



JA Africa

100 YEARS OF ACHIEVEMENT

A Member of JA Worldwide

# JUNIOR ACHIEVEMENT AFRICA

Company  
Program  
Evaluation



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## ACRONYMS AND ABBREVIATIONS

**CP** - Company Program

**IS** – In School

**OOS** – Out of School

**JA Africa** – Junior Achievement Africa

**JAN** – JA Nigeria

**JAK** – JA Kenya

**JAZ** – JA Zambia

**JASA** – JA South Africa

**JAU** – JA Uganda

**SDG** – Sustainable Development Goal

## FOREWORD FROM JUNIOR ACHIEVEMENT AFRICA CEO

I am pleased to share this report from JA Africa, which represents the first time we have conducted an impact study of our flagship entrepreneurship education program, called the Company Program. This report paints a picture of impact and the potential that entrepreneurship education must change the narrative about youth unemployment in Africa.



It takes the average young person in Africa up to six years to find their first job. We know that our economies are not creating as many jobs as our schools are producing graduates every year. In fact, we only create 3 million job continent-wide every year, for the 12 million youth who enter the workforce. At JA Africa, we believe we have a roadmap to change that.

As African governments acknowledge the crisis of youth unemployment and seek ways to address it, we believe that our impactful entrepreneurship education programs present an option for governments to explore and that mainstreaming this education at scale within school curricula can have a catalytic effect.

Studies have shown that young people are more likely to hire their peers when they start businesses. Imagine what could happen if each young entrepreneur creates just five jobs! They could become engines of job growth on the continent. For that to happen we need to set them up for success. Young people typically only have access to business education at university level, yet only 10% of our youth can get a university education. Therefore, our biggest opportunity for impact is in middle and high school, much earlier in their academic careers.

At JA Africa, we are powered by our important mission to help equip Africa's next generation of business leaders to be ready for their futures. This mission is manifested in all 15 countries in sub-Saharan Africa where JA works, carrying on a global legacy of 100 years of preparing young people for the world of work.

I believe that JA Africa is well positioned to serve as a catalyst for this change which is needed. Building on our three core pillars of financial literacy, work readiness and entrepreneurship, JA Africa continues to explore innovative and impactful ways to mobilize, motivate and move Africa's young people to the next level.

We stand at the crossroads of business and philanthropy. We are committed to leveraging all the resources available to us to ensure that young people are equipped with the skills they need to compete with their peers across the world.

JA Africa strives to continually explore ways to help young Africans become more competitive and better equipped. We are committed to working at scale in all our countries, tackling the challenge we face by large orders of magnitude in order to stem the growing tide of youth unemployment.

I'm thrilled at the opportunity to engage stakeholders from various sectors to leverage our combined resources to reach our common goal of overcoming the challenge of youth unemployment in Africa.

I welcome you to become a part of our important mission!

**Elizabeth Bintliff**

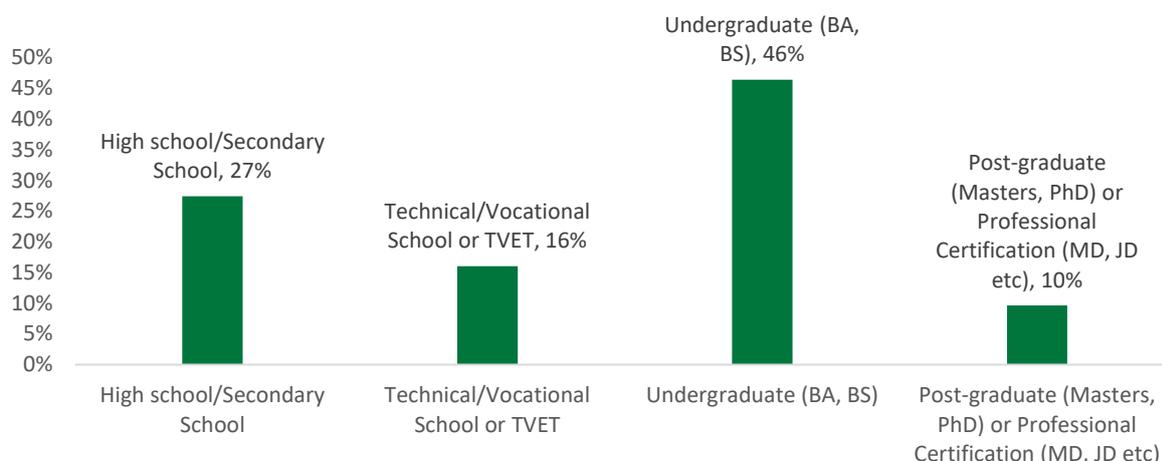
# 1. COMPANY PROGRAM EVALUATION METHODOLOGY

The Company Program evaluation was conducted with the support of Ms. Susan Chaffin from SBC Global Advisors over a six-month period. It employed quantitative and qualitative approach to data collection for robust analysis in an efficient manner. The evaluation relied on convenience samples, while attempting to achieve representative samples. The quantitative assessment relied on the administration of a survey to JA alumni who had participated in the program five or more years ago. 607 alumni took part in the quantitative survey with a relatively equal gender mix.

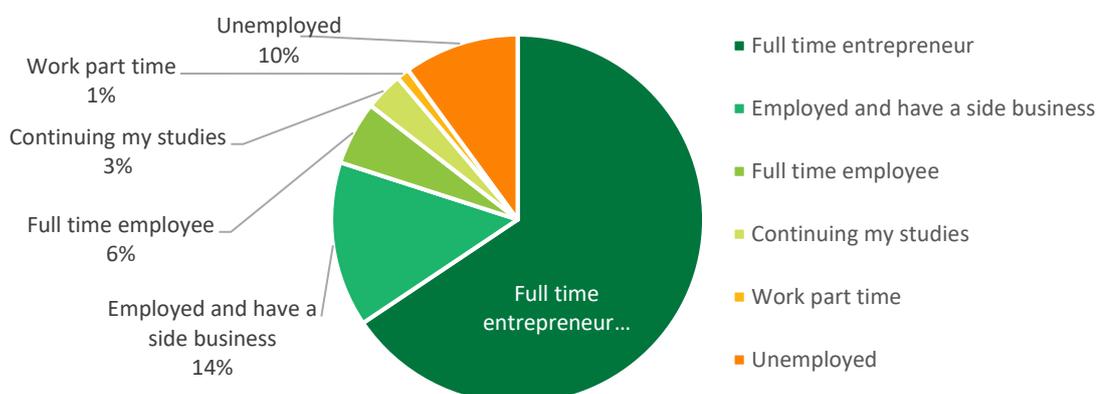
**Table 1: Survey Responses by Country and Gender**

	Kenya	Nigeria	S Africa	Uganda	Uganda OOS	Zambia	TOTAL
<b>Male</b>	16	38	55	114	58	14	<b>395</b>
<b>Female</b>	13	31	131	83	32	22	<b>312</b>
<b>Responses</b>	29	69	186	197	90	36	<b>607</b>

**Figure 1: In School Alumni Highest Level of Education Attained**



**Figure 2: OOS Alumni Uganda Career Status (OOS 90)**



Field research took place in Kenya and Nigeria where staff assisted in organizing site visits which entailed interviews with alumni, teachers, mentors, corporate partners and a Board member. The

evaluator visited several schools for direct observation and led two focus groups, thereby enabling access to information from a wider perspective. Alumni interviews were semi-structured to allow information to flow easily, consistent with outcomes harvesting techniques. Executive Directors and CP Program Managers in each of the countries provided background information and context.

Thirty-six alumni interviews were conducted in total in total; including 12 in Kenya, and seven in Nigeria. The remaining 17 interviews, comprised of three alumni in South Africa, eight in Uganda and six in Zambia, took place remotely. Eighteen alumni participated in the focus groups comprised of six alumni in Kenya and 12 alumni in Nigeria.<sup>1</sup> There was an equal split between males and females among the 52 alumni who participated in the qualitative research. The majority of alumni who took part in the interviews were in the capital city, urban or peri-urban areas given the need for proximity during the field research and ease of access to the Internet for interviews conducted by WhatsApp.

### **Box 1: Sample Questions for Semi-Structured interviews and Focus Groups**

1. What was your motivation for participating in JA?
2. What are the main soft skills you improved upon/acquired as a result of participating in JA?
3. What are the main technical skills you acquired as a result of participating in JA?
4. How would you describe your experience in JA?
5. What did you get out of participating in JA? What are the most powerful takeaways that you would like to share?
6. What do you do currently? How have you applied what you learned in JA to your career and life choices?
7. How has participating in JA benefitted you?
8. Would you recommend JA to others?
9. What skills do you think are important for youth in your country to succeed in entrepreneurship and in life?
10. Do you have any recommendations for JA?

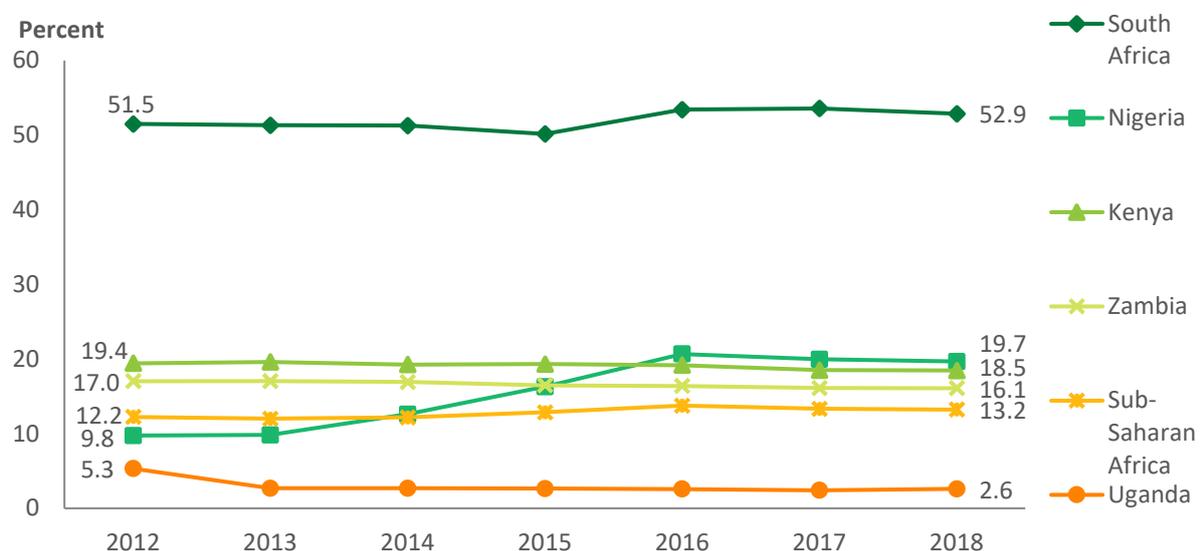
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<sup>1</sup> Two JA Nigeria (JAN) alumni participated in both the focus group and an interview with the evaluator.

## 2. YOUTH IN AFRICA

Africa’s large and growing youth population faces immediate and growing employment and skills challenges. 60 percent of the population of sub-Saharan Africa, about 37 percent of its workforce, are under age 25. By 2025, two-thirds of Africa’s population is projected to be under 25, and Africa will be home to 25% of the world’s youth population. Yet, opportunities are not growing along with the size of this population. Countries in sub-Saharan Africa are characterized by high rates of youth unemployment, and every year approximately 7 to 10 million young people in the region enter into a weak labor market, where high unemployment, low productivity, and poverty-level income are commonplace.

**Figure 3: Youth Unemployment Trend (%) 2012-2018**

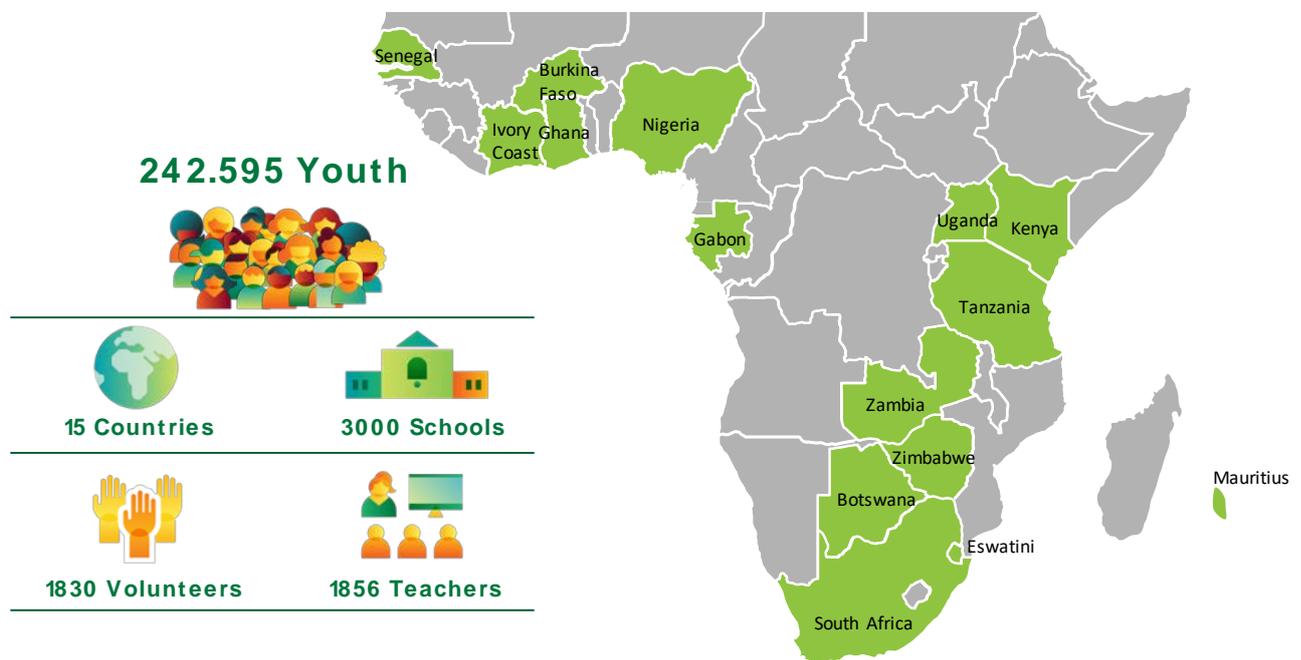


Entrepreneurship has the significant potential to alleviate, or at least mitigate, this persistent economic stress, and to address the underlying social and environmental challenges faced by Africa’s youth. A focus on entrepreneurship will lead to improvements in youth circumstances and employability that will be pivotal to the sustainable growth and future prosperity of the African continent.

The Global Entrepreneurship Index (GEDI) 2018 scores countries based on three pillars of entrepreneurship - defined as attitude, abilities and aspiration - and notes that sub-Saharan Africa’s greatest strength is in the area of opportunity perception (the ability to recognize business opportunities). Technology-driven innovations in agriculture, healthcare and access to clean energy are also on the rise. But more investment in human capital is required. GEDI ranks the region lower on average in the areas of startup skills, risk acceptance, and risk capital. The general risk climate is not as favorable as in other regions, and capital availability lags other regions.

### 3. JUNIOR ACHIEVEMENT AFRICA VISION AND MISSION

Junior Achievement (JA) Africa is one of the largest organizations in Africa working on youth economic empowerment. JA Africa is a member of JA Worldwide, which is celebrating its 100<sup>th</sup> anniversary in 2019, and which is one of the world’s largest youth-focused NGOs. JA Africa has a presence in 15 countries in sub-Saharan Africa and collectively reaches more than 240,000 youth each year. We work in partnership with local ministries of education in each country to deliver our programs in schools, working in almost 3,000 schools each year. And we are well-established: JA South Africa is experiencing its 40<sup>th</sup> anniversary, and JA Nigeria and JA Kenya are both marking two decades of operation.



JA programs demonstrate to students the value of an education, bridge the gap of what they are learning in the classroom with what they need in the real world to thrive, and equip them with the skills and tools they need to be more successful in school and their future careers. Our programs prepare students to manage their finances proactively, become entrepreneurs, and develop skills that will be recognized and valuable in a global workforce.





As a result of this program, participants develop business knowledge and skills anchored in practical experience: in assembling products or providing services, product and service marketing and sales, customer data gathering, analyzing and interpreting data, consensus building, self-assessment, entrepreneurial acumen, public speaking, leadership, and the art of competition.

### **Phase 1: Inspire**

Key Objectives: Get to know each other, including strengths and motivations; develop group working norms; consider possible products and business models; and learn about the roles available within the company.

### **Phase 2: Unite**

Participants are exposed to the parameters of a successful business venture. They explore mechanisms for funding business ideas, work on product pitching, establish the details of the student company (using the business model canvas), clearly define the proposed value proposition, finalize the mission, and establish the organizational structure and department functions and individual responsibilities.

### **Phase 3: Build**

Students create an accountability framework and department work plans, develop and establish Key Performance Indicators (KPI), quantify start-up capital needs and operational resources, identify a break-even point, and create a business plan.

### **Phase 4: Launch**

Participants implement the strategy defined by the business plan and apply department work plans. They move through production of product / delivery of service, conduct sales and maintain records.

### **Phase 5: Achieve**

Participants learn the steps to close a business, share learning outcomes and successes in a variety of formats, conduct a final status meeting, and prepare a report to shareholders.

The Company Program takes place over 12-20 weeks for in-school youth and 16 weeks for out-of-school youth, and is composed of a core curriculum that introduces the student to basic business skills: business, product and service ideation, market research, financial management, raising capital, data analysis and costing, production planning and process, sales and marketing, and human resources. Students gain the technical skills important for starting a business. In addition, they acquire complementary soft skills, with an emphasis on areas like teambuilding, brainstorming, and oral and written communication, which are essential both for managing a successful business and for work readiness. Financial literacy, with a focus on the theoretical and practical aspects of finance (such as budgeting, financial reporting and accountability), is a core component of the Company Program. JA local offices, as members of the worldwide network, tailor the flagship Company Program to conditions in their country, translating the manual into a local language when it makes sense, and adapting relevant examples, currencies and references.

Effective curriculum delivery depends in large part on the knowledge, style and expertise of the instructors. JA's model depends on volunteers, drawn mostly from employees of our corporate funders and from the local business community, who share their expertise by providing mentorship to students. These volunteers employ a variety of hands-on activities and technological supplements to foster innovative thinking and problem solving, providing business skills that will prove valuable as the students in these programs begin to consider higher education and career choices. Besides

corporate volunteers, JA also engages school teachers within the formal school system to teach the programs in the classroom. In countries where the culture of volunteerism is not as mature, JA uses paid facilitators: experienced individuals who bringing knowledge of specific subjects and the expertise to deliver the curriculum effectively.

**Table 3: Company Program Overview (In-school)**

<b>Metric</b>	<b>Detail</b>
<b>Topic</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>• 12 – 20 weeks</li> </ul>
<b>Target participants</b>	<ul style="list-style-type: none"> <li>• High school students</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Enable cross-student collaboration to start and run a business</li> <li>• Equip students with the skills to establish a business</li> <li>• Increase chances of students to enter tertiary level education, particularly in business</li> <li>• Improve employability of students</li> </ul>
<b>Skills developed</b>	<ul style="list-style-type: none"> <li>• Soft skills               <ul style="list-style-type: none"> <li>– Brainstorming, consensus building, critical thinking, oral and written communication</li> </ul> </li> <li>• Technical skills               <ul style="list-style-type: none"> <li>– Gathering and organizing information; interpreting production inventory</li> </ul> </li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Introduction to Business</li> <li>• Product &amp; Service Ideation</li> <li>• Market Research</li> <li>• Financial Management</li> <li>• Raising Capital</li> <li>• Data Analysis and Costing</li> <li>• Production Planning and process</li> <li>• Sales and Marketing</li> <li>• Human Resources</li> <li>• Liquidation</li> </ul>

**Table 4: Company Program Overview (Out-of-school)**

<b>Metric</b>	<b>Detail</b>
<b>Topic</b>	<ul style="list-style-type: none"> <li>• Entrepreneurship</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>• 16 weeks</li> </ul>
<b>Target participants</b>	<ul style="list-style-type: none"> <li>• Out-of-school youth</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Address high school dropout and low school enrollment rates in Africa</li> <li>• Provide business and financial knowledge to under-educated youth who can master a technical skill</li> <li>• Expand and enhance career options of marginalized youth</li> <li>• Bring entrepreneurship training out of the classroom</li> </ul>
<b>Skills developed</b>	<ul style="list-style-type: none"> <li>• Soft skills <ul style="list-style-type: none"> <li>– Self Esteem, Ethics, Goal Setting, Time Management</li> </ul> </li> <li>• Technical skills <ul style="list-style-type: none"> <li>– Business, Financial Literacy</li> </ul> </li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Introduction to business (including Product &amp; service ideation, Market research, Financial management, Raising capital, Costing, Production planning and process, Sales &amp; Marketing, Human resources)</li> <li>• Financial Literacy</li> <li>• Mentoring</li> <li>• Field Trip</li> <li>• Industry-specific Apprenticeship</li> <li>• Access to Finance</li> </ul>

JA operates in a variety of settings, from those characterized by rapid modernization to those suffering from economic stagnation. Although each of the countries has adapted the Company Program to conditions in their country, the program structure remains fundamentally the same across the region, with some specializations. For example, JA South Africa has revised its program Guide to include digital content. JA Kenya is introducing the Guide online. LEAD Camp®, a program which JA Nigeria created to offset gender bias that favors men in the workplace, introduces ambitious female Company Program alumni to successful businesswomen whose entrepreneurial careers can serve as a practical example. Ultimately, about three quarters of students take part in business competitions and benefit from direct mentorship.

Education policy, the enabling environment, access to funding (both public and private), and the existence of a volunteer culture for mentorship are some of the variables affecting the local offices. Additional defining factors include economic and social conditions, perceptions toward entrepreneurship, attitudes toward women in leadership, availability of trained teachers, and differences among school systems. In some countries, for example, boarding schools are more predominant than day schools. Also, single sex schools may in some cases be the norm, as opposed to schools with both boys and girls. Educational policy and government relations also affect Company

Program implementation. While Ministries of Finance are open to programs promoting financial literacy, Ministries of Education have been slower to accept or adapt curriculum to current circumstances calling for entrepreneurial education for in-school and out-of-school youth. While educational policy is slow to change, the potential is there for partnership and collaboration with the Government that would enable JA to access resources in order to expand more quickly.

## **ALUMNI SPOTLIGHT – TAKUDZWA MUSONZA, JA ZIMBABWE ALUMNUS**

Takudzwa, a chartered accountant, is the executive assistant of the CEO and Founder of Masawara Group of Companies, a leading Zimbabwean investment company. Takudzwa Musonza was recently named a Rising Star in Business by Zimbabwean business consulting firm, July 28 Consulting. In a recent interview with July 2018 Consulting he credited JA Africa for planting the initial seeds of entrepreneurship in him. He has remained an active member of and mentor in JA Zimbabwe since high school.



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*“I am very passionate about Junior Achievement and I believe this is the way to educate our youth about changing Africa and the world! I am a proud Alumnus.”*

*– JA Zimbabwe Alumnus*

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## 5. COMPARISON OF JA COMPANY PROGRAM WITH TRADITIONAL EDUCATION IN AFRICA

The formal education system has not caught up to conditions found in the 21<sup>st</sup> century in Africa, including the role of technology and the importance of financial literacy as a life skill. And government educational policies are changing at a more relaxed pace than elsewhere in the world. It's not surprising, then, that entrepreneurship is rarely taught in school.

In this context of lagging classroom reform, JA partners with schools that embrace its values, materials and teaching methods. JA aims to instill a sense of self-efficacy in students that results in behavior change through applied learning methods, course content, interaction with teachers, exposure to business professionals and behavior modeled by JA volunteers and mentors. Schools that seek to address the shortcomings of the traditional academic curriculum form meaningful and lasting partnerships with JA to roll out the Company Program, and these schools rely on JA to equip teachers and volunteers with the necessary teaching skills as well for much needed resources. Funding and receptivity by school administrators drive program penetration rates.

**Table 5: Comparison between traditional schools and the Company Program**

	Traditional	 <b>Program</b>
<b>Subject Content</b>	Traditional subjects. Students are tracked into an area such as science, accounting, commerce, and communication.	Business skills and entrepreneurship, financial literacy, sales, market research. New and challenging content.
<b>Course Relevance</b>	Traditional curriculum.	Real world problems that impact society.
<b>Trends in technology</b>	Technology is slowly being incorporated in the educational system.	Digital content is leveraged, and digital skills are taught. Tech innovation is encouraged.
<b>Type of Knowledge</b>	Often theoretically-based	Practical and skills-based.
<b>Method of Teaching</b>	Book learning. Classroom lectures.	Experiential and classroom lecture following Company Program Guide.
<b>Style of Learning</b>	Based on memorization. Student consumes information.	Applied learning. Hands-on approach. Student as co-creator. Critical thinking.
<b>Teaching Method</b>	Traditional pedagogy.	From Company Program Guide and participatory. Student takes an active role in learning.
<b>Style of Teaching</b>	Teacher leads classroom lectures. Student does not speak unless called upon.	Varied experience. Classroom lecture, job shadow, site visits, establishing a company.

	<b>Traditional</b>	 <b>Program</b>
<b>Student Attitude</b>	Student initiative and originality not encouraged. Performance/test oriented.	Excited to learn new skills that relate to the “adult” world beyond the school campus.
<b>Performance Measurement</b>	Test scores and exam performance are the focus. Attention to top students & class leaders. Not inclusive of students with varying abilities.	Number of shares sold, products developed, revenues and profit. Performance at competitions. Number of solutions identified. Everyone included based on contribution.
<b>Student’s Emotional Experience</b>	Self-worth is based on academic performance. The same yardstick is applied to all students regardless of whether they are academically inclined or not.	Students feel inspired, encouraged, challenged, uplifted, and stimulated by new material. Non-academic students included. Awareness of everyone’s unique strengths.
<b>Perception of the Teacher and their Role</b>	Teacher as the authority. Top down. Student is deferential.	Student is empowered. Student leadership and decision makers. Many JA teachers become lifelong mentors.
<b>Communication</b>	Teacher leads, students follow. Students remain quiet and reserved.	Students learn to assert themselves, to speak up and to articulate their ideas clearly. Teamwork and negotiation are modeled.
<b>Creativity and Innovation</b>	School is an environment of routine. Things are often done the same way as in the past.	Creativity and innovation are encouraged. All ideas are open for consideration. critical thinking and brainstorming are taught.

## 6. JUNIOR ACHIEVEMENT COMPANY PROGRAM IMPACT

The Regional Office of JA Africa has undertaken an evaluation of the Company Program across five core countries: South Africa, Kenya, Nigeria, Uganda, and Zambia. The goal of the evaluation was to assess the impact of the Company Program on entrepreneurial outcomes of alumni who participated in the program five or more years ago, and to gain insights for improving the program effectiveness related to content, structure, and applied methods in the African context.

The evaluation was aligned with JA's theory of change and the desired outcomes from the Company Program and addressed three main areas:

1. The impact on perceptions of entrepreneurship and on the choice that alumni make to pursue entrepreneurship as a viable career option or means for income generation;
2. The empowerment of and core skills acquisition by alumni;
3. The contribution of the Company Program to alumni business and entrepreneurship performance.

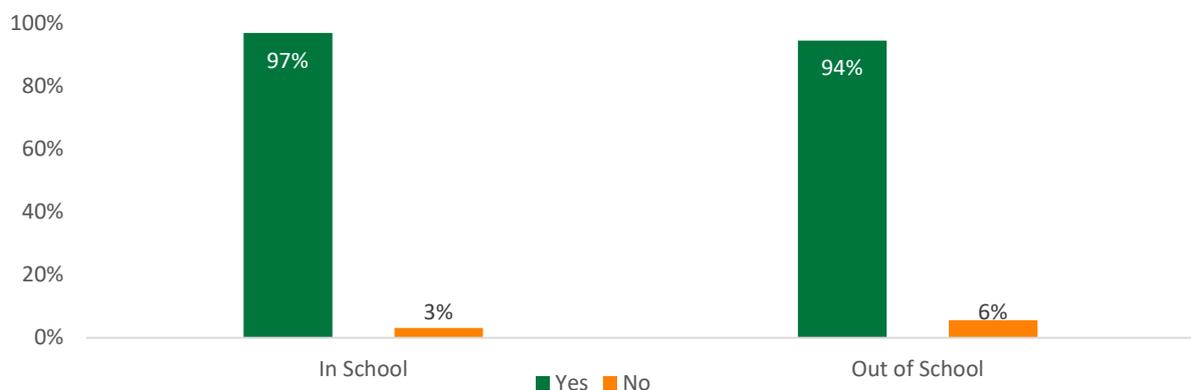
### Impact 1: Change in Alumni Perception of Entrepreneurship

It was rare to find an alumnus who was not involved in entrepreneurship after participating in the Company Program and who did not take advantage of opportunities for professional or personal

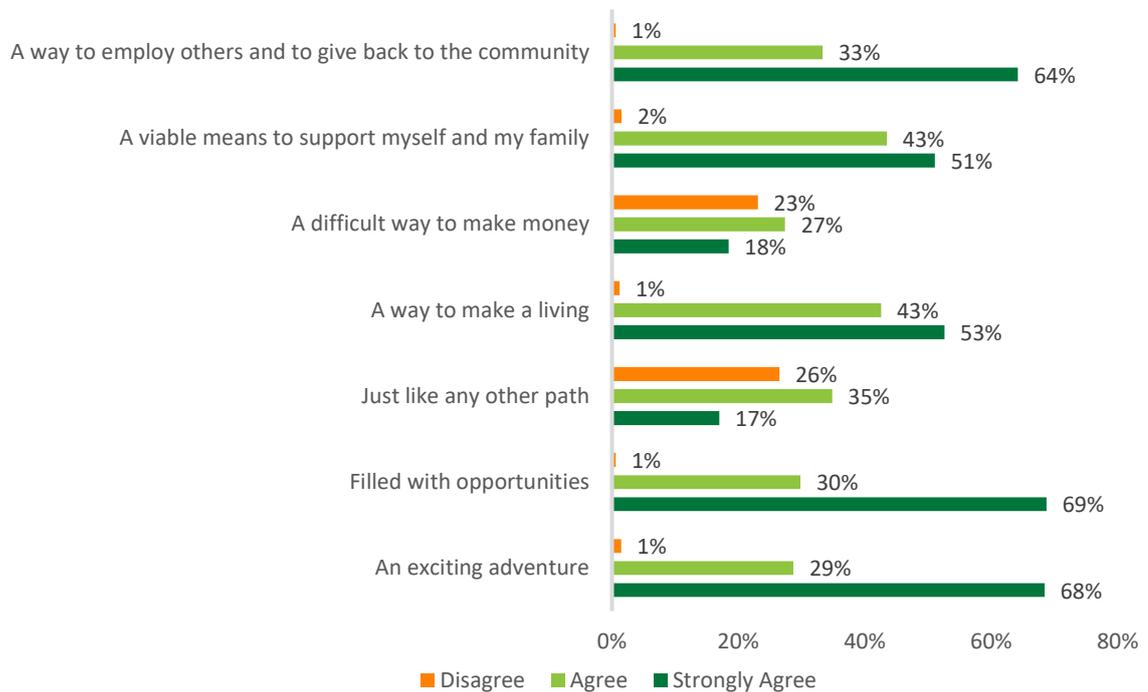
*“JA changes the lives of the youth and gives us opportunities to better our circumstances or better our countries/communities etc. It changes our perception and allows us to be creative so we can overcome our poverty. I'm grateful to be one of the youths that got that chance.”*

development and income generation. Several alumni reported establishing a business to fund their university education and to bridge gaps in employment. Alumni went back and forth between entrepreneurship and established jobs, with some progressing to entrepreneurship after having had a successful career.

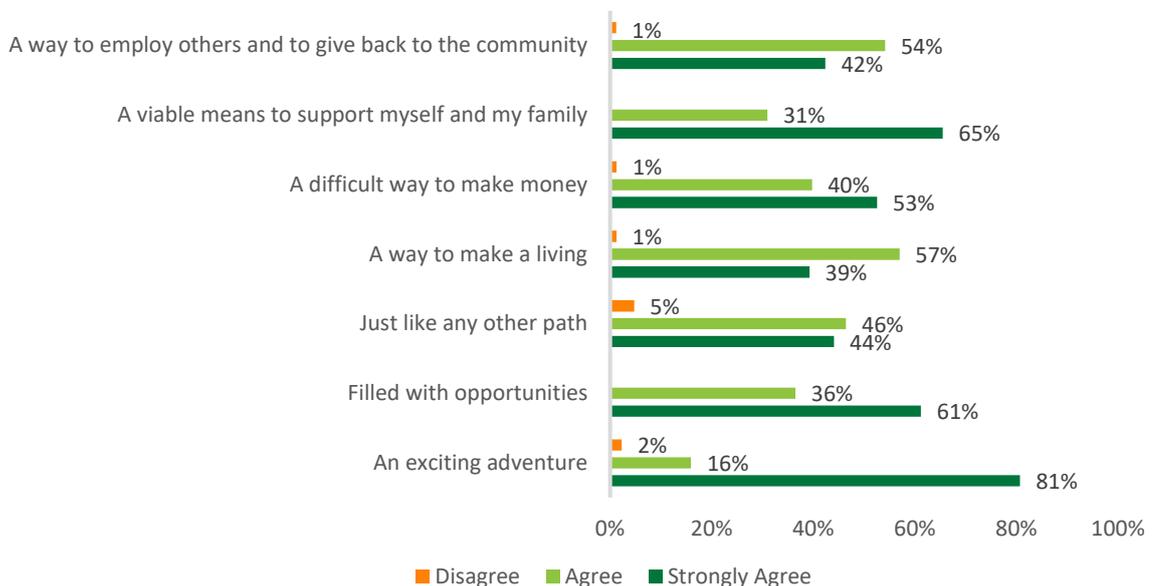
**Figure 4: Changed Perception of Entrepreneurship after Participating in CP**



**Figure 5: In School Alumni - Entrepreneurship is...**

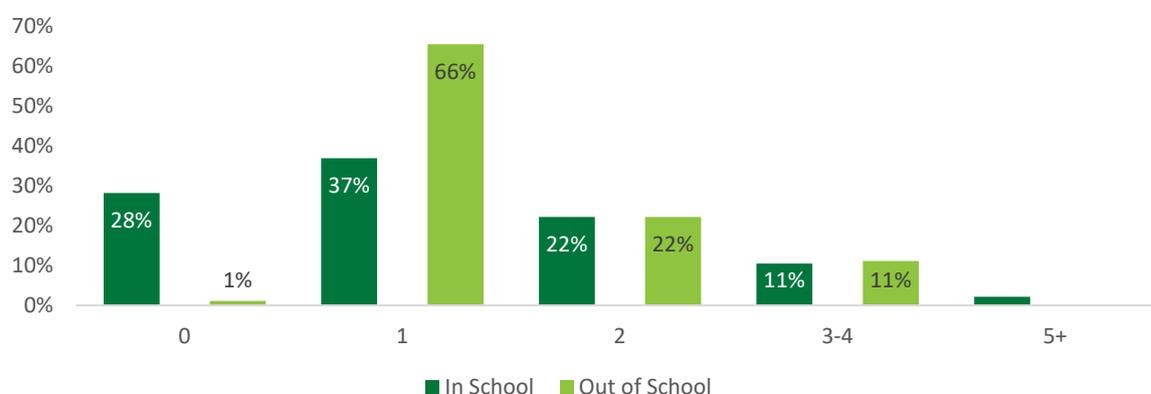


**Figure 6: Out of School Alumni - Entrepreneurship is...**



In fact, most Company Program alumni establish businesses. Out of 514 in school alumni respondents, 72% had started a business (e.g. for profit, social enterprise or NGO) since participating in the Company Program, with 37 percent of those founding one business, 22 percent founding two businesses, 11 percent founding three to four business, and 2 percent founding five or more businesses. Among 90 OOS alumni, an impressive 99% had started a business (for profit or social enterprise) since completing the CP. Of those, 66% had started one business, 22% had founded two businesses and 11% had started three to four businesses.

**Figure 7: Number of Businesses Alumni Founded since Participating in the CP**



Many alumni got the idea for their business as a result of participating in the Company Program: 75 percent of in-school alumni and 96 percent of out-of-school alumni reported this impact. Some alumni even continued their Company Program business after high school, parlaying it into a source of income to finance higher education.

**Table 6: Alumni Business Registration Information**

	OOS	Ug	SA	Ky	Zm	Ng
<b>Alumni who got their business ideas as a result of participating in JA</b>	96%	91%	75%	70%	68%	35%
<b>Alumni with registered companies</b>	7%	91%	30%	57%	23%	50%

Over the years the Company Program curriculum has shifted more towards encouraging participants to establish social enterprises to solve challenges in the community. Whilst in earlier years students focused primarily on making money and earning a profit, now there is a strong emphasis on the enterprises advancing sustainable development goals (SDGs). Through JA brainstorming sessions students realized that they could act to solve problems like these in their communities. There is no need to wait for someone else to do something when they can start a business, NGO or social enterprise.

Company Program alumni explained that growing up in difficult circumstances motivated them to work hard to improve their situation in life and avoid further hardship. Alumni had highly innovative solutions to social and economic challenges, attesting to their resilience and persistence. They also voiced concern for their community, wanting to help others and to find solutions to social and environmental challenges. Survey results confirm this altruistic impetus and credit JA with the confidence and knowledge to start a business, NGO or social enterprise.

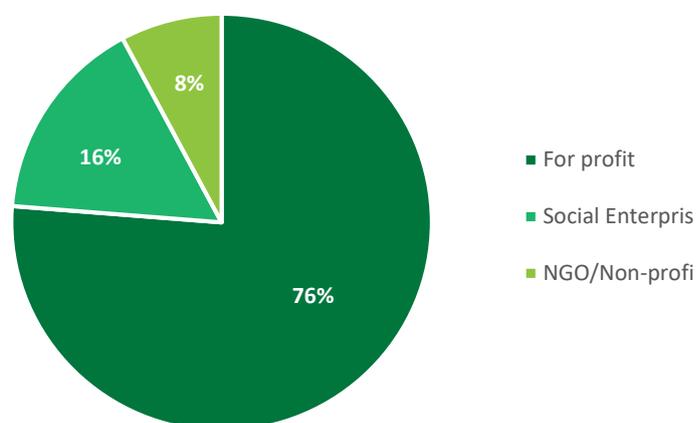
Alumni also expressed the desire to share what they had learned through the Company Program with others. Many JA alumni are now “proselytizers” for the cause of entrepreneurial education, seeing it as the solution to most problems. They act in order that others can benefit as well in terms of knowledge and skills, attitude, mindset and opportunities in alignment with JA’s mandate. One out-of-school alumnus, for example, established a youth center in a slum in Nairobi that teaches ballet, acting and design to youth, in addition to organic farming.

**Table 7: Company Program Alumni Business Structure**

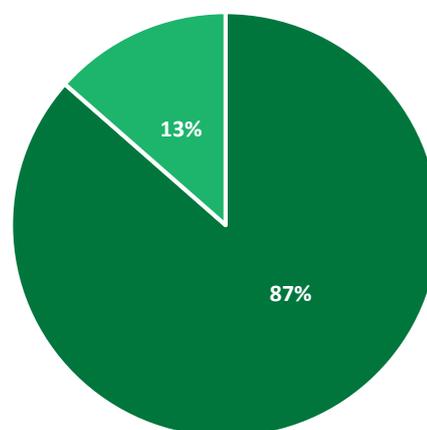
	Ky	Ng	SA	Ug	Uganda oos	Zm
1 <b>For profit</b>	65%	92%	70%	77%	87%	75%
2 <b>Social Enterprise</b>	30%	4%	18%	19%	13%	5%
3 <b>NGO/Non-profit</b>	4%	4%	13%	5%		20%

Further illustrating this community commitment, Company Program alumni have started NGOs to support adolescent and women’s health, including support for HIV positive women and clinics for treatment of breast cancer. Others worked in documentary film, media and entertainment, and entrepreneurship training, often targeting youth as their main beneficiaries or audience. Alumni produced and participated in award-winning films that drew attention to sensitive social issues like LGBT relationships and cancer. Among 320 in-school alumni, 76 percent had established for-profit business, 16 percent had founded social enterprises, and 8 percent started NGOs. Among 89 out-of-school alumni, 87 percent had founded for profit business and 13 percent had established social enterprises. With due recognition of differences in sample sizes, it is still important to note the robust social enterprise record for Company Program alumni in Kenya, Uganda and South Africa.

**Figure 8: In School: Type of Business Established by Company Program Alumni**



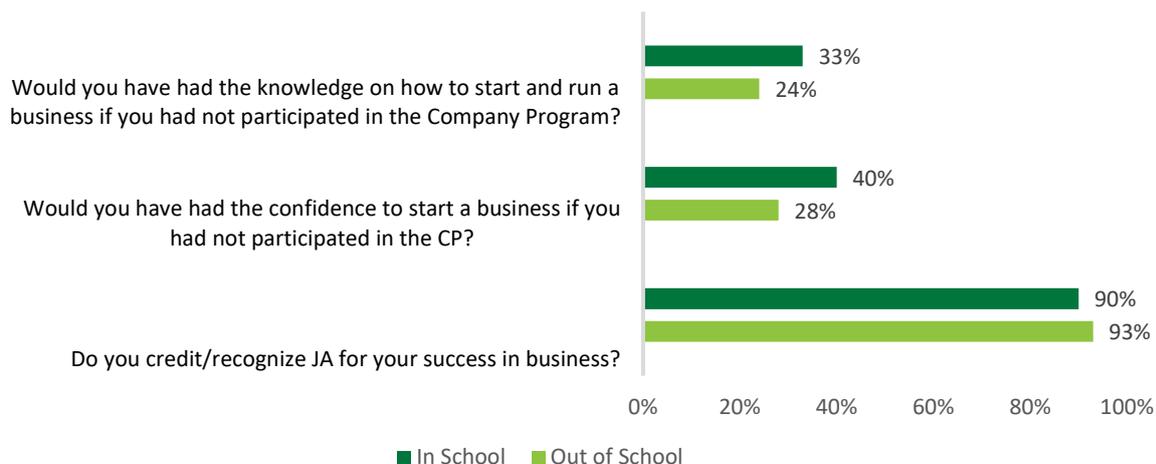
**Figure 9: OOS: Type of Business Established by Company Program Alumni**



## Impact 2: Alumni Empowerment and Core Skills Acquisition

Most of the alumni credit participation in the Company Program not only for success in their business, but for gaining the knowledge and confidence to start a company in the first place. Alumni reported that participating in the Company was both life changing and changed their perception of entrepreneurship.

**Figure 10: Attribution to the Company Program for Success in Business**



Alumni felt that the JA Company Program empowered them and helped to overcome barriers to starting a business. They reported acquiring or improving upon several core soft (networking, team building, problem solving, critical thinking and idea generation) and technical (ability to budget, write a business plan and conduct market research) skills. A vast majority of alumni reported the ongoing role of their JA mentor in starting their business, helping them to identify a talent, tutoring them, encouraging them and guiding them. Indeed, mentorship is a standout among aspects of the CP with the greatest impact on careers and overall.

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*“The JA experience taught me quite a lot about operating a business. Not only did it do that, but it helped me with my confidence and ability to actually be able to stand in front of people and articulate my thoughts and ideas.”*

– Alumnus

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The ability to raise capital through selling shares before having established a company combined with the obligation to pay back shareholders and practice corporate responsibility instills in students a sense of financial responsibility and accountability. These elements teach students the importance of planning and strategy, communication, and transparency in order to deliver returns to their shareholders. Establishing and running a company is an entirely new phenomenon that high school students would not be exposed to during such an early stage of their development.

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*“My classmates believed that we were wasting our time in JA. They believed we should have been more focused to take up the traditional professional jobs and roles that society exalts. But we remained steadfast, made money and bettered ourselves. I started an initiative called Greater Nigeria Initiative where I teach young people in my community about entrepreneurship and public speaking. The boldness of addressing staff meetings and shareholder meetings in JA molded me into a strong speaker who has won several national speaking competitions.”*

– Alumnus

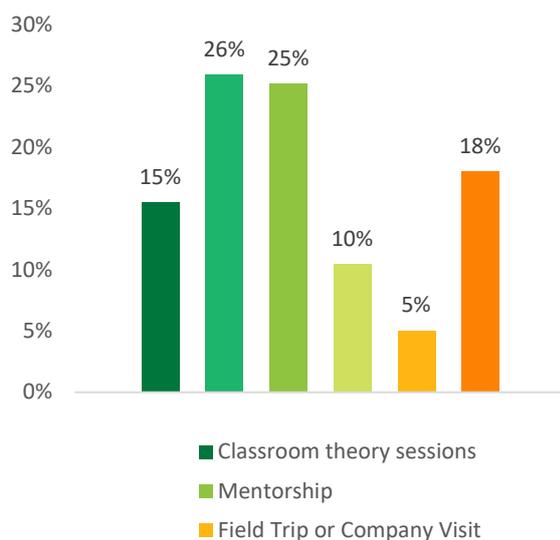
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*“JA made me who I am today. It made me see life in a different way - that we should not only rely on employment, but we can also be our own bosses, even with no capital to start a company. Starting a company in high school was a dream come true for me, which I still know I have to go back to one day in life. I hope that one day all the students/youths who are undergoing the program will get to hear someone else’s story of the impact JA had in their life so that they can work hard to be better at what they are doing right now.”*

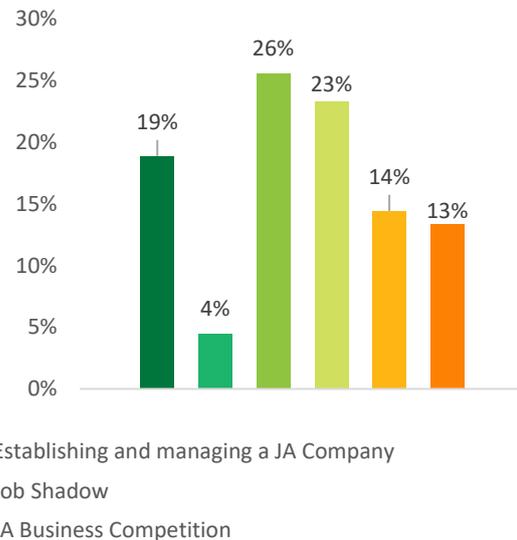
– Alumnus

The focus of the Company Program on active learning through selling shares, establishing a business, earning a profit to pay back shareholders and providing a solution to a problem, also teaches students to treat their peers as colleagues. Focusing on performance measures like sales and profitability provide students with rapid results. The ability to earn money while still in high school motivates students to invest time and effort in their company. It stimulates an already competitive nature, common to adolescents, in a healthy way.

**Figure 11: In School: Aspects of Company Program with Greatest Impact on Decision Remain in School or to Start a Business**



**Figure 12: OOS (Uganda): Aspects of Company Program that had the Greatest Impact on to Alumni**



Alumni also found the program to be a welcome change from the usual classroom experience. In contrast to the passive learning style modeled in their other classes, the Company Program’s emphasis on skills acquisition, on co-creation and on crafting results-driven solutions by establishing a real company is exciting. So, too, the exposure to actual businesses in their community and the chance to learn outside the classroom through mentorship opportunities. Both in-school and out-of-school alumni rated mentorship highly in assessing impact.

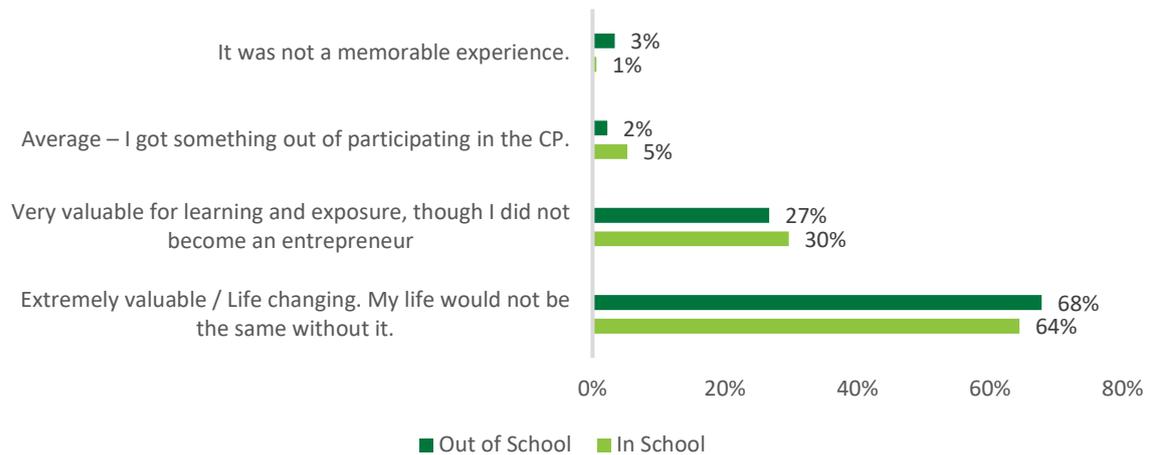
And the Company Program made learning fun. Alumni, for example, reported their excitement at walking into a local Barclay’s Bank branch for the first time, seeing women in high heels and men in suits and experiencing a real business environment. This reputation for making entrepreneurship fun was reinforced by the chance for Company Program

*“JA changes the lives of the youth and gives us opportunities to better our circumstances or better our countries/communities and etc.”*

– Alumnus

students to partake in national or regional competitions. Winning students bring back awards from these competitions, thereby earning a sense of pride for their school based on their accomplishments in addition to admiration from fellow students. The buzz around teams that perform well and have fun creates a legacy.

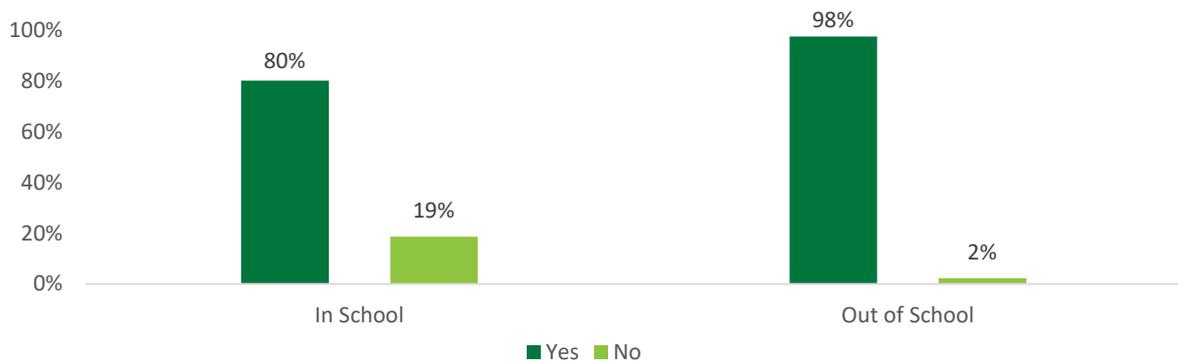
**Figure 13: Alumni Rating of Company Program Experience**



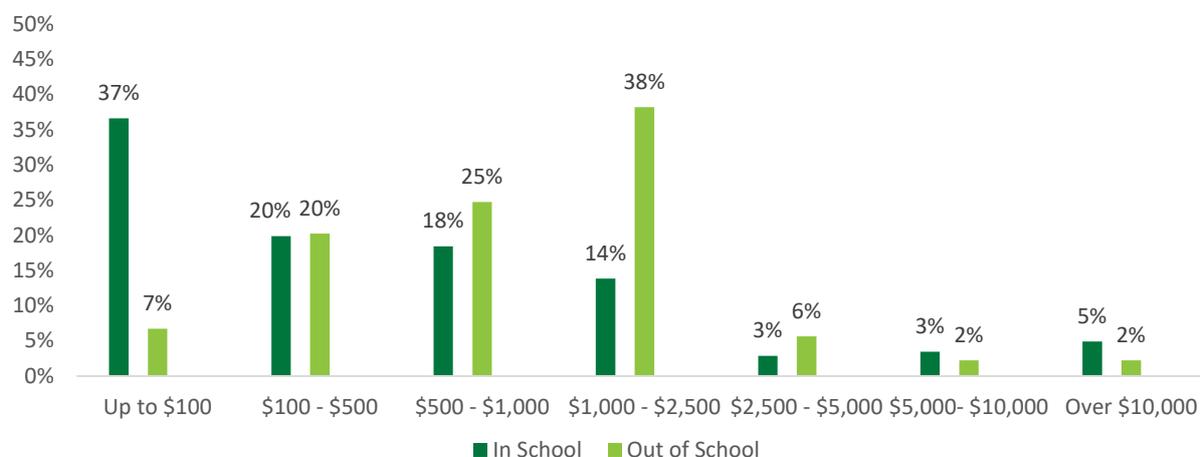
### Impact 3: Contribution to Business and Entrepreneurship Performance

Overall, business results for Company Program alumni are positive. Among in-school alumni 80 percent reported that their businesses were profitable, while 98 percent of businesses founded by out-of-school alumni were profitable (with 48 percent reporting annual revenues of \$1,000 or over).

**Figure 14: Alumni Businesses that are Profitable** (In School sample 347; OOS sample 89)



**Figure 15: Annual Revenues of Alumni Businesses** (In school sample 349; OOS sample 89)



Registration of a business can serve as a proxy for business performance impact coming out of the Company Program. Research findings reveal that the size of the business, number of employees, turnover, number of years in operation and the tax structure of the country, as well as ease of doing business, are among the potential reasons why alumni register their business. The assessment uncovered interesting variation in alumni performance in this regard, both in terms of in-school and out-of-school background and by country. For example, in Uganda 91 percent of businesses founded by in school alumni are registered, in contrast to only 7 percent for out-of-school alumni (which may suggest that the latter are part of the informal economy). 57 percent of Kenyan and 50 percent of Nigerian alumni respondents reported having registered their businesses compared to 23 percent in Zambia and 30 percent in South Africa.

Among the **347** *In-school alumni*

who started **business** **822** *jobs*

were created, of which **37%** *were full time*

And this business success bears real fruit in the community. Among the 347 in-school alumni who started businesses, 822 jobs were created, of which 37 percent were full time, 32 percent were part time and 32 percent were casual/seasonal laborers (data for out-of-school alumni were not available).

## ALUMNI SPOTLIGHT – JESSICA KIMACHI, JA KENYA ALUMNUS

Jessica loves being a businesswoman and an entrepreneur and has founded two companies so far. She started her first company Consumer Pro, a market research firm, right out of school having seen an opportunity to provide services to SMEs entering the market that could not afford IPSOS or Milward Kantor Brown Younger. She later went on to start Beauteen, a manufacturer of low-end consumer beauty products that focuses on mass-market goods that are cheaper to produce, easier to market and attract an unlimited clientele.

Jessica Kimachi participated in the Company Program in JA Kenya. She was named CEO of the company her team founded and won the Company of the Year for Leadership award. She has credited the Company Program with teaching her about Leadership, negotiation and communication skills and with providing her a good network and client base that she still leverages to date.

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*“As a leader, you have to set your ego issues aside and have to have less pride, allow people to have their point of view. It’s important to compromise, to tone down and to listen to everyone, though not everyone can get his or her way. Diplomacy, tact and the ability to negotiate have aided me in business.”*

*– JA Kenya Alumna*

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## **ALUMNI SPOTLIGHT – PULENG MOTUPA, JA SOUTH AFRICA ALUMNUS**

Puleng is a serial entrepreneur. He has developed three innovative products that serve his community: a solar charger for people living without electricity in rural areas, a non-electric slow cooker, and cushions and pillows for people without electricity.

He became a full-time entrepreneur straight after high school and has credited JA with equipping with a broad range of skills and gave him the confidence through the mentorship to successfully launch and run a business. He leveraged the company he founded at JA as a springboard to start his entrepreneurial path.

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*“JA gave me the confidence. JA gave me everything. I have no tertiary education. Since I’ve become successful without university, I do public and motivational speaking, for the JA Out of School program.”*

*– JA South Africa Alumnus*

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## **7. CONCLUSION**

Junior Achievement Africa is committed through its strong presence across 15 countries in Africa, through the activities of its partners, and the efforts of its flagship program, the Company Program, to ignite the entrepreneurial spirit in Africa's youth and equip them with the technical and soft skills needed to not only become successful entrepreneurs and future business leaders, but also to contribute positively to their communities and the economy at large.

The Company Program has improved the perception of entrepreneurship and influenced youth to pursue entrepreneurship as a viable career option or means for income generation. Moreover, the Company Program has equipped students that have gone on to found businesses with a set of core technical and soft skills that have positively contributed to the entrepreneurship performance of their businesses.

Data shows that young people are most likely to hire other young people when they create businesses. As governments in Africa continue to prioritize entrepreneurship as a pathway to job creation and youth employment, Junior Achievement Africa's Company Program presents a model for mainstreaming entrepreneurship education into the curriculum of young people and creating a truly virtuous cycle.

JA Africa will continue to be a positive force and a catalyst for the change that is needed in Africa, and the organization looks forward to continuously improving its program and its impact on a growing alumni network.

## **APPENDIX A. CONSULTANT QUALIFICATIONS**

This evaluation was conducted by Susan Chaffin, a development professional with more than 25 years of experience in emerging markets, women and youth economic empowerment, entrepreneurship, access to finance, market-linkages, monitoring and evaluation and program management. In 2002 she founded SBC Global Advisors, Inc., a research, strategy, consulting and advisory firm. She has led research and capacity building projects for USAID, DFID, IFC, CGAP, Nike Foundation, MasterCard Foundation, CARE International, SEEP Network and Visa International. She was Head of the Business Call to Action, a \$21mn inclusive business initiative at UNDP and was Head of Monitoring, Evaluation and Learning for SPRING, a £23mn impact accelerator in Nairobi, Kenya that promoted empowerment of adolescent girls in eight countries of Africa and Asia. She is passionate about promoting youth entrepreneurship in Africa through education and business innovation.

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