STARTUP LIONS
IMPACT REPORT
2021
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I. EXECUTIVE SUMMARY

In the Startup Lions Impact Report 2021, we are for the first time formally attempting to trace down the impact we have seen, heard and felt over the past 6 years through the IT training, digital career building and startup incubation program we are offering. The report also seeks to discover which parts of the program are not working well, need improvement and where the impact generated is below our expectations. Overall, the report is able to document a substantial and positive effect of the Learning Lions Basic and Advanced IT training programs across a range of different indicators, such as job creation, income increases, skills learned, and positive feelings of the graduates towards the program. However, the documented impact may remain below our expectations, probably as much due to measurement difficulties as due to real impact shortcomings.

These are the high-lights:

#FACTOR4
Our training programs lead to an income increase by > 400%

#CLOSETHEGAP
Our training programs reduce the gender gap for income & employment

#JOBSJOBSJOBS
Our training programs raise the employment rate from 21% to 80%

While only 16% of Basic Training graduates report income above 10k Ksh, 40% of Advanced Track graduates reach this income group.

A considerable number of graduates refers to the program as life-changing, best thing happened to their lives, best training ever had, etc.

Our program enjoys a high net promoter score of 55. Close to 90% of our graduates would recommend the program to others.

… and these the low-lights:

#CANDOBETTER
The documented impact is smaller than what we expected and what we target (note: we need to work on more explicit impact targets). This may partially be a measurement problem, but foremost (especially with regards to women empowerment) we have to acknowledge that there is still quite a mountain to climb.

#WATCHOUT
Few findings of this report can be taken for granted. The quantity and quality of data collection and analysis needs to be improved. This first Impact Report should therefore by no means provide the comfortable feeling of “All is well on track”, but stimulate discussion and further analysis.
II. KEY FINDINGS

Data Completion
We managed to get impact survey completion for about 50% of our graduates at the time of surveying, and could link this data to our existing demographic and training data of our graduates.

Gender
- Women are a bit underrepresented in our data, even given the generally lower share of women in our program.
- We can see stark gender differences throughout all data, particularly when it comes to economic success before and after training, as well as prior education status.
- We can see that our program reduces the gender gap in some indicators, but falls short of its target to towards gender equality in opportunity.

Education
- For the vast majority of our graduates the highest level of education before joining our program is Secondary School.
- We can see a large gender education gap: education higher than secondary is dominated by males.
- We can see that higher education increases the average income among our graduates. However, we can see that our program reduces this effect, which is fully in line with our beliefs. You do not need a higher degree to be successful.

Location
- Close to 90% of graduates still live in Turkana.

Skills Learned & Satisfaction
- Our graduates report that Design, Communication and Life Skills are really the strongest take-away from our training. Women enjoy the business & startup skills more than men, but do not find the programming skills as beneficial.
- In terms of missing skills, the Advanced Track graduates clearly demand more business/freelance/startup skills. This makes sense, as it is after the AT graduation that we expect the graduates to become successful freelancers, and we are not yet providing them with enough support to do so.
- The survey results indicate quite clearly that a vast majority is mildly or strongly positive about the Learning Lions program and the impact it had on their lives. We are using the Net Promoter Score (NOS), a widely used market research metric asking survey respondents the likelihood that they would recommend a company, product, or a service to a friend or colleague on a scale of 1-10. Our NPS of 55 is relatively high, though our benchmark and experience is limited here. 87% of our graduates would recommend the program, that is, their NPS is above five (85% of men and 92% of women). Asked how the graduates feel about the program in general, close to 90% can only report positive feelings. A considerable number of graduates refers to the program as live-changing, the best thing that has happened to their lives, the best training ever had, etc. Many also highlight the community and “tech-family” aspect of the program. Among those who have mixed feelings, the negative feelings go towards not finding a job, financial complaints, and the time limit of the program.

Income & Employment
- The vast majority of graduates didn’t have a paid job before joining the program (84%), this being particularly true for the female graduates, of which only 6% had a paid job, compared to 26% of men.
- After our training, 40% of women still report to be without occupation, whereas for men this rate drops to 16%. 43% of men report to work as freelancers, compared to 23% of women.
64% of graduates can currently sustain themselves from their own income. 52% can even support family members. The downside is that after the basic training, 46% of graduates have not yet reached financial independence, which goes down to 28% after the advanced track. Unfortunately, we have no comparison to before the training yet.

We can see that the advanced track really makes a big difference: while only 16% of Basic Training graduates report income above 10k Ksh, 40% of Advanced Track graduates reach this income group. Only 2.5% of Basic Training graduates make it into the top-earners class above 25k Ksh compared to 13% within the group of Advanced Track graduates.

While the average income increases through our program are rather small, the number of income-generating graduates rose from 21% (graduates reporting to have a paid job) prior to training to 80% (graduates with positive income reported) after the training. This results in a cumulative monthly income increase from 332,400 Ksh to 1,417,106Ksh across all graduates (~426%). In short: people don’t necessarily earn much more on average, but many more people earn something at all after going through our program.

Of those graduates reporting to be in some type of job or work, 2/3 are freelancers.

A PRELIMINARY CONCLUSION

of the income data maybe that our training program primarily creates new income opportunities for those who didn’t have a job before, and has small but positive effects on the income for people who have already had a job. It may be argued that the IT & design opportunities created may not yet yield impressive income results, but have a larger potential for subsequent income increases compared to more traditional jobs available in the region. Finally, IT and design jobs are much more scalable as they are not reliant on the limited local absorption capacity.

Main Limitations

- There has not yet been any linking with other data (beyond finding out gender and Basic Training/Advanced Track training status), e.g. Learning Lions Advanced Training data, or Digital Lions income data. This should be done
- Some answers have to be interpreted with caution: We asked the graduates how much they earned before the basic training, but for some graduates this time lies 6 years back so that memories may be blurred.
- All impact conclusions that draw on a “before” vs. “after training” comparison suffer from a hidden variable problem. We lack a counterfactual analysis, e.g. through the use of a comparison group. It is for example likely that young people of the age of our graduates naturally increase their income quite substantially and also their degree of employment. In the poor and underserved region of Turkana this may less be the case then in flourishing economies, but it should still hold that not all income increases and other positive observed changes can be attributed to the training.
- For some respondents, they are still working with us or otherwise close to our networks, so that we actually know many things from observation or conversation. Comparing some of the answers to the knowledge we have from observation and conversation, it must be doubted if all answers are answered truthfully. The bias, luckily, seems to concern both the time before they joined our program, and afterwards, so that the effect on the robustness of the survey and how to interpret it may not be that large, in the end. In specific cases and comparisons, however, it may be, especially when comparing some elements of the survey with external data.

This impact report and the underlying data should by all means be understood as a first pilot. Few findings can be taken as granted and waterproof, but only very roughly guide insights and decisions. Ideally, the report stimulates further discussion and sharpening of our impact measurement model.
III. IMPACT MODEL

i. Overview: Learning Lions, Digital Lions, Startup Lions

FACING YOUTH UNEMPLOYMENT IN RURAL AFRICA

In remote areas, like Turkana, building a life is difficult for young adults, especially girls. But even in those areas there are more and more high-school graduates every year. Most of them struggle to get funds for college and but fail to raise them – despite having great potential and talent. Employment is not an option for them as the weak local market and infrastructure makes it almost impossible for them to start a business. This frustration leads to all sorts of conflicts and creates a migration to urban centres in the false hope of better opportunities there. Learning Lions offers a different path to a digital career, that will allow young adults to become a productive and value-generating digital citizen of the world from their own hometown.

FROM EDUCATION TO ENTREPRENEURSHIP

The program is structured into three subsequent units: Learning Lions trains talented and motivated young adults with high value skills in programming, graphic design and media production. The best graduates of the training program can then find work as members of the Fair Trade creative agency Digital Lions. Here, they work with international clients on larger projects, with more senior colleagues and established project management structures. Startup Lions provides coworking space and entrepreneurship support to those lions who want to pursue a digital freelancing career, or who want to build their own startup. In all steps of the empowerment journey, P2P mentoring as well as volunteer support from creative professionals all around the world plays a key role for the quality of our program and the resulting growth of our graduates. Any profit of our social businesses Digital Lions and Startup Lions are reinvested into the education of future training cohorts.
ii. **Focus: Learning Lions Basic Training & Advanced Track**

**Basic Training**

Together with our partner organization Tunapanda who runs a similar program in the slums of Nairobi, we developed a three-months program designed for students with a low education level who have had little to no exposure to technology so far. The training is intense, we host the students every day including weekends. Classes are running from morning until night. Students complete at least three websites, design a computer game and several logos, but just as importantly they learn valuable soft skills – like presenting in front of an audience, teamwork, conflict resolution and much more. Older Lions are teaching younger lions, this P2P model has worked well for us. Usually, we have basic training cohorts of around 30 people, and we have trained close to 300 trainees until the end of 2021. We are currently redeveloping the basic training in cooperation with our partner Tunapanda into a mobile-first program called “Mobile Leap”.

**Advanced Track**

After the Basic Training, selected graduates who perform above average are invited to apply for a follow-up program. We usually select around 30% of each Basic Training cohort into the Advanced Track. Where the Basic Training is really very broad, the Advanced Track is the opposite: Narrow specialization in one of the three areas of web development, graphic design and animation (2D/3D). Our curriculum is regularly being evaluated and updated to keep up with an ever-evolving tech world. With the guidance of the Advanced Track team new Lions select the specialization path that is best suited for them. Using modules created and updated by professional volunteers, students start their path to becoming independent creatives. Along the way students are learning step by step how to deliver on a client’s order and are practicing on simulated client requests, until they reach a high level of perfection. While Lions study individually, they are never left alone, since all their exercises will be evaluated and provided P2P feedback.

The ultimate goal of the Basic Training and Advanced Training is to empower young talents to either join our own Fair Trade creative agency **Digital Lions** or become digital creative freelancers working from our IT coworking space or elsewhere. We support graduates by offering remote internship opportunities in companies from our international networks. Additionally, in the long term, we envision to support the true entrepreneurs among our graduates with incubation services through our mother organization **Startup Lions**. However, this branch of our organization is least well-developed yet. We are currently looking for partners and funding to make Startup Lions truly operational to complete our IT and entrepreneurship offering. Lastly, for those who don’t want to or are not able to grow their careers within our own Lions universe, we strive to provide them with the necessary general tech, business and life skills to also find meaningful work on the general Kenyan or international job markets.
IV. IMPACT STORIES

“...I never knew you could create artworks in a computer. I always thought all drawings and paintings had to be hand drawn. I was quite excited when I was recruited into Startup Lions and took lessons in Adobe Illustrator. It was so fascinating. [...] In the past if a client needed ten images depicting a particular message, I had to do each by hand, which was tedious [...] But now doing the same job is fast, cost effective, flexible [...] It makes me proud to see the digital artworks my PC and I produce. We make a fabulous team. [...] And now my work extends to a wider client base, a diverse worldwide client base that I just work with virtually and I owe all that to SL. SL was heaven sent. Honestly if had not joined and trained with them, I would still be making my living solely through paintings and would have no idea about the vast pool of clients out there interested in what I have to offer. The mentorship at Startup Lions gave my skills a big boost, taught me business and opened me up to the possibilities the internet drops on my lap.”

FATUMA ABDUL
VISUAL ARTIST

“...Studying and working at Learning Lions is amazing and very conducive for peer-to-peer learning and self-teaching. After my high school studies, I wanted to study clinical medicine but had a hidden passion in computers. When I got the opportunity to join Learning Lions I was very excited, I knew this was my chance to explore my passion. After the basic training, I advanced to coding but focused more on system administration which is still one of my biggest interests in building my career. With the help of volunteers and founders, I have explored my interests. Thank you Learning Lions.”

BONFACE NJUGUNA
SYSTEM ADMINISTRATOR
“Joining Learning Lions has actually impacted my life and career a lot because we get access to distance talented volunteers who are equipped with skills and experience for over 5+ years who aim to come on campus and help remotely and actually make sure that we […] from 0% access to marketable and freelancing skills can be able to learn, earn and innovate […]. Take Turkana for example which is one of the most disadvantage regions in Kenya with poor infrastructure. […]. I now work at Digital Lions the world first Fair Trade agency working just at my comfort zone as a Graphic Designer, building successful brands beyond borders and now joining the 5% of the population that live above 1$ a day. I just remember a year ago honestly I didn’t know that we have a career path that is called graphic design now working at the first Fair Trade digital agency (Digital Lions) as a graphic designer helping the world build successful Brands and Identity.”

“Through the Learning Lions program I was able to gain skills and knowledge that has guided me on my path of being a freelancer. Before joining I was volunteering as a community social worker but I wanted to further my studies and I didn’t get the support to enable me join a college/university but learning lions gave me a chance to learn. Currently am doing 3D animation and I am a working student at Digital Lions doing sales and marketing.

Through Learning Lions I have created a big network with people locally and internationally. I am proud of the progress I have made professionally and growing through the experience. Without Learning Lions, I wouldn't have gotten a chance to further learn something and make a difference.

Thank you Learning Lions and Digital Lions.”

ELIZABETH OKUMU
SALES & MARKETING ASSOCIATE
V. FULL ANALYSIS

i. Responsible Team

This report has been prepared by the Impact Circle of Startup Lions, lead by Jan Veddeler, who could draw on heavy support of key volunteers and co-founders such as June Helderle, Brizan Were, and Kathrin Kolenda, as well support by our Learning Lions system admin, Basic Training as well as Advanced Track teams.

ii. Methodology

Goal(s) of this Impact Report

- Get clearer picture on impact of our Basic Training and Advanced Track (see IMPACT MODEL) for an overview about how our training and impact model works
- To be used for decision making and communication
- Give people the chance to give feedback and participate in the development of the organisation

Design

Survey + Existing Data

- The basis for this report is a 2021 Pilot SMS Survey, in which we attempted to get the feedback of all Basic Training graduates (Cohort 1-6) plus Cohort 0 (the initial cohort which didn’t have a proper Basic Training)
- To enrich the data from the survey for more meaningful insights, we linked the survey with data from our trainings (e.g. we don’t need to ask the Basic Training graduates about whether they joined Advanced Track later, because we have that data anyway)

Technology & Setup

After a screening of and conversation with multiple tools and providers, we decided to go for an SMS survey technology. The reasons for this choice were:

- The major advantage over online surveys is the increased reach to the target group. We assume that 100% of our graduates are in the possession of a phone that can send and receive SMS. In fact, many would have had access to a smartphone, but smartphone access doesn’t mean enough bundles to access the internet. With SMS, we could definitely reach each Basic Training graduate, if only we had the correct phone number.
With SMS technology we could make sure we wouldn’t only reach out (first step), but also offer a free and easy way to participate in the survey. Answering our SMS survey through SMS messages was free of charge. It remains an open question of this was communicated clearly enough and was no hurdle to participation. High turnout rate indicate that it was no problem.

With SMS technology, we could easily work with incentives that are paid out and thus ensure not only participation but also full participation aka completion of survey. We had very high completion rates.

As compared to phone or other more in person interviews, the SMS survey provided a relatively low cost option.

From the few relevant providers we found quickly that echomobile.org suits our needs and fits our budgets. It provided good customer service, an intuitive online portal for survey design, credit purchase, respondent invitation, and tracking and export of survey results. Including functionalities like reminders, completion incentives in mobile airtime, and more.

Pool of potential survey candidates & correct phone numbers

We spent quite a considerable amount of time on gathering the correct phone numbers. We employed former students to validate the phone numbers we still had from the times of the training and to research the currently used numbers in cases where the numbers that we had were not accurate anymore.

75% When sending out the survey, we had the confirmed phone numbers of 150 out of 203 Basic Training graduates.

The echomobile.io platform allowed easy, affordable and feature-rich surveying.

Questionnaire Design Process

- We are deliberately not asking some questions of which we have the data elsewhere, like demographics and the current status of their enrolment with LL/DL/SL.
- The questionnaire was designed in an iterative process involving various internal and external parties, among them quantitative and qualitative research-experienced former volunteers and PhD candidates or holders from Oxford university, as well as graduates of Learning Lions, and local and international co-founders. There is also explicit impact measurement experience in the working group. With this setup we hope to have achieved a balance between following
international research standards, impact measurement best-practices, and contextualisation and local relevance.

- We addressed a lot of issues and iterated over the questions multiple times. In the end, we went live, knowing that the questionnaire may still not be optimal. The following open issues were still on our list and could be considered in a next survey:
  - some test respondents were unsure “if the survey was meant for lions that joined the advanced track or not”
  - considering to add question: if you found a job, was it difficult to find it/what was most challenging (qualifications, networks, skills, language, doing the interview, submitting an application, the CV... etc etc)
  - considering to check all questions on “why are we asking this? what normative values you we attaching? what is the "theory of change" behind?"
  - considering to add question about future expectations?
  - considering to replace income questions with questions about expenditure: “how much do you spend in an average month?” plus "how much can you save in an average month?” the two could add up to the total monthly available “income”, without asking for it.
  - considering to add more options for learning, e.g. “started university degree”, “finished university degree”
  - considering to use income brackets instead of asking for exact income figures (compare Gretas feedback on using expenditure measures)

Final set of questions

1. Great, thanks for taking the time for this survey! To confirm with our records, please let us know your full name (first, second and surname).
2. Thank you, [FIRST_NAME]. In order to receive information about job, training and other opportunities, please let us know your eMail address.
3. Okay, let’s get started. What was your highest level of education BEFORE joining Learning Lions?
   1. Primary
   2. Secondary
   3. Certificate
   4. Diploma
   5. Degree
4. Did you have a paid job in the two years BEFORE joining the Learning Lions Basic Training?
   1. Yes, one or more
   2. I had a scholarship
   3. No, I did not.
5. [only if previous question was replied with YES] What kind of job was this? Please state the job description/title? If multiple, list all of them.
6. What was your total monthly income BEFORE joining Learning Lions? Please state amount in Ksh.
7 Where do you CURRENTLY live?

1 Loropio
2 Turkana (Rural)
3 Turkana (Urban)
4 Rural Kenya
5 Urban Kenya
6 Outside Kenya (Rural)
7 Outside Kenya (Urban)

8 What is your CURRENT (main) occupation?

1 Freelancer/Self-employed
2 Student
3 Employed by NGO
4 Employed by Government
5 Employed by Business
6 No occupation

9 What is your CURRENT job title and description? What kind of job do you do mainly?

10 Are you currently working as a digital freelancer or otherwise earning your income primarily through digital jobs?

1 Yes
2 No

11 Which skills that you acquired at Learning Lions are you benefitting from most nowadays? You can list multiple.

12 We are halfway through with the survey.

What is your CURRENT personal monthly income? Please state amount in Ksh.

13 CURRENTLY, who is financing the major part of your living expenses?

1 Me, plus I can support my family or save
2 Me, but it’s just enough
3 Family
4 Others

14 Looking back, what skills were missing from Learning Lions training that you could have benefitted from today?

15 How likely is it that you would recommend Startup Lions to a friend, family member or colleague? Send number between 1 ("very unlikely") and 10 ("very likely")

16 To wrap this survey up: How did participating in Learning Lions feel for you?
Design Limitations

Link to General Impact Framework

The survey tries to link in to our considerations about general impact framework, but the framework has to be worked out more clearly, i.e. clear items for input, output, outcome, impact, and for each of the four adding metrics and measurements, that the survey could be directly attempt to feed into.

Link to other data

The SMS survey results can be linked with our general LMS system database. When uploading the contacts to ECHO SMS system, we can attach the ActorID from our system, so data can be linked easily later (in the first 2021 pilot this was not done, yet; linking had to happen manually through name/phone number/eMail). The survey results are delivered in csv and uploaded in a separate Impact Database that can however be linked with all general data we have for our graduates.

This means we can enrich the survey results with data on demographics, current status (e.g. active advanced track student, Advanced track graduate, currently taking badges, performance in advanced track, earning in Digital Lions, etc.). Once all Basic training and prior to basic training data is added to the database (e.g. selection data on test results, interview ratings, basic training ratings, advanced track selection ratings), we have a complete track record that we can attach to the survey to get a wholistic picture of the lions’ performance, satisfaction, etc.

In this first pilot report, we have only exploited the knowledge about gender and whether the student is only a Basic Training graduate or has also completed the Advanced Track.

Baseline/Comparison

For the moment being, we have no own baseline comparison. We are working on this. One idea would be to do an SMS survey to a selected group of LL Basic Training applicants that scored very well in the selection tests or interviews, but were not selected (because they may just have been ranked 31 and we only recruited the top 30 performers; or didn’t join for other reasons. Intuition: this selection of people may be a somewhat similar group to our Basic Training graduates, with the “only” difference being, that they didn’t go to Basic Training (and onwards). It is thus a bit like an “A-B experiment”.

Before we have such a proper own baseline, we will work with the following comparisons
- We can use locally available data of average income, employment rates, job profiles, etc. to compare the status of our Basic Training graduates against
- We could use the calculated living wage for Turkana based on the World Fair Trade Organisation’s methodology. We have to do this anyway for our Fair Trade membership, so we may well use this as a benchmark to compare our performance/survey data against, to see our impact.

Accuracy of memories

Instead of asking our graduates questions about the employment and income at the time before they joined our training, we could better ask them these questions when they have just been selected to Basic Training. The accuracy of data should be higher as the memories are fresher. We have started collecting this data but need to put more energy in following through on collection, e.g. make this a mandatory part of the LL Basic Training onboarding and offboarding.
iii. Results

Timing

The survey was sent out, in January 2021, and with a few reminders in February and March to increase turnout rate, was closed in March 2021. Due to capacity shortages and struggles with connecting the survey data with existing data sources, it was only in the end of 2021 that we managed to complete the analysis for this pilot 2021 Impact Report.

Data Cleansing & Categorisation

- We considered complete cases, as well as incomplete cases. However, we made sure not to consider a single graduate twice (e.g. if he/she had one incomplete entry, and then later tried again and completed). In such cases, we only considered the complete case. We ignored two cases that didn’t pass the name stage and thus didn’t provide any useful impact data.
- Reviewing all data, it seemed only one case was an improper/non-serious case. It was from the unknown number: 254758353708 and was labelled “Test” for name and eMail.
- We doubled checked that each participant was also an actual graduate of Learning Lions, by asking for the full name of the respondent. We then compared manually each name against our database. All respondents have been graduates, except for one case. This respondent, however, also didn’t answer any question but the name question. He was included nonetheless. The very unlikely chance that the number didn’t belong to a graduate anymore, but this new owner would know the name of a graduate, we can neglect. It would also have led to doubles in names, which we didn’t have except for double of the same number, see above.
- During the name control check, we also manually corrected typos in names or eMail addresses where possible.
- We went manually through each question and each respondents answer to check if the survey tool had interpreted correctly (as the tool would be clever enough to understand both the answer “A”, “A primary school” and “primary school” to the education question. But it may not be clever enough to recognise pschool as primary school, or alike). Where appropriate, we overruled the tools interpretation with our own interpretation. This was rarely necessary.
  - If respondents gave ranges e.g. of income, we chose the center of the range (knowing that this may skew the real average, as very high incomes maybe less often than very low ones, so that the average is closer to the lower end of the range in reality)
  - Where respondents responded with multiple answers “e.g. student AND freelancer”, we created this answer option ex-post and assigned their answer to this option, at least where it was possible from the answers.
  - In very few cases, interpretation of the given answer was difficult. For example for question 12/current income, one answer was: “But I mostly get jobs to make flyers for 200Ksh. Or logos. Some months I don’t get any. It’s hard to state a monthly income.” → It is pretty impossible to do a somewhat accurate estimate of the monthly income based on this information. However, it is quite certain that no matter which assumption in a reasonable range would be made (e.g. how many flyers a month the graduate sells), that his/her income would be below average, and thus be valuable information. Hiding it would have presented the data more skewed than doing a shaky assumption. Thus, we decided to assume that he/she only sells 2 flyers/month on average for a total of 400 Ksh.
  - Similarly, the answer “Have got no exact amount due to no permanent business that earns me money. I only do bodaboda where i earn 1000 a day and sometimes assist people to print type and design whereby that person can pay me that time at least 500.” was translated/interpreted into a monthly income of 16,000. (700/day for boda boda which is the average in Kenya after cost, 5 days a week, plus 500/week for design services)
  - Income responses like 5, 10 or 30 where interpreted as “5k, 10k,30k” which is common, so that they were multiplied by 1000 (in fact, the platform already interpreted like this, which may indicate that this is a common interpretation in this context).
Results: Question by Question

Question 1 and 2 were confirming name and collecting eMail addresses.
The detailed results for question 3 to 16 are presented on the next few pages. In the presentation of the results, we have taken advantage of the gender and BT/AT (Basic Training vs. Advanced Track) information that we achieved through linking survey data with our existing data, so that we can show the survey results in different breakdowns. This allows us to identify potentially different results depending on gender or training status (BT vs. AT).
Q3: What was your highest level of education BEFORE joining Learning Lions?

**Gender Balance**

<table>
<thead>
<tr>
<th>Level</th>
<th>% Female</th>
<th>% Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Secondary</td>
<td>80%</td>
<td>74%</td>
</tr>
<tr>
<td>Certificate</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>Diploma</td>
<td>0%</td>
<td>7%</td>
</tr>
<tr>
<td>Degree</td>
<td>3%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Level Balance**

<table>
<thead>
<tr>
<th>Level</th>
<th>% BT only</th>
<th>% AT (incl. BT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>Secondary</td>
<td>14%</td>
<td>79%</td>
</tr>
<tr>
<td>Certificate</td>
<td>14%</td>
<td>17%</td>
</tr>
<tr>
<td>Diploma</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Degree</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Q4: Did you have a paid job in the two years BEFORE joining the Learning Lions Basic Training?

- **% TOTAL**
  - I had a scholarship: 1%
  - No, I did not: 20%
  - Yes, one or more: 79%

- **GENDER Balance**
  - % FEMALE
    - 7%
    - 93%
  - % MALE
    - 25%
    - 74%

- **LEVEL Balance**
  - % BT only
    - 14%
    - 86%
  - % AT (incl. BT)
    - 24%
    - 76%
Q5: What kind of job was this? Please state the job description/title.
[The answers have been grouped according to meaningful categories.]
Q6: What was your total monthly income BEFORE joining Leaning Lions? [in Ksh]

**GENDER Balance**

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Q7: Where do you CURRENTLY live?

% TOTAL
- Urban Kenya
- Turkana (Urban)
- Turkana (Rural)
- Rural Kenya
- Loropio

GENDER Balance

% FEMALE
- 33%
- 17%
- 3%
- 3%

% MALE
- 31%
- 4%
- 28%
- 11%

LEVEL Balance

% BT only
- 37%
- 42%
- 5%
- 7%
- 9%

% AT (incl. BT)
- 48%
- 27%
- 2%
- 16%
Q8: What is your CURRENT (main) occupation?

**GENDER Balance**

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<td>43%</td>
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<td>27%</td>
<td>22%</td>
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<td>Employed by Government</td>
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Q9: What is your CURRENT job title & description? What kind of job do you do mainly?

### GENDER Balance

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<td>23%</td>
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<td>IT</td>
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### LEVEL Balance

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<td>Others</td>
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Q10: Are you working as a digital freelancer/ earning your income through digital jobs?
Q11: Which skills acquired at Learning Lions are you benefitting from most nowadays?

**GENDER Balance**

% FEMALE
- Design: 33%
- Communication & Life Skills: 22%
- Programming: 16%
- Digital Literacy: 16%
- Business / StartUp: 12%

% MALE
- Design: 36%
- Communication & Life Skills: 22%
- Programming: 21%
- Digital Literacy: 13%
- Business / StartUp: 6%

**LEVEL Balance**

% BT only
- Design: 33%
- Communication & Life Skills: 16%
- Programming: 15%
- Digital Literacy: 29%
- Business / StartUp: 7%

% AT (incl. BT)
- Design: 38%
- Communication & Life Skills: 25%
- Programming: 22%
- Digital Literacy: 22%
- Business / StartUp: 9%
Q12: What is your CURRENT personal monthly income? [in Ksh]

**GENDER Balance**

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Q13: CURRENTLY, who is financing the major part of your living expenses?
Q14: What skills were missing from Learning Lions you could have benefitted from today?

**GENDER Balance**

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<td>Business/Freelance/Startup</td>
<td>13%</td>
<td>29%</td>
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<tr>
<td>Coding/Databases etc</td>
<td>3%</td>
<td>19%</td>
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<tr>
<td>Communication/Project Management</td>
<td>13%</td>
<td>10%</td>
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<tr>
<td>Other/General IT Skills</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>Design/Animation etc</td>
<td>3%</td>
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<td>NON-ICT Skills / Practical Skills</td>
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<td>Design/Animation etc</td>
<td>8%</td>
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<tr>
<td>NON-ICT Skills / Practical Skills</td>
<td>3%</td>
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Q15: How likely is it that you would recommend Startup Lions to a friend, family member or colleague? (1 = "very unlikely" / 10 "very likely")

Details on Question 15 / Net Promoter Score

- Common Grouping: 1-6: Detractors | 7-8: Passive | 9-10: Promoters
- Our Net Promoter Score (NPS): 55 (→ 70% promoters – 15% detractors)
- According to Keystone Accountability, based on their research with many NGOs, an NPS of 55 is very good and beyond what many other NGOs are rated by partners or beneficiaries. However, benchmarking remains difficult across contexts and should mostly be done organisation-internal, that is, comparing developments over time.
Q16: How did participating in Learning Lions feel for you?

% TOTAL
- only positive: 7%
- no answer: 6%
- mixed: 87%

GENDER Balance
% FEMALE
- only positive: 16%
- no answer: 84%

% MALE
- only positive: 8%
- no answer: 4%

LEVEL Balance
% BT only
- only positive: 7%
- no answer: 9%
- mixed: 84%

% AT (incl. BT)
- only positive: 5%
- no answer: 6%
- mixed: 89%
Discussion and Interpretation

Data Completion
We managed to get survey data for about 50% of our graduates at the time of surveying. Whether this is high or low is hard to interpret. It should be somewhat representative, but we cannot rule out that this is a biased subset. Biases can go in many ways, and we know this also from cases. On the one hand, those not reached by the survey might be those with less good connection to our program. These may be the less successful candidates, as they may have no strong ties to those who are successfully still financing their life on our campus through digital freelancing or other jobs. On the other hand, the less strong connection to our program may also be because a graduate has moved to Nairobi and has a successful career over there.

Gender
Women are a bit underrepresented in our data, even given the generally lower share of women in our program.

Education
- For the vast majority of our graduates the highest level of education before joining our program is Secondary School. This means we are actually reaching our target group.
- We can see a large gender education gap: education higher than secondary is dominated by males.
- We can see that Advanced Track graduates are more likely to have had higher education (higher than secondary) than Basic Training graduates.
- We can see that higher education increases the average income among our graduates. However, we can see that our program reduces this effect, which is fully in line with our beliefs. You do not need a higher degree to be successful.

Location
- Close to 90% of graduates still live in Turkana. This could be interpreted to be in line with our goal to avoid migratory pressures, that is, to create opportunities within their home regions. However, we don’t know the counterfactual analysis. Also, it can be argued that finding well-paying jobs outside Turkana is more promising, as may be indicated by the higher average income of graduates living in Urban Kenya (see graph “Location & Current Income”).
- It is largely men who live outside of Turkana, potentially a sign of lesser mobility and degree of self-determination of our female graduates.
Income & Employment

- The vast majority of graduates didn’t have a paid job before joining the program (84%), this being particularly true for the female graduates, of which only 6% had a paid job, compared to 26% of men.
- 1/3 of graduates with a prior job were already working in art/design/media, whereas close to 50% of those were more working in agency/clerk jobs.
- Only 20% of graduates report to have earned income prior to our training, with the exception of 2 women only men.

- After our training, 40% of women still report to be without occupation (and 27% without any income), whereas for men this rate drops to 16% (17% for income). 43% of men report to work as freelancers, compared to 23% of women. Some men find jobs in NGO & government (14%), whereas women rather find employment by a business (10%).
- 43% of male graduates with a current occupation work in IT/design/media/art-related fields, compared to only 13% of women. This is confirmed through the question about digital freelancing: the majority of man report to earn their income with digital jobs, whereas it is only around 30% for women.
- 64% of graduates can currently sustain themselves from their own income. 52% can even support family members. The downside is that after the Basic Training, 46% of graduates have not yet reached financial independence, which goes down to 28% after the advanced track. Unfortunately, we have no comparison to before the training yet.
- We can see that the advanced track really makes a big difference: while only 16% of Basic Training graduates report income above 10k Ksh, 40% of Advanced Track graduates reach this income group. Only 2.5% of Basic Training graduates make it into the top-earners class above 25k Ksh compared to 13% within the group of Advanced Track graduates.
- For those individuals who had a paid job prior to the training, the average income rose from 15,109Ksh to 17,286Ksh (~15%).
- The average income of ALL currently (at the time of survey) income-generating graduates (not only those who already had a job before the training) was 16,103 (~7% increase).
50% of graduates work in IT-related jobs / have primarily digital income sources

- While the average increase in income is rather small, the number of income-generating graduates rose from 21% (graduates reporting to have a paid job) prior to training to 80% (graduates with positive income reported) after the training. This results in a cumulative monthly income increase from 332,400 Ksh to 1,417,106 Ksh across all graduates (~426%).
- Of those graduates reporting to be in some type of job or work, 1/3 is formally employed and 2/3 are freelancers. This shows that our general concept is working in terms of the type of job we are creating, though it also underlines that a majority of graduates, even a majority of working graduates, suffers from some income instability risk, as compared to a fixed monthly salary. This may still be especially relevant given the early stage of freelancing most graduates are in with relatively low earnings around 17,000 Ksh/month. Once the income level rises, the income increase may outweigh the income instability.
- It can be seen from the distribution of income across job type that while nearly half of our graduates find jobs in design or IT related fields (see Question 9) or consider earning their income primarily digitally (Question 10), the income derived in these fields is not among the high-earning job types such as finance or managerial roles. Even ordinary jobs such as police or clerk and secretary positions pay better.
- The creation of new jobs through the training program (or at least: new jobs that are taken up by graduates who didn’t have a job before the training program) happens largely in IT, art/design/media and teaching (of which a substantial part is teaching on our ICT campus). This is intuitive and reflects the core mission of the program.

A PRELIMINARY CONCLUSION

of the income data maybe that our training program primarily creates new income opportunities for those who didn’t have a job before, and has small but positive effects on the income for people who have already had a job before. It may also be argued that the IT & design opportunities which are created through the program may not yet yield impressive income results, but have a larger potential for subsequent income increases compared to more traditional jobs available in the region. Finally, IT and design jobs are much more scalable as they are not reliant on the limited local absorption capacity of businesses, NGOs and the government.
Skills Learned & Satisfaction

- Our graduates report that Design, Communication and Life Skills are really the strongest take-away from our training. Women enjoy the business & startup skills more than men, but do not find the programming skills as beneficial.

- In terms of missing skills, the Advanced Track graduates clearly demand more business/freelance/startup skills. This makes sense, as it is after the Advanced Track graduation that we expect the graduates to become successful freelancers, and we are not yet providing them with enough support to do so. On the other hand it needs to be noticed that we cannot expect every IT training graduate to become an entrepreneur, so part of an improvement solution will also always be to improve selection alongside improving our program content and structure itself. This holds generally, not only for entrepreneurial skills.

- 50% of women do not see any missing skills compared to only 17% of men. This could be interpreted as greater satisfaction. However, the general survey satisfaction (see next point) only mildly confirms this thesis. It may be that the generally lower performance of women within our program and the failure of the program to empower the women sufficiently to make up for societal gender imbalances is a driving factor behind this. Thus it could more be a lack of inspiration than a sign of content. Future questionnaire design may be able to work around such problems.

- The survey results indicate quite clearly that a vast majority is mildly or strongly positive about the Learning Lions program and the impact it had on their lives. Our net promoter score of 55 is relatively high, though our benchmark and experience is limited here. 87% of our graduates would rather recommend the program (85% of men and 92% of women). Asked how the graduates feel about the program in general, close to 90% can only report positive feelings.
Cautionary Remarks and Future Improvements

- There has not yet been any linking with other data (beyond finding out gender and Basic Training/Advanced Track training status), e.g. Learning Lions Advanced Training data, or Digital Lions income data. This should be done.

- Some answers have to be interpreted with caution:
  - We asked the graduates how much they earned before the basic training, but for some this time lies 6 years back. We saw with a few cases that they may not have answered accurately but more based on recent earnings, that is, earnings, after the training. Even if the direction of error may not be generalised, it is likely that these figures are not very accurate.
  - One problem here, as identified above, was the issue of respondents with multiple jobs and sources of income. We saw that some of our graduates that work both for our organisation on campus, but also freelance, only stated their freelance income.

- All impact conclusions that draw on a “before” vs. “after training” comparison suffer from a hidden variable problem. We lack a counterfactual analysis, e.g. through the use of a comparison group. It is for example likely that young people of the age of our graduates naturally increase their income quite substantially and also their degree of employment. In the poor and underserved region of Turkana this may less be the case then in flourishing economies, but it should still hold that not all income increases and other positive observed changes can be attributed to the training.

- Some possible answers were not mutually exclusive, e.g. what is your current occupation. Some have answered multiple options, some have chosen only one. It is likely that more people than have answered actually have more than one occupation “e.g. student AND freelancer”, but due to the way the question was asked, had to decide for one.

- We have apparently asked for the current employment even if the respondents did answer they didn’t have a job. This should be changed and made conditional in the future.

- For some respondents, they are still working with us or otherwise close to our networks, so that we actually know many things from observation or conversation. Comparing some of the answers to the knowledge we have from observation and conversation, it must be doubted if all answers are answered truthfully. There may be a slight positivity bias in the sense that income, job situation, profiting from digital skills, etc. is answered more positively than is true in reality. This bias, luckily, seems to concern both the time before they joined our program, and afterwards, so that the effect on the robustness of the survey and how to interpret it may not be that large, in the end. In specific cases and comparisons, however, it may be, especially when comparing some elements of the survey with external data.
  - On the Net Promoter Score question, the wording was not ideal. “How likely is it that you would recommend Startup Lions to a friend, family member or colleague? Send number between 1 ("very unlikely") and 10 ("very likely")”. The phrase send number made three respondents send phone numbers of people they wanted to recommend the program to, instead of responding properly to the question.
  - On the issue of comparing earnings before and after the Learning Lions program it is important to note that we did not ask all respondents how much their total earning was at the time of joining Learning Lions, but only those who answered they have had a paid job in the two years preceding Learning Lions. This may have been a mistake in hindsight as this may has lead to the omission of valuable information for comparison reasons. This is for two reasons: First, the wording “paid job” may commonly not be set equal to “any work that brings income” but only with a formal job contract. Boda boda/taxi driving or running a shop may not be considered “paid job”. Secondly, even if no market income was generated, it would have been interesting to hear how much available “income” e.g. through family subsidies or other means were available. However, given that many respondents reported 0 earnings in the question about how much they currently earn (e.g. when student), this second point may be negligible, but the former is important.