and after YALI Program understanding ratings

	Improved Rating		Remained Excellent		Remained the Same (other than Excellent)		Lowered Rating		Total
Business & Entrepreneurship Development	93	38%	69	28%	64	26%	22	9%	248
Civic Leadership	114	48%	52	22%	49	21%	23	9%	238
Public Management & Governance	88	47%	41	22%	43	23%	16	8%	188
Education Change Makers	6	46%	2	15%	4	31%	1	8%	13
WASH	9	82%	1	9%	1	9%			11

Women in Energy	5	83%				1	17%	6
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As can be seen, there are low numbers of respondents (ranging from 8% to 17%) that rated their levels of understanding lower after completing the YALI program as compared to before their participation. A follow-up call with one of the alumni showed that for that individual this was due to the fact that they “thought they knew exactly what my program was about, but during and after completing it I realized I had a lot more to learn and humbled myself a little”. The evaluation suggests this could be the case for other respondents that lowered their rating as well.

The overall program, regardless of track or sector, is aiming to address a lack of leadership skills development opportunities for youth in Africa.

[What we are trying to address:] It's really the leadership. In 2013, when the Mandela Washington fellowship has expanded. The response for 500 spots was unbelievable, what we could learn from there was that probably the biggest deficit that we have is a large enough opportunity for leadership skills development and networking opportunities for young people in the continent. That's basically why we then went on to establish the four leadership centres.

YALI Partner - Donor

In order to get a clearer understanding of how the alumni rate the overall YALI programme, a question within the alumni survey was formulated to garner a Net Promoter Score (NPS). This is a common metric used to measure loyalty and satisfaction. This NPS score is determined based on a single question: "On a scale of 0 to 10, how likely are you to recommend the YALI program to a friend or colleague?" Respondents are divided into three categories: Promoters (alumni who gave a score of 9-10), Passives (alumni who gave a score of 7-8), and Detractors (alumni who gave a score 0-6). To calculate NPS, one subtracts the percentage of Detractors from the percentage of Promoters. The resulting score can range from -100 to +100. A higher NPS indicates a stronger base of customers who are likely to recommend the business, reflecting overall satisfaction and potential for growth. In this case there were 558 promoters (80%), there were 97 passives (14%) and there were 43 detractors (6%). The Net Promoter Score (NPS) that came from this rating was therefore 74 for the overall YALI programme (n = 698), which is high for educational programs.

There are quite a few passives, who are satisfied, but not as enthusiastic as the promoters. They contribute to the overall balance between promoters and detractors. While they are not actively promoting the program, they are also not detracting from it.

The NPS scores per track are shown in Table 7.

Table 7. NPS scores per track

	N	NPS Score
Women in Energy	6	83
Public Management & Governance	184	81
Civic Leadership	237	74

Business & Entrepreneurship Development	247	71
WASH	11	64
Education Changemakers	13	54

The YALI Women in Energy program received the highest NPS score, but due to its low number of respondents (<1% of all responses to this question) this is difficult to compare to the other tracks. Public Management and Governance received a high NPS score of 81, from a large amount of respondents (26% of all question respondents). The WASH program has only had one iteration to date, and the NPS score can improve.

5.4 YALI RLC-SA program alignment to identified problems

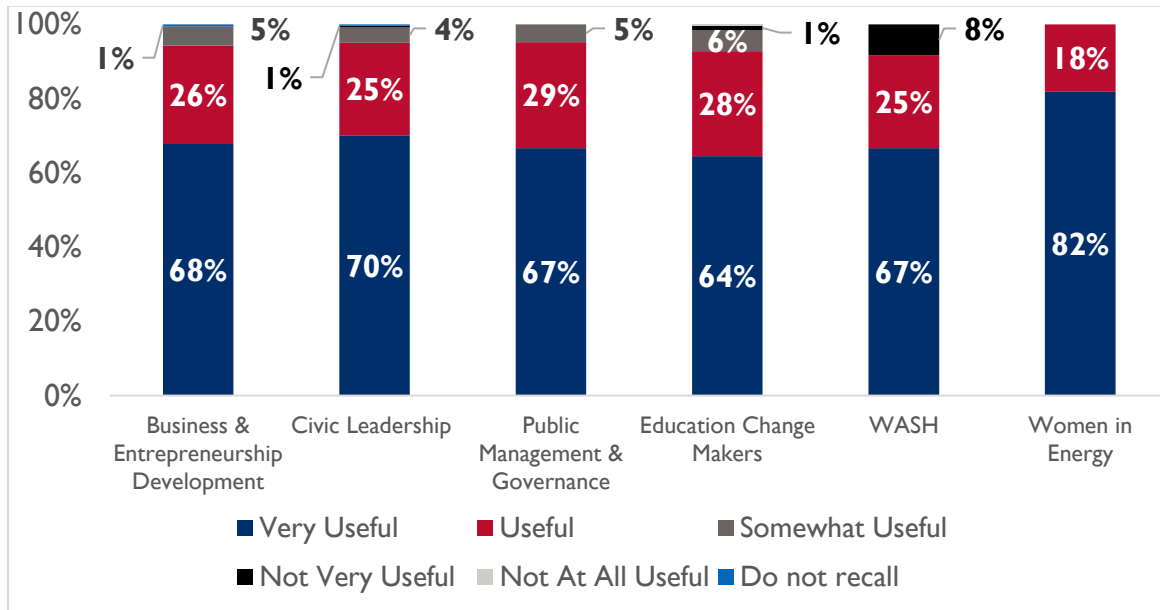
The YALI program content centers around leadership, a focus that is shared and supported by its partners and donors. The below quote provides an insight into one of the partner's visions of the YALI program and its goals.

I think UNISA, like any other public university has a mandate for community development. One of the requirements for every academic at UNISA is what we call engaged scholarship. So, the university has got that mandate for engaged scholarship and looking at our communities being associated with that kind of development for the university is a good thing. It also means that we are not just an ivory tower, but we also contribute to the development of young people. And looking at all the participants over the years that I've seen, most of them coming up with brilliant leadership skills and business ideas means that the university was contributing towards social cohesion, economic development, and generating new business leaders essentially right across certain regions – **YALI Partner**

Additionally, one of the YALI donors stated that the motive for funding the program was to "build a network of young professionals in a multitude of sectors". This will be discussed further in Section 5.5.

To dive deeper into the content discussed during the YALI programs, the alumni were asked to rate the content of their respective tracks in terms of usefulness. Those results are displayed in Figure 1 below. As Figure 1 indicates, the majority of respondents found the content very useful, confirming the relevancy of said content to their lives.

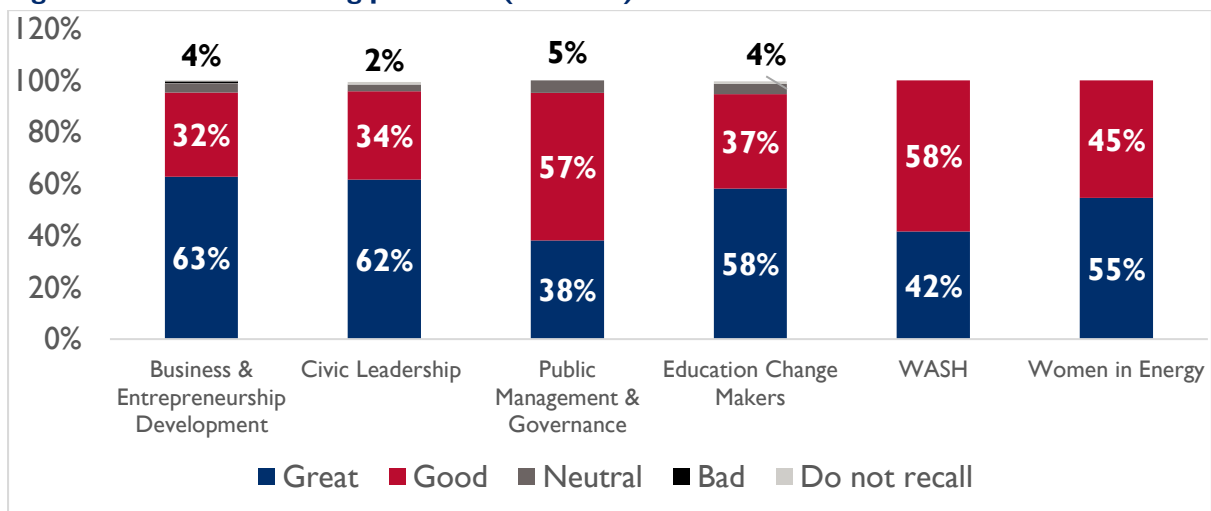
Figure 1. Content rating per track (n = 1091)



The most common comment made in the survey was that the YALI program content is still being used today, and the alumni use the materials in their current jobs, or in their entrepreneurship journeys. The Business Model Canvas, in particular, has been used by the alumni after completing their YALI program. Furthermore, the value of networking and the communication skills that can assist with that, learned through the YALI program, were mentioned as reasons for rating the content "useful" and "very useful". This links to the donor's comment on building networks, to be discussed further in Section 5.5. Those who stated it was "not very useful" or "not at all useful" mentioned that the lack of practical experience and the higher focus on theory was not as beneficial as they would like it to have been.

Additionally, the alumni were asked to rate their facilitators throughout their YALI program. These ratings can be seen in Figure 2 below. As can be seen in Figure 2, the majority of respondents found their facilitators "great" or "good", indicating the high standards of facilitators.

Figure 2. Facilitator rating per track (n = 1091)



The alumni were asked to state whether or not they saw any positive changes in themselves since their YALI participation. Out of the 774 respondents to this question, 751 (97%) stated that they

did see positive changes. Out of those 751 respondents, 77% (578) attributed those changes to the YALI program, 21% (160) stated they think these changes would have happened with or without YALI, and two percent (13) did not respond to that question.

The YALI program wishes not to solely inspire and empower leaders, it also aims to ensure these new leaders and entrepreneurs address current issues within their communities. In order to do so, to inspire others and to get buy-in to one's vision, there are some key aspects of leadership one must exhibit; emotional intelligence, ethical leadership, and inclusivity. The alumni were asked specific questions regarding these aspects in the alumni survey, as well as through the alumni interviews. The responses are outlined below.

5.4.1 EMOTIONAL INTELLIGENCE

The YALI program recognizes that emotional intelligence is a vital part of leadership and integral to having a successful working relationship with others, and with yourself. It can help manage stress, help manage your own emotions and the emotions of others, create healthy workplace relationships and inform inclusive business practice. Emotional intelligence related content is therefore featured heavily into the YALI curriculum.

The alumni were, therefore, asked to rate five statements related to emotional intelligence. The results are shown in Table 8. Highlighted in red are the mode responses, those that occurred most frequently for each of the statements.

Table 8. Emotional Intelligence statement ratings alumni

	Excellent		Good		Adequate		Needed improvement		Underdeveloped		Total
I recognize how my feelings affect my performance	317	45%	315	45%	45	6%	23	3%	3	0%	703
I present myself with self-assurance; I have "presence"	268	38%	341	49%	72	10%	19	3%	2	0%	702
I smoothly handle multiple demands, shifting priorities and rapid change	260	37%	313	45%	97	14%	27	4%	3	0%	700
I seek out fresh ideas from a wide variety of sources	354	51%	265	38%	57	8%	19	3%	4	1%	699
I am decisive and able to make sound decisions despite uncertainties and pressures	291	42%	301	43%	73	10%	31	4%	3	0%	699

As can be seen, the ability of alumni for all of the above statements is mostly rated "excellent" or "good" (ranging between 82 – 90%). The statement the alumni are least confident in is that of "I smoothly handle multiple demands, shifting priorities and rapid change", this finding is something that can be taken into consideration when revising the YALI program content. A larger focus on stress-

management, the physical and mental demands of entrepreneurship, and managing one's ability to multitask could help participants.

5.4.2 ETHICAL LEADERSHIP

The YALI program aims to provide a holistic understanding of the term leadership and the traits this includes. One of those traits is ethical leadership. The YALI program offers an online course in the fundamentals of responsible leadership for entrepreneurs. Five statements on ethical leadership were provided to the alumni in the main survey and they were asked to rate their level of expertise for those statements. The results are shown in Table 9 below. Highlighted in red are the mode responses, those that occurred most frequently for each of the statements.

Table 9. Ethical Leadership statement ratings alumni

	Excellent		Good		Adequate		Needed improvement		Underdeveloped		Total
I meet commitments and keep promises	326	46%	308	44%	46	7%	19	3%	4	1%	703
I admit my own mistakes	329	48%	285	41%	55	8%	19	3%	3	0%	691
I confront unethical actions in others	192	27%	302	43%	154	22%	47	7%	5	1%	700
I take tough, principled stands even if they are unpopular	277	39%	290	41%	96	14%	34	5%	6	1%	703
I build trust by being reliable and authentic	414	59%	232	33%	44	6%	6	1%	3	0%	699

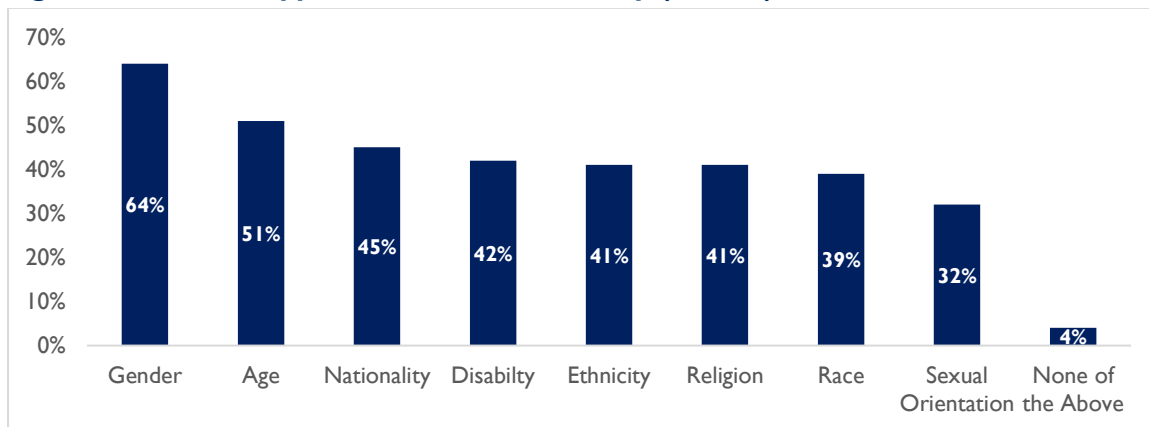
Most alumni consider themselves "excellent" or "good" at ethical leadership matters, as seen by the red highlights in the table above. The most difficult statement is that of confronting unethical actions in others. While the alumni agree that they can take tough, principled stands, even if they are unpopular, they find it harder to point out unethical actions in other people and confront them.

Three survey respondents mentioned that the focus on ethics was the most important focus of the program, and that they use this daily in their professional lives.

5.4.3 INCLUSIVITY

Another important trait of leadership is inclusivity. In the recent requests for YALI participant applications, this point is stressed explicitly to all applicants. The alumni were asked to indicate for which areas of diversity they actively promote(d) an inclusive environment in their businesses or work environments. They were able to select one, multiple or all areas of inclusivity, the results are shown in Figure 3.

Figure 3. Alumni-Supported Areas of Inclusivity (n = 744)



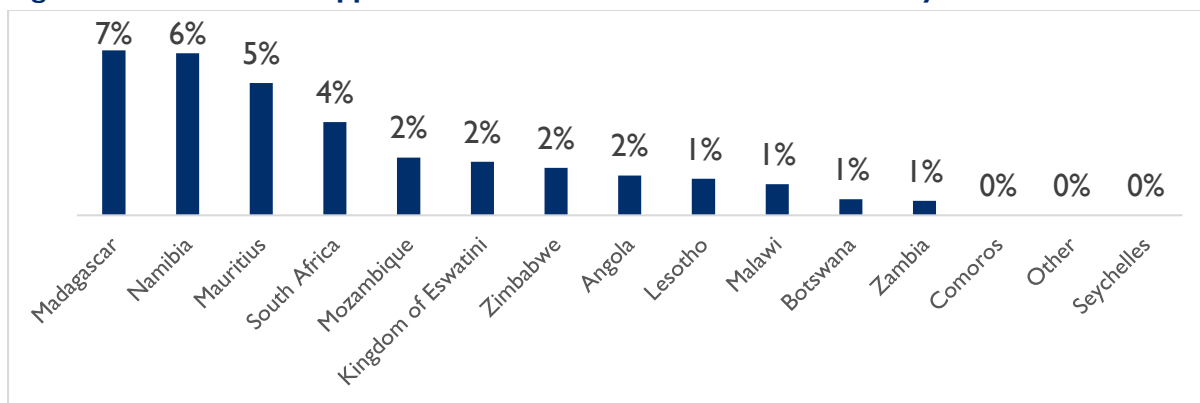
As can be seen, the most supported area of inclusion is that of gender (64%), followed by age (51%). The least supported area of inclusivity is that of sexual orientation (32%). This could be due to a number of factors, it is a more controversial topic than some of the others, and some countries outlaw same-sex relationships.

Religion is less high on the list (41%), and this could be due to the fact that in some countries, there is limited religious diversity, therefore, this is not an area that requires further support.

To break this down further, one can look at each of the areas of diversity and the percentage of each country's respondents that state they promote a safe environment for that particular area.

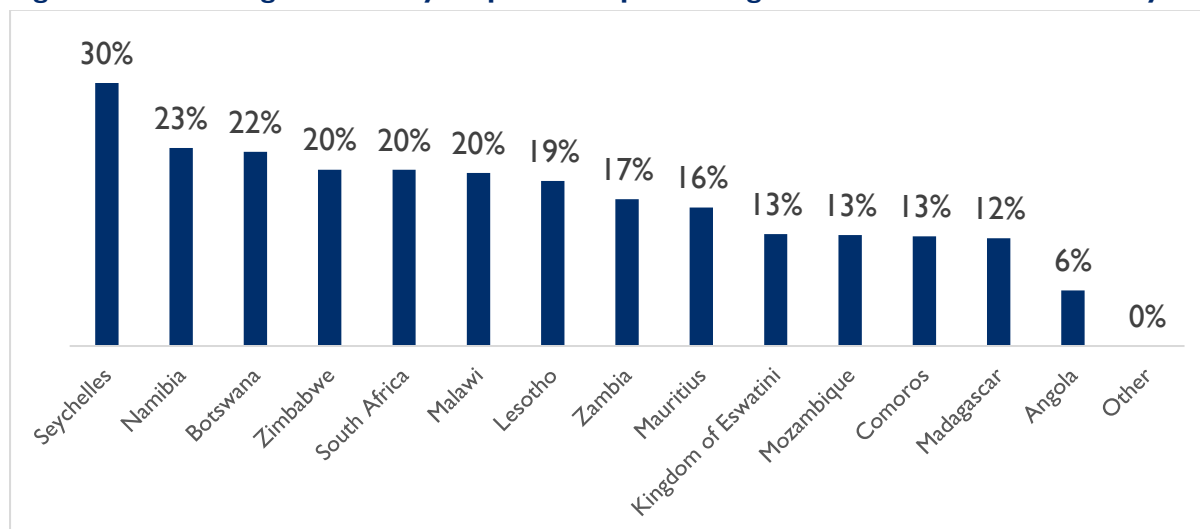
Only 32 respondents stated that they do not promote an inclusive environment for any of the mentioned areas of diversity. These respondents represent between zero to seven percent of their countries' respondents, as can be seen in Figure 4.

Figure 4. Alumni that support "None of the Above" areas of diversity



A follow up call with two of the Madagascan respondents showed that one "did not think special attention needed to be paid to anybody in the workplace". The other respondent stated that they "accept anything, but do not actively promote anything".

Figure 5 shows the percentage of respondents per country that promotes an inclusive environment for diverse sexual orientations.

Figure 5. Percentage of country respondents promoting Sexual Orientation Inclusivity

Upon following up with three alumni from Malawi, four from Angola and two from Mozambique, the feedback was that it was simply not seen as an important aspect of a professional career, therefore, there was no need to make special accommodations for any sexual orientation.

One of the survey respondents (from Botswana) stated that there was "an overload on LGBTQI content [...] there was content shock during my time" and another from Zimbabwe stated that "I felt as if we were made to accept homosexuality despite our different religious beliefs". Another alum from Botswana stated the opposite in that they would want a "more gender-conscious [...], more human-rights-centric approach" worked into the YALI content.

Alumni also commented on whether or not the work they do could be done by anyone with the same competencies. Out of 704 respondents, 89% (627) stated that this was the case and that anyone with the same type of capabilities, regardless of background, would be able to do what they do. Eleven percent stated this was not the case, of which five percent have disabilities themselves. The most commonly provided explanation as to why nobody else could do their job, even if they had the exact same capabilities, was that they "are unique" and that their "experiences are unique. Nobody will do it the same way". One of the respondents with a disability that stated not everybody could do their job, stated that the fact that they had a disability was actually what allowed them to excel in their role. People with similar capabilities, but no lived experience of what it is like to have a disability would not be able to perform the same role with the same success, according to the alum.

5.5 YALI RLC-SA graduates' levels of networking and collaborations

One of the program's aims is to encourage communication and multicultural collaboration among alumni.

The survey asked alumni whether they had ever worked with other alumni. This was answered by 758 alumni, of which 307 (41%) stated that they had done so or are currently working with other alumni. Of these 307 respondents, 286 provided the number of alumni collaborated with, ranging from one to 100.

Through the interviews with various stakeholders, these collaborations were unpacked and discussed. A lot of the alumni that collaborated (96 or 31%) mentioned that the YALI program

allowed them to see that collaboration is a win for all parties involved, and that combining skills and sharing business strategies will not hinder their competitive edge, but rather increase the success rates of their businesses and increase productivity within their roles.

We shared our business perspectives, he became my customer and gives me more customers. I contracted him to provide his services and I have recommended him to other customers. I advertise his work. He helped me find more funding for my business through a loan facility from his circle. We share ideas on business expansion as well as capacity building—
Female Business Development & Entrepreneurship Alum, Malawi

Others mentioned that they incorporated their learnings from the ethical leadership components of the YALI program into their business communications strategies, with one alum commenting “I [learned about] accountability, ethics, policy implementation [...] which as a young leader I am able to apply in my day-to-day work and in my community”. It allowed them to better connect with the community, ensure people are on board and support new initiatives.

The collaborations between alumni did not remain

I spoke in [...] lectures. For example, [YALI ALUMNI] founded the Angola Leadership Academy in Luanda (capital of Angola) and I’m the coordinator in my town (Benguela) since 2021. We already trained more than 150 leaders –
Female Civic Leadership Alum, Angola

within their own countries only, alumni from different countries collaborated to expand their services into international territory and help each other set up their projects in new environments. One alum mentioned having worked with alumni from “many different countries” to engage in discussions on inclusivity and sustainability. One Zimbabwean alum stated they worked with a South African alum to get their TedX license, in order to further share their skills with a larger public through this platform.

Some of these collaborations were done online, and information was exchanged via WhatsApp as well. Out of the 329 respondents that are employed in the public sector, 75 (23%) confirmed having

We were working on GAIT (Generation of African Intellectual Trust) aimed at holding the government accountable for not providing providing access to quality education as promised in the constitution of the republic of Namibia. – **Male Public Management & Governance Alum, Namibia**

worked with other YALI alumni. One of these alumni mentioned they worked across governments in attempting to oppose the newly gazette anti-homosexuality laws in Uganda, and in promoting inclusivity in different countries. Another alum stated they worked on the electoral process in Zambia through the United States Embassy, promoting voter education to the wider community and monitoring the voting stations.

The overall collaborations between alumni, and with other YALI stakeholders, center around improving community services, education, and inspiring youth to continue their education and empower themselves with knowledge.

In fact, 242 out of 294 alumni (82%) who described their collaborations with other alumni, used their YALI-learned skills to educate their communities or each other on their topics and projects of interest. This demonstrates a huge sharing of capacities, knowledge, and YALI-learnings across the alumni and from the alumni in their respective communities.

5.6 Mentorship

Mentorship and coaching are important aspects of the YALI program. YALI participants have the option to sign up for a mentorship program that connects them to a suitable industry mentor. Thereafter mentees get matched to suitable mentors, which is not possible in all cases, so not every participant who signs up receives a mentor.

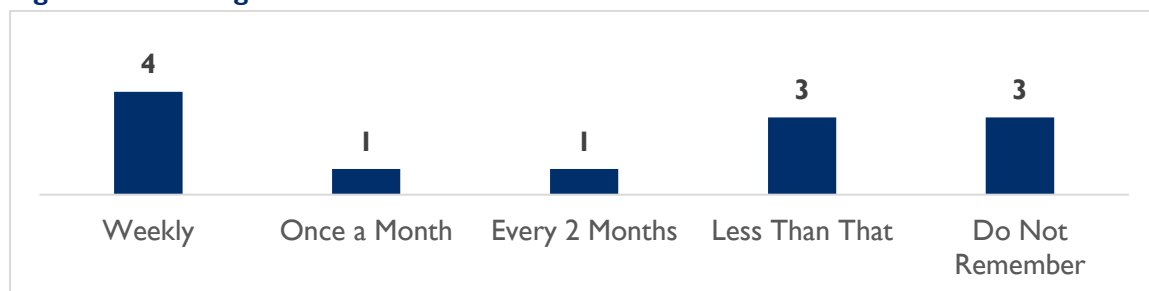
Alumni were asked whether or not they had signed up for the mentorship program. Out of the 1091 respondents, 363 (33%) stated they had indeed signed up for the program. Those who had not signed up stated that they were unaware this was an option, that they did not read the email regarding the option, or that they were too busy to further engage. As per the respondents, if more reminders of the existence of the mentorship program had been sent, it could have resulted in 95% of them signed up.

The separate survey sent to 50 alumni that completed the mentorship program, garnered 12 responses. All of them stated they signed up to gain more industry-related (soft) skills and to broaden their exposure to (civic) work. The alumni also commented on the value of the mentorship program, with a third commenting it was "extremely" or "very valuable", a third stating it was "somewhat valuable", and another third rating it "not very" or "not at all valuable".

Only four respondents (33%) completed their mentorship program. Those that did not complete their program stated this was due to non-communication with their mentors, or their mentors not having the time to meet as required. One alum stated they "[...] haven't met. We didn't even have a plan or proper communication", another alum mentioned that their "[...] mentor disappeared on me. I didn't have the best experience at all". The evidence suggests that this wide range of experiences seems to depend on the interpersonal connection between the mentors and mentees, as well as the commitment levels of both parties, particularly that of the mentors. The more engaged the mentor is, the better the experience for the mentees.

Figure 6 shows how often the mentees met with their mentors. Only a third of respondents met with their mentors weekly, and 50% either met less than once every two months (3), or do not remember at all (3).

Figure 6. Meetings with Mentors



Fortunately, some had a much better experience, with one mentioning the project management skills they learned from their mentor, and one stating "My YALI mentor is my best friend and has inspired me to sharpen my skills in relationship building, proposal writing, professional development, communications management and partnership development. The weekly sessions helped me when I was low".

5.7 Alumni Engagement and Wishlist

The YALI RLC-SA not only keeps a database of all alumni that completed their programs, they also spend time and effort in engaging with alumni after program completion.

I know that they have a vast alumni network. And I know that they have an alumni, the alumni network is structured so that there are different chapters, there are different subgroups based on industry or area of focus. I think those structures are good. As far as I know, they do provide like capacity for their capacity building for those individuals and they organize mentors.– **YALI Partner - Donor**

Each Chapter has its own WhatsApp group through which alumni can stay connected to each other as well as to YALI staff. This mode of communication is appreciated by the alumni, four of them confirmed during their interviews that they prefer the WhatsApp groups to other social media forms, as they are able to mute the group messages when they are busy and engage with the group when they have more time to do so.

Seven alumni mentioned during their interviews that they receive too much email communication from YALI and are, therefore, less engaged with the content shared with them. The sheer volume of communication stops them from focusing on the type of engagement they would like from the YALI RLC-SA Team. Table 10 shows the type of YALI engagement requested by the alumni when provided with these options to select from. As can be seen, the top 3 requests are for the RLC-SA Team to provide alumni with seminars, networking events, and for there to be Communities of Practice.

Table 10. Requested Alumni Engagements (n = 737)

	N	Percentage
Seminars/Workshops/Webinars	566	77%
Networking Events	540	73%
Communities of Practice	458	62%
Alumni WhatsApp Groups	311	42%
Newsletter	208	28%
Other	45	6%
None of the Above	5	1%

The alumni were also asked for their own suggestions for YALI engagements. Suggestions provided were funding activities or fundraising training, so that they are able to continue their entrepreneurial efforts. Seven alumni suggested (via the survey as well as via interviews) to arrange pitching competitions where funding is made available for projects that meet funding-worthy criteria.

Others suggestions made by respondents included reunions and opportunities to collaborate with fellow YALI alumni, as well as opportunities to go abroad on exchange programs, with special mention of the exchange opportunity provided through the Mandela Washington Fellowship. This was reiterated during the alumni interviews, adding that they would be interested in work and internship opportunities. The below quote by one of the YALI Partners reiterates the linkage between YALI and the U.S.

The idea of YALI was really to build a movement of the next generation of young leaders on the African continent, who have strong networks, amongst each other, a strong understanding of key development challenges on the continent as they are unfolding, and also have linkages to the US because this is a US government initiative. - **YALI Partner - Donor**

The respondents were asked what, if anything, they would like to change about their experience. Out of the 603 respondents that were part of the online cohorts, 35% (211) stated that they would like it to have been more interactive and to have gained more practical experience, or for there to be in-person reunions and opportunities to meet after the online delivery of content.

6 RECOMMENDATIONS AND CONCLUSION

6.1 Recruitment

Studies focusing on specific YALI Alumni attributes and personality traits can be conducted, by looking at those alumni who have had a large reach, started successful companies or NGOs, or have implemented successful projects. This could then inform the type of YALI participants to recruit and admit into the program to ensure a higher societal impact from the alumni. To start this process, the database of alumni has been updated with information on employment creation information and shared with YALI RLC-SA Center.

The pilot of the WASH program was successful, however, some of the alumni feedback alerted us to a misunderstanding of the focus. The alumni stated that while they were aware YALI focuses on leadership, they had the impression a stronger WASH-related content would be taught. Part of the marketing efforts for future sector-specific YALI programs could focus more heavily on explaining the intent of their YALI program and its emphasis on leadership, not solely on the sector-specific content.

6.2 Content and Facilitation

The content and facilitation of the YALI program for each of the tracks and sector-specific programs were mostly well received and deemed useful. The alumni indicated that the most valuable skills learned were those to start a business or project, and those they needed to work on still were skills to help them sustain or grow a business and project. The YALI team could incorporate more of those skills into the program, or alternatively provide the alumni with pathways to continue their learnings and growth and gain those skills elsewhere through referrals and existing YALI networks.

Content centered around inclusivity should be focused more heavily in each program. This will allow participants and alumni to develop skills to create safe (work) environments within their own businesses, projects and ventures. The follow-up conversations with alumni indicated that tolerance

is seen as an important value, but tolerance is not the same as actively ensuring a safe environment for people of all backgrounds.

The WASH program received one of the lowest NPS scores and its content was rated slightly lower than the other programs, as eight per cent stated the content was "Not very useful". This is, however, based on one respondent only, but can be taken into consideration for future WASH programs.

6.3 Mentorship

The Khulisa team has seen the efforts that the YALI Team has put into marketing the mentorship options in the various programs. The alumni still claim not to know about the option and that if they were aware, they would have signed up for mentorship with industry experts. The YALI RLC-SA team can take this into consideration when developing their communication plan in order to increase participation in the mentorship option.

Furthermore, those who did complete mentorship mentioned issues with the consistency of their mentors. More stringent vetting and briefings or engagement with mentors by the YALI Team can ensure higher commitment levels to the mentees.

Several existing scholarship programs have a pay-it-forward-structure built into their programs, where alumni are expected to engage with new participants. A similar structure could be considered for the YALI program, where alumni are encouraged to become YALI program facilitators or mentors to new participants.

6.4 Alumni Engagement

The specific requests alumni made regarding engagement activities were outlined in Section 5.7. The below recommendations are designed to meet some of the alumni expectations, and to provide discussion topics for the YALI team to consider for future outreach options.

6.4.1 SOCIAL MEDIA

Information sharing with alumni has been somewhat of a challenge, particularly in that some alumni have noted they receive too much email communication from various YALI sources. To combat this, a strong communication plan can assist in combining departmental information into less frequent, but more targeted modes of communication.

This also includes the optimization of YALI social media accounts, not just Facebook. This allows YALI alumni to follow or sign up for their chosen mode of communication, which will increase number of followers and levels of content engagement. Posting high-quality content on various platforms is key to this strategy. This can include YALI Q&A sessions, polls, showcasing alumni achievements, and more.

Categorizing content according to themes can also help alumni choose what content to follow and consume, ultimately increasing their engagement. Examples of themes would be further scholarship opportunities, career development opportunities, YALI reunion events, and the content mentioned in the previous paragraph.

One way of minimizing the number of emails or posts sent to alumni without withholding relevant information would be by creating a dashboard. This dashboard could house various websites for academic/skills development courses, memberships to join, collaboration groups, as well as assorted

projects and initiatives. This way the alumni can select which resources and announcements to look at. Each alum would have a unique ID with which they can log on to the dashboard system, where they can fully customize which content they want to receive notifications for. This could also present an opportunity for alumni to store further data, communicate with other alumni or YALI staff, and it would simplify YALI administration and ensure up-to-date contact details for the alumni. Examples of such software include Vula, used by the University of Cape Town, or ClickUp. Prior to investing in such a system, it could be useful to poll this with the alumni and strategize together to ensure the highest engagement levels.

Key to any and all communication plans is to regularly update communication channels, as users will lose interest when they see the same information for days on end. This requires a significant investment of time for the YALI RLC-SA Team.

6.4.2 REUNIONS

The alumni have been quite vocal about wanting in-person, as well as virtual reunions. For some, this meant meetings between country chapters to learn from each other's interventions and projects; for others, it was a way to reconnect with their peers. The Chapter WhatsApp groups are currently the hubs of inter-alumni communication and are used to organize smaller reunions between alumni that have the means and opportunities to meet.

Another frequently requested type of interaction with the YALI RLC team and other alumni, is the offering of masterclasses, or other seminars and workshops that YALI alumni could sign up for. To maximize on already-established partnerships and agreements, YALI alumni could be given the opportunity to attend (online) lectures or workshops offered by the YALI partners. Allowing them to slot into existing lecture/workshop/seminar structures will help them continue their professional development and solidify relationships with YALI partners.

6.4.3 EXCHANGE PROGRAM OPPORTUNITIES

The alumni stated their wish to automatically slot into the Mandela Washington Fellowship program, as this would include a visit to the United States of America. As the Mandela Washington Fellowship is another leadership program, not intended as an extension of the YALI RLC program, an automatic nomination for the Fellowship is not a viable option. It was noted however, during the final presentation of the evaluation results, that the YALI RLC alumni that do apply for the Fellowship submit exceptionally strong applications and are strong contenders.

Creating merit-based trips to meet with likeminded youth from around the world is something to consider and support. One such idea, coming from Aleta Musvoto, is to explore the possibilities of a Summer School program designed for networking purposes, where successful alumni would be exposed to international markets and connections. Such a competitive selection of participants provides another incentive for YALI participants and alumni to work towards excellence.

6.5 Sharing of Success Stories

Many of the YALI alumni have achieved excellent success and have touched many lives. It is important to share these success stories with the wider public, not solely to find more YALI participants, but also to set them up with a stronger network of potential private funders. Many funding programs are looking for civic leadership projects to support and the YALI alumni are prime candidates for such. The current social media channels can be used to profile alumni at regular

intervals, providing the general public with an opportunity to learn more about the impact of the YALI program and its alumni.

LinkedIn is particularly effective for such sharing, as it will assist both YALI and its alumni to expand their networks and connect with potential partners.

6.6 Summary of Recommendations

Table 11 below summarizes abovementioned recommendations per focus area.

Table 11. Recommendations Summary

Focus Area	Recommendation
Recruitment	Conduct studies on successful YALI Alumni to inform recruitment criteria
	Update alumni database with employment creation information
	Clarify program intent in marketing materials to avoid misconceptions
Content & Facilitation	Incorporate more skills for business sustainability
	Focus on inclusivity content
	Consider feedback from WASH program for improvements for subsequent WASH intakes
Mentorship	Improve communication about mentorship opportunities
	Ensure consistent mentor commitment through vetting and engagement
	Explore pay-it-forward model for alumni involvement in facilitating or mentoring
Alumni Engagement	Optimize communication with targeted approaches
	Enhance social media presence and content quality
	Create a dashboard system for personalized information sharing
	Plan regular updates for engagement channels
	Organize in-person and virtual reunions
	Facilitate masterclasses and workshops for professional development
	Explore merit-based international (exchange) trips and networking opportunities
Sharing Success Stories	Highlight alumni success stories on social media, especially LinkedIn
	Utilize success stories to attract funders interested in (civic) leadership projects

6.7 Conclusion

In conclusion, the YALI program has lived up to its expectations over its years of implementation. Short summaries of each of the evaluation question answers are outlined below.

6.7.1 TO WHAT EXTENT DID THE PARTICIPANTS IMPROVE SOFT LEADERSHIP SKILLS WITHIN THEIR RESPECTIVE TECHNICAL TRACKS, SUCH AS PUBLIC BUSINESS AND ENTREPRENEURSHIP, CIVIC LEADERSHIP, PUBLIC MANAGEMENT AND GOVERNANCE AND WOMEN IN AFRICAN POWER?

The respondents' pre-program understanding of their respective tracks showed that most respondents rated their understanding as good or excellent. However, the WASH and Women in Energy tracks indicated a need for increased understanding through the program. The respondents' post-program understanding of their tracks showed that the respondents reported an overall increased understanding after completing YALI.

The NPS score of 74 for the overall YALI program reflects high satisfaction, calculated from respondents' likelihood to recommend the program. NPS scores per track show that Women in Energy received the highest score, while Public Management & Governance and Civic Leadership also had notable scores.

This information collectively confirms that participants' understanding of their tracks improved after completing the YALI program, their soft skills developed and improved, and the NPS scores suggest a strong level of satisfaction and likelihood to recommend the program.

6.7.2 TO WHAT EXTENT IS THE RLC-SA PROGRAM ALIGNED TO THE IDENTIFIED PROBLEMS?

The YALI program is centered around leadership and aims to address issues within African communities. The evaluation results included a partner's vision of the YALI program and a donor's motive to build a network of young professionals.

The content of the YALI program was rated by respondents in terms of usefulness. The majority of respondents found the content very useful. Alumni reported using the program materials in their current jobs and entrepreneurial endeavors, confirming its relevance to their day-to-day lives. Alumni were asked to rate their facilitators, and most respondents rated them as "great" or "good," indicating high standards. The positive changes seen in themselves post-YALI participation were reported by 97% of respondents. Out of those, 77% attributed these changes to the YALI program.

The program aims to instill emotional intelligence, ethical leadership, and inclusivity. The alumni provided data on how they rated themselves in these aspects, such as recognizing their emotions' impact on performance and confronting unethical actions in others. The inclusivity aspect was highlighted, with alumni indicating which areas of diversity they actively promoted. The results showed respondents supporting various areas of inclusivity, along with individual country insights.

Overall, the results outlined that the YALI program aligns with the identified problems by fostering skills and attributes needed for effective leadership and addresses key aspects of leadership, ethics, and inclusivity in each of the tracks and sector-specific programs.

6.7.3 TO WHAT EXTENT DID THE YALI RLC-SA GRADUATES HAVE INCREASED LEVELS OF NETWORKING AND COLLABORATION AMONG THEMSELVES AND WITH SUPPORTING STAKEHOLDERS?

The YALI program aims to encourage communication and collaboration among alumni. The evaluation survey asked alumni whether they had worked with other alumni, and 41% stated that they had done so or are currently working with other alumni. Collaboration between alumni is

highlighted as a key outcome of the program. The evaluation found that alumni collaborated to combine skills, share strategies, and expand their services internationally. Some collaborations were completed online, using platforms like WhatsApp.

The results also showcase mentorship, which is an important aspect of the YALI program. Alumni had the option to sign up for a mentorship program that connected them to industry mentors. A portion of the alumni signed up for this program; however, their experiences varied. The effectiveness of the mentorship program seems to depend on the interpersonal connection and engagement levels of mentors.

Alumni engagement is emphasized, with the YALI program making efforts to stay connected with alumni after program completion. WhatsApp groups and other modes of communication are used to engage with alumni and alumni use these platforms to engage with each other as well.

The alumni's future engagement preferences showed that the majority of alumni requested seminars, workshops, webinars, networking events, and communities of practice. Alumni suggestions for engagement include funding activities, pitching competitions, reunions, exchange programs, work and internship opportunities, and more interactive and practical experiences.

The results provided insights into the high levels of collaboration among YALI RLC-SA graduates, the mentorship program's impact, and the alumni's engagement preferences and suggestions.

6.7.4 TO WHAT EXTENT DID THE YALI RLC-SA GRADUATES DEMONSTRATE LEADERSHIP BEHAVIORS IN THEIR COMMUNITIES, BUSINESSES, AND GOVERNMENTS?

The results showed the alumni partake in knowledge sharing, and the use of YALI-learned skills for community education and improvement. These are important aspects of leadership and demonstrate the impact of YALI RLC-SA graduates in their communities and beyond. The evaluation showed that YALI graduates showcased leadership qualities, initiated positive changes, influenced decision-making, managed conflicts, fostered inclusivity, empowered others, and displayed ethical and responsible leadership practices within their respective contexts, whether in businesses, governments, or communities.

Most respondents work in the private sector, where they influence their direct communities and businesses they interact with. One alum stated having worked with and at the United States Embassy in Zambia to increase voter rights knowledge for the general public during the Zambian election period. More specific examples and stories of government-influence can be collected in future from the cohort that works, or has worked, in the public sector.

7 ANNEXES

7.1 Tools

7.1.1 ALUMNI SURVEY TOOL

YALI Alumni Survey

You are receiving this survey, as you are an alum of the Young Africa Leaders Initiative (YALI).

This year (2023), the YALI-Regional Leadership Center, Southern Africa (YALI RLC-SA) commissioned an independent and external consulting company (Khulisa Management Services: WWW.KHULISA.COM) to evaluate the RLC-SA programmes.

Kindly take **20 minutes** of your time to complete it. Your honest and frank opinions are important to improve the programmes going forward. Your responses will be kept strictly **confidential**. We are only asking for your personal details to ensure we can allocate the correct track, training year, and cohort content to your profile, or to follow up personally with a short interview. This information and your individual responses will not be shared with YALI.

The information collected will be used to determine whether program objectives have been obtained, and to inform any program changes.

Please note that your participation is entirely **voluntary** and you will not be disadvantaged in any way should you choose to withdraw or not participate.

Thank you for taking the time to complete this survey. If you have any questions or concerns, please contact Tamar Boddé-Kekana at TBODDE-KEKANA@KHULISA.COM

Do you consent to participate in this survey?	<input type="checkbox"/> Yes <input type="checkbox"/> No
First Name	<input type="text"/>
Surname	<input type="text"/>
Date of Birth	<input type="text" value="DD/MM/YYYY"/>
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other <input type="checkbox"/> Prefer not to say
Country of Birth	<input type="text"/>
City/Town of Birth	<input type="text"/>

<p>Would you classify your birth area as rural or urban?</p>	<p><input type="checkbox"/> Rural <input type="checkbox"/> Urban</p>
<p>Country of Current Residence</p>	<p><input type="text"/></p>
<p>City/Town of Current Residence</p>	<p><input type="text"/></p>
<p>Would you classify the place (town, city, plot) you currently live in as rural or urban?</p>	<p><input type="checkbox"/> Rural <input type="checkbox"/> Urban</p>
<p>What is your highest level of education obtained?</p>	<p><input type="checkbox"/> Doctorate <input type="checkbox"/> Master's Degree <input type="checkbox"/> Honours Degree <input type="checkbox"/> Undergraduate Degree <input type="checkbox"/> Vocational qualification/TVET qualification <input type="checkbox"/> Secondary School completion (e.g. Matric or High School Diploma) <input type="checkbox"/> Did not finish Secondary school <input type="checkbox"/> Other (please specify)</p> <p><input type="text"/></p>
<p>What is your current economic status?</p>	<p><input type="checkbox"/> I am self-employed or a solo entrepreneur <input type="checkbox"/> I am an entrepreneur that employs other people <input type="checkbox"/> I am employed (Part Time or Full Time) and have a side hustle/business <input type="checkbox"/> I am employed (Part Time or Full Time) and intend to become an entrepreneur at some stage in the future <input type="checkbox"/> I am employed (Part Time or Full Time) and have no intention to become an entrepreneur <input type="checkbox"/> I am unemployed</p>
<p><i>Skip pattern</i> If entrepreneur that employs other people</p>	
<p>How many people do you employ?</p>	<p><input type="checkbox"/> 1 – 4 employees <input type="checkbox"/> 5 – 9 employees <input type="checkbox"/> 10 – 49 employees <input type="checkbox"/> 50+ employees</p>
<p><i>Skip pattern</i> If entrepreneur/ employed, respond to the question below</p>	
<p>In which sector is the organisation you work for?</p>	<p><input type="checkbox"/> Public sector <input type="checkbox"/> Private sector <input type="checkbox"/> NPO/NGO <input type="checkbox"/> Social Enterprise <input type="checkbox"/> Other (please specify):</p> <p><input type="text"/></p>

What made you apply for the YALI programme?

YALI Training Questions

How would you rate the content taught to you during your YALI training?

- Very useful
- Useful
- Somewhat useful
- Not very useful
- Not at all useful
- I do not remember

Can you provide an example of why you provided this rating for your YALI training content?

How would you rate the overall quality of your facilitators during your YALI training?

- Great
- Good
- Neutral
- Bad
- Very bad
- I do not remember

Can you provide an example of why you provided this rating?

If there is one thing you could change about the YALI curriculum content

and delivery, what would it be?

Please explain your abovementioned answer.

YALI Mentorship Questions

Did you sign up for the mentorship programme?

Yes
 No

Skip pattern
If YES:

Note: participants will be sent a separate short mentorship questionnaire by Khulisa

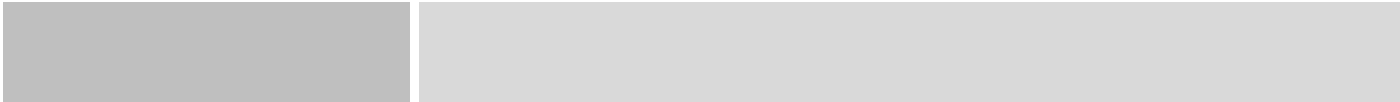
Skip pattern
If NO:

Why didn't you sign up for the mentor programme?

Under different circumstances, would you have signed up for the mentor programme?

Yes
 No

Skip pattern
If YES:
What would have been beneficial to you and would have pushed you to sign up for the mentor programme?



Use of YALI-learned Skills Questions

<p>Please share with us an example of how you've applied what you've learned as YALI alum within <u>your community</u> since completing the training?</p>	<div style="border: 1px solid black; height: 100px;"></div>
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<p>Is there someone that can confirm this story?</p>	<p>Name <input type="text"/></p> <p>Email <input type="text"/></p> <p>Phone Number <input type="text"/></p> <p>Relationship to you <input type="text"/></p>
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<p>Please share with us an example of how you've applied what you've learned as YALI alum within any <u>organisation</u> you have worked for since completing the training?</p>	<div style="border: 1px solid black; height: 100px;"></div>
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<p>Is there someone that can confirm this story?</p>	<p>Name <input type="text"/></p> <p>Email <input type="text"/></p> <p>Phone Number <input type="text"/></p> <p>Relationship to you <input type="text"/></p>
--	---

<p>What were the <u>most valuable skills</u> you learned</p>	<p><input type="checkbox"/> Skills to help me start a business/project</p> <p><input type="checkbox"/> Skills to help me grow a business/project</p> <p><input type="checkbox"/> Skills to help me sustain a business/project</p>
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<p>through participating in the YALI training?</p>	
<p>What skills do you still need to work on after participating in the YALI training?</p>	<p><input type="checkbox"/> Skills to help me start a business/project <input type="checkbox"/> Skills to help me grow a business/project <input type="checkbox"/> Skills to help me sustain a business/project</p>
<p>Have you noticed any <u>positive</u> changes in yourself since completing the YALI program?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><i>Skip pattern</i> If YES, please explain what positive change(s) you have noticed</p>	
<p><i>Skip pattern</i> If YES, do you think these changes would have occurred without the YALI programme?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>What was the one most valuable skill you learned through the YALI programme?</p>	

YALI Alumni Collaboration Questions

<p>Have you ever collaborated with any other YALI alum since completing the training?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><i>Skip pattern</i> If yes, respond to the questions below</p>	
<p>How many different alumni have you worked with? (Please enter a number)</p>	
<p>Who did you work with? (Please list all names of alumni you've worked with)</p>	

Please share what you collaborated on with YALI alumni:

Track-specific Questions

YALI alumni could have enrolled in any one of the following programme tracks or sector programmes:

- Business & Entrepreneurship Development
- Civic Leadership
- Public Management & Governance
- Education Changemakers
- WASH
- Women in Energy

The next set of questions focuses on the programme track that **YOU** participated in.

How would you rate your understanding of your programme track/sector programme prior to completing your YALI training?

- Excellent
- Good
- Adequate
- Needed improvement
- Underdeveloped
- I do not remember

How would you rate your understanding of your programme track/sector programme now after having completed your YALI training?

- Excellent
- Good
- Adequate
- Needs improvement
- Underdeveloped

Emotional Intelligence
Please rate the following statements (matrix)

- 1 = Underdeveloped
- 2 = Needs improvement
- 3 = Adequate
- 4 = Good
- 5 = Excellent

- I recognise how my feelings affect my performance
- I present myself with self-assurance; I have "presence"
- I smoothly handle multiple demands, shifting priorities and rapid change
- I seek out fresh ideas from a wide variety of sources
- I am decisive and able to make sound decisions despite uncertainties and pressures

<p>Ethical Leadership Please rate the following statements (matrix)</p>	<p>1 = Underdeveloped 2 = Needs improvement 3 = Adequate 4 = Good 5 = Excellent</p>
	<p><input type="checkbox"/> I meet commitments and keep promises <input type="checkbox"/> I admit my own mistakes <input type="checkbox"/> I confront unethical actions in others <input type="checkbox"/> I take tough, principled stands even if they are unpopular <input type="checkbox"/> I build trust by being reliable and authentic</p>
<p>In which diversity areas do you feel you actively promote an inclusive environment? (select any or none)</p>	<p><input type="checkbox"/> Gender diversity <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Race <input type="checkbox"/> Age <input type="checkbox"/> Nationality <input type="checkbox"/> Ethnicity <input type="checkbox"/> Religion <input type="checkbox"/> Disability Status</p>
<p>Do you feel the work you do can be done by anyone with the same competencies, regardless of sexual identity, race, disability, or nationality?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Please elaborate on your above answer:</p>	<div style="border: 1px solid black; height: 120px;"></div>
<p>Through your YALI programme, you pitched a business idea. What makes your business idea sustainable?</p>	<div style="border: 1px solid black; height: 136px;"></div>

Future Engagement Questions

<p>Which activities would be most valuable and interesting to you?</p>	<p><input type="checkbox"/> Newsletter <input type="checkbox"/> Networking Events <input type="checkbox"/> Alumni WhatsApp groups <input type="checkbox"/> Seminars/Workshops/Webinars</p>
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	<input type="checkbox"/> Communities of Practice (CoP) <input type="checkbox"/> Other, please specify
<p>On a scale from 1-10. How likely are you to recommend the YALI training to others?</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10

7.1.2 MENTORSHIP SURVEY TOOL

YALI Mentorship Survey

You are receiving this survey, as you were part of the mentorship programme of the Young Africa Leaders Initiative (YALI).

This year (2023), the YALI-Regional Leadership Center, Southern Africa (YALI RLC-SA) commissioned an independent and external consulting company (Khulisa Management Services: WWW.KHULISA.COM) to evaluate the RLC-SA programmes.

Kindly take **2 minutes** of your time to complete it. Your honest and frank opinions are important to improve the programmes going forward. Your responses will be kept strictly **confidential**. We are only asking for your personal details to ensure we can allocate the correct track, training year, and cohort content to your profile, or to follow up personally with a short interview. This information and your individual responses will not be shared with YALI.

The information collected will be used to determine whether program objectives have been obtained, and to inform any program changes.

Please note that your participation is entirely **voluntary** and you will not be disadvantaged in any way should you choose to withdraw or not participate.

Thank you for taking the time to complete this survey. If you have any questions or concerns, please contact Tamar Boddé-Kekana at tbodde-kekana@khulisa.com

What made you sign up for the mentorship programme?

Did you complete your mentorship?	<input type="checkbox"/> Yes <input type="checkbox"/> No
How often did/do you meet with your mentor? (select one)	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Once every two weeks <input type="checkbox"/> Once a month <input type="checkbox"/> Once every two months <input type="checkbox"/> Less than once every two months <input type="checkbox"/> I do not remember
How valuable was YALI mentoring to you? (select one)	<input type="checkbox"/> Extremely valuable <input type="checkbox"/> Very valuable <input type="checkbox"/> Somewhat valuable <input type="checkbox"/> Not very valuable <input type="checkbox"/> Not at all valuable
What was the best part of having a YALI-mentor?	

7.2 Countries of Respondents (1337 responses)

Country	Responses	Possible Responses	Percentage
Madagascar	122	362	34%
Botswana	158	493	32%
Lesotho	69	280	25%
Zambia	173	717	24%

Malawi	162	700	23%
Zimbabwe	159	705	23%
Kingdom of Eswatini	47	218	22%
Namibia	62	319	19%
Seychelles	10	57	18%
Mozambique	87	501	17%
Angola	63	371	17%
Other	9	55	16%
Comoros	8	61	13%
South Africa	189	1661	11%
Mauritius	19	167	11%

7.3 Countries of Respondents (698 full responses)

Country	Responses	Possible Responses	Percentage
Botswana	96	493	19%
Madagascar	63	362	17%
Zimbabwe	95	705	13%
Zambia	93	717	13%
Lesotho	36	280	13%
Malawi	86	700	12%
Namibia	39	319	12%
Seychelles	6	57	11%
Kingdom of Eswatini	17	218	8%
Other	4	55	7%
Mauritius	11	167	7%
Comoros	4	61	7%
Angola	24	371	6%
Mozambique	32	501	6%
South Africa	92	1661	6%

For more information, contact:

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