



Zizi Afrique  
Foundation

# ZIZI IMPACT

ISSUE 8: OCTOBER 2024



*A world where all children and youth learn and thrive*

# EDITOR'S NOTE

*Greetings from Zizi!*

The third quarter of the year was successful. Following a half-year retreat that assessed our progress in implementing the 2024 annual plan, the Zizi team intensified core areas of work to pursue our systems change and collective impact initiatives.

In this edition of the Zizi Impact, we share with you how ZAF's impact is growing and the steps we are taking to strengthen clarity on the future of the organization. Key to this is the centrality of evidence for policy and action as the unique contribution of our work while strengthening our role in supporting the growth of other Africa-led organizations. We do this by regranteeing and supporting them to access direct funding. So far in 2024, over **USD 1.2 million** was regranteed to **15** of our impact partners, while **5** other partners have been supported to access more than **USD 240,000** of direct funding.

We also share our progress in supporting education systems change by catalysing reforms in curricula, teacher training, and assessment across East Africa. We are most proud of our contribution to East Africa's education systems to nurture and assess life skills and values. We show you how we are partnering with policymakers to shift perceptions on access to and quality of TVET in Kenya, and how we have commenced the journey to becoming a gender-transformative organization.

Finally, as is now our tradition, we introduce you to another ZAF staff member, Ms. Margaret Wawira, the Ag. Chief Executive Officer of the Regional Education Learning Initiative-RELI Africa and manager at Zizi Afrique. Prepare to be inspired as we delve into her remarkable insights on the advantages of embracing introversion while leading in today's professional landscape.

*Wishing you a happy reading!*

**Editorial Team**

## TABLE OF CONTENT

Strengthening the Zizi Afrique Foundation Posture as an Education Ecosystem Builder	1
Supporting Reforms in Curricula, Teacher Training and Assessment across East Africa	2
Supporting the Review of Two Key Education-Related Policies to Support Foundational Learning	3
Strengthening Capacities for Nurturing and Assessment of Life Skills and Values in East Africa and Beyond	4-5
Working with Government and Other Actors to Support Access and Quality in TVET Education across Africa	7-8
Promoting and Leading the Generation and Uptake of Data and Evidence to Improve Decision Making and Programming at Various Levels	9-10
4th Edition of Sara Cup	11
Staff Profile	12



## Strengthening the Zizi Afrique Foundation Posture as an Education Ecosystem Builder

### Strengthening clarity on Zizi Afrique Foundation's (ZAF) mission and strategic positioning

Zizi Afrique Foundation (ZAF) continues to build better clarity on her mission and how to communicate it. The Board, in September 2024, reviewed the outcomes of the midline evaluation of the Strategy (conducted in 2023) and arrived at three key statements. First, ZAF will strengthen its niche as an evidence-policy-action organization, where evidence is sourced, consolidated, and availed for use in policy and action. Second, the focus of the organization will be systems change, working with the system (government and other sub-systems) to address the root causes of the problem, rather than creating parallel interventions that respond to symptoms. Third, ZAF will play the role of an ecosystem builder, working and supporting other organizations to grow and yield more impact, specifically emboldening Africa-led and locally-rooted organizations through an endowment fund. These three are the building blocks for the Strategy.

### Strengthening our partners' capacities in fundraising and programming

The Mutual Growth with Partners (MGIP) initiative recognizes that getting children to learn, youth to acquire skills, and civil society organizations to collaborate (the three problems we focus on) is something no organization can achieve alone. Since February 2024, ZAF has been 'learning and growing' with 16 county-based organizations known as our Impact Partners. This growth path has included questions around fundraising, strengthening financial management and accountability, refining theories of change, and ways of telling our stories. MGIP contributes to ZAF's Collective Impact ambition and our position as a regrantee organization.

In quarter three, ZAF embarked on the second phase of fundraising training, focusing on Proposal Development, Theory of Change, and Budgeting. This session refreshed existing knowledge and introduced new concepts to enhance skills. This collaborative approach allowed partners from different organizations to share ideas and develop sample proposals and budgets. Five of the sixteen partners successfully secured a combined total of KES 31.5 million through grants and crowdfunding. Participating partners continue to share how transformative the training was and how they are catalysing their organizations' growth for impact.

## Supporting Reforms in Curricula, Teacher Training and Assessment across East Africa

We continue to generate, consolidate, and share evidence through research, evidence synthesis, and translation as well as analyzing existing data to respond to emerging priority areas and gaps and building an evidence eco-system that includes co-creating and experimenting with the government.

We worked with government agencies to build knowledge, capacities, and actions of key actors to support the incorporation and assessment of values and life skills across three countries

We continued to influence national education systems in East Africa to prioritise core competencies. Over the quarter, we made significant progress in East Africa in accelerating the integration of life skills and values into curricular and assessments.

In Zanzibar, ZAF and her partners supported the Zanzibar Institute of Education (ZIE) in refining the definitions and structures for life skills such as Creativity, Problem Solving, Collaboration, and Critical Thinking. The collaborative initiative, which involved 13 experts, marks a commendable achievement in enhancing the education curriculum in Zanzibar.

In Uganda, partnerships with the National Curriculum Development Centre (NCDC) and the Uganda National Examinations Board (UNEB) have strengthened curriculum expertise and assessment capacities, contributing to the improvement of life skills and values in the curriculum. Similarly, in Kenya, formal partnerships with the Kenya Institute of Curriculum Development (KICD) have contributed to the finalization of materials for Values-Based Education (VbE) and the development of a pilot plan for the Whole School Approach (WSA). These efforts are significant in enhancing the overall educational framework in the region.

Strengthening the understanding, deconstruction, and application of core competencies for pre-service teacher training



We built the capacities of critical stakeholders on VaLi, leading to a deeper understanding of the deconstruction of core competencies and values, development of scenarios/assessment tools for VaLi and interpretation, and application at pre-service teacher training levels with Eregi and Machakos Teacher Training Colleges (TTCs) in Kenya, Kyambogo University in Uganda, University of Dar es Salaam in Tanzania and The State University of Zanzibar (SUZA). This was achieved through the VaLi Academy, which has to date reached 94 (41 male, 53 female) teacher educators; 10 (5 male, 5 Female) teachers—those involved in tool development; and 8 (6 male, 2 female) master trainers during that period. This is a significant step in building a critical mass of teacher educators who have the skills to unpack and develop assessments for core competencies and values. The collective efforts and collaborations across East Africa have significantly improved the definition and structure of life skills and values in the curriculum, ultimately enhancing the quality of education and assessment practices in the region.

### Leading innovations on how to nurture values and life skills in Kenyan schools

Through the Learning Journey with Schools (LJS) piece, ZAF has been working with the Kenya Institute of Curriculum Development (KICD) to provide a plausible approach to nurture life skills and values. This includes identifying priority life skills and values for testing. We also designed a nurturing approach to VaLi alongside KICD, Teachers Service Commission (TSC), and the RELI VaLi members in Uganda and Tanzania.

## Supporting the Review of Two Key Education-Related Policies to Support Foundational Learning

We helped reshape critical policies for foundational learning by directly inputting into the Teacher Education Policy through engagement in a review finalization workshop with 52 (35 male, 15 female) policymakers. We collaborated with the directorates of Junior and Senior schools and other stakeholders, leading to the drafting of career pathways guidelines to inform the transition into Grade 9. This was informed by the work under the Policy Learning for Universal Secondary (PLUS) program. The process involved 20 (5 female, 15 male) stakeholders drawn from the Ministry of Education (MoE), the Kenya National Qualifications Authority (KNQA), the Kenya Universities and Colleges Central Placement Service (KUCCPS), the Kenya Institute of Curriculum Development (KICD) and other practitioners.



## Strengthening Capacities for Nurturing and Assessment of Life Skills and Values in East Africa and Beyond

Through the Action for Life Skills and Values in East Africa (ALiVE), significant progress was made across East Africa to accelerate the integration of life skills and values into curricular and assessments of several countries.

### Leveraging the ALiVE Academy to build a vibrant community of assessment experts for the region

The ALiVE Academy is birthing a vibrant community of assessment experts for the region. The focus is on building contextualized tools for evaluating life skills and values in children and adolescents. The August session signaled a move towards greater independence from external trainers to skilling a home-grown cohort of 8 Master Trainers (3 Kenya, 2 Uganda, 3 Tanzania). This elite cohort has been trained to take leadership in conducting curriculum reviews, developing skills and assessment frameworks, generating skills progressions along curricular expectations, developing tests that achieve high psychometric standards, and other competencies. Already, the Master Trainers are leading in developing life skills assessment tools targeting 6–12-year-olds and additional assessment tasks for 13–17-year-olds in Kenya, Uganda, Tanzania Mainland and Tanzania-Zanzibar. Moving forward, these trainers are expected to take over the Academy and support the field by training local experts in government and various organizations across the region. This will be achieved through the VaLi Academy, which has to date reached 94 (41 male, 53 female) teacher educators; 10 (5 male, 5 female) teachers—those involved in tool development; and 8 (6 male,



## Development of a comprehensive open-source repository for assessment tools in sub-Saharan Africa



A comprehensive repository of assessment tools has been developed for the 13–17 age group through extensive data collection efforts in Tanzania and in collaboration with Strathmore University. The platform provides high-quality assessment tools for life skills and values, following thorough workshops, household listings, and a pilot assessment in three districts. This platform will be launched through a webinar in November 2024. Watch out for further updates on this.

A mapping exercise has also been completed to document interventions and tools for assessing and developing life skills and values in sub-Saharan Africa. This effort included expanding the map of Social-Emotional Learning (SEL) assessments, conducting a literature search, and data collection through a survey distributed to RELI members. An evidence synthesis study analyzed 168 works, resulting in a comprehensive report set to be reviewed and disseminated for better outreach.

## Convening partners to support evidence-based ecosystem enhancing evidence-based learning and advocacy

In August 2024, ALiVE co-convened the inaugural East African Community (EAC) regional education conference held in Arusha, Tanzania. Attended by 500+ participants from the 8 member states, the conference celebrated the African Union year of education and shared and applied evidence around the theme of 21st Century skills. Besides chairing the conference committee and leading two of the three major conference committees, ALiVE gave a keynote address on life skills and values, ran a pre-conference workshop, convened a panel, and presented papers. In addition, the ALiVE Book was launched at the colourful gala dinner event. The conference has now been adopted by the EAC as a biennial regional event to share progress and promote accountability for education in East Africa.



Over the same period, ALiVE presented at the 40th Annual Conference of the Association for Educational Assessment in Africa (AEAA) held in Cape Town, South Africa, and at the Kenya Teachers College Principals Association (KTCPA) conference in Mombasa, Kenya. While this presence has contributed to the knowledge production and sharing outcome of ALiVE, the evidence from this initiative has informed the Kenya country program of Porticus (now focusing on life skills and values for children on the margins in the counties of Turkana, Wajir, Isiolo, and Kajiado).



## Working with Government and Other Actors to Support Access and Quality in TVET Education across Africa

Working with the Technical and Vocational Education and Training Curriculum Development, Assessment and Certification Council (TVET CDACC) to review the horticulture curriculum in Kenya

We contributed to strengthening training in Horticulture Levels 3 and 4 by revising the curriculum. Zizi worked closely with sector experts identified by TVET CDACC to review and validate the curriculum, which was heavily informed by the work on greening skills. The partner implementing institutions were instrumental in contributing to the review and bringing their experiences.

### Supporting Kenyan youth in agriculture: providing green skills training and sustainable development initiatives

The goal of the greening TVET project is to promote the green skills of women and youth and reduce poverty and hunger in the rural areas of Kakamega, Makueni, and Kajiado, Kenya. This project is currently being implemented in three institutions: Latia Agribusiness Solutions, Bukura Agricultural College, and Makueni Agriculture College; and two learning institutions: Baraka Agriculture College and Miramar International College. Since the start of the Greening TVET project, 1,464 trainees (1,023 female, 441 male) have enrolled, achieving 97.6% of the target of 1,500. Among them, 726 are youth, with 39.26% of these youth being female. Across counties, 210 trainees were enrolled in Kajiado, 604 in Makueni, and 650 in Vihiga. Makueni Agriculture Training College registered 212 trainees (92 male, 120 female), with a final group of 36 set to join in October 2024.

### We used evidence from the #FormNiTVET follow-up to secure buy-in and policymakers' support for TVET

The #FormNiTVET campaign, led by the Zizi Afrique Foundation (ZAF) in collaboration with the Ministry of Education-State Department for TVET and various county governments which ran between April 2023 and December 2023, aimed at changing public perception towards TVET, increasing youth enrolment in TVET programs and redefining the narrative surrounding Technical and Vocational Education and Training (TVET) in Kenya. Early in the year, a rapid evaluation was conducted to check the outcomes of the campaign leading to this report. In this quarter, the #FormNiTVET Dissemination Forum which engaged 12 policy makers and 12 TVET institution heads catalyzed new collaborations between county governments and the private sector to enhance Kenya's Technical and Vocational Education and Training (TVET) system.

Senior county government officials of TVET promised to advocate for infrastructure upgrades and intensify efforts in community outreach to elevate the perception of TVET as a prestigious career pathway for youth. TVET institution heads also committed to exploring ways to make TVET courses attractive and reduce course durations as a way of making more young people embrace TVET. Testimonial from a Participant: The roadshows did more than attract interest—they reshaped perceptions, showing that vocational training can lead to real opportunities. — Forum Participant.



### Showcasing innovations at the Skill Up Africa Expo and Conference 2024

We partnered with the Nation Media Group to infuse data and evidence into national conversations on education and youth skills. We had major engagements around the World Youth Skills Day through exhibition at the Skill Up Africa Expo and Conference where our four TVET institutional partners (through 29 youths) showcased their work and innovations. We participated in panel discussions, featured in media interviews, and wrote two newspaper articles with an estimated reach of more than 6 million people, presented 40 green business study reports, including feasibility studies, market studies, qualitative reports, stories of change, and a midline study report with stakeholders. The event highlighted green skills and innovations, emphasizing youth involvement in sustainable development and peace through panel discussions and X Spaces. This comprehensive approach not only elevated awareness of green business practices but also fostered deeper collaboration among stakeholders and underscored the crucial role of youth in driving sustainable development and peace.



### ZAF at the 7th Africa Evidence to Action Conference (E2A) 2024

ZAF also participated in the 7th Africa Evidence to Action Conference (E2A) 2024, held at the Institute of Statistical, Social and Economic Research (ISSER) Auditorium, University of Ghana. During the conference, ZAF presented a paper titled Empowering Kenyan Youth in Agriculture through Green Skills Training: A Study of Technical and Vocational Education and Training (TVET) in Kenya. In addition to the presentation, ZAF staff engaged in valuable training sessions, including a Young Evaluators workshop, on the basics of Monitoring and Evaluation (M&E) and a training for researchers and policymakers focused on evidence-based decision-making, encompassing systematic review and meta-analysis.



## Promoting and Leading the Generation and Uptake of Data and Evidence to Improve Decision Making and Programming at Various Levels

### Increasing government and education ecosystem understanding of transition through the PLUS Program

The PLUS program is focused on enhancing collaboration between the government and stakeholders to improve the use of evidence and data in decision-making, particularly in the education sector. PLUS, also emphasizes the importance of identifying key priority areas and addressing gaps within the system to maximize impact. By embedding its work within governmental structures, the program ensures that its interventions are more sustainable and can be seamlessly adopted over time. The project held two reflections and co-creation workshops with key stakeholders from the Ministry of Education, KICD, KNEC, Sub-county TSC Directors, Sub-county Directors of Education, Principals, and Headteachers. The first workshop aimed to draw insights and get a deeper understanding of the Junior School (JS) transition under the new CBC education model while the second one was to come up with career guidance and guidelines for Junior Secondary students to help in identifying their career paths as they join the Senior Secondary School.

There was also an education report-writing workshop that focused on enhancing the Form One Admission Report and developing a more efficient selection process tool for secondary school admissions held with the Ministry of Education-Directorate of Secondary and Junior Secondary and Zizi Afrique Foundation who were providing the technical analysis support.

### Championing the generation and use of data and evidence to promote learning at the sub-national levels in Kenya

We supported work in Tetu where the Member of Parliament and the education leadership are championing improved foundational learning outcomes, with Zizi as the technical lead in education. Priority focus areas for Tetu include Parental Empowerment and Engagement, improving literacy outcomes, and teacher support. Seventy-six schools (45 primary and 31 secondary), 45 headteachers (male 22, Female 23), and 45 Board of Management members participated in the initiative. We made significant progress towards scaling the Napenda Kusoma initiative with the government.

We worked with the county's key education policymakers, including the TSC County Director, MoE Project Coordinator, and the County's Executive Committee Member (CECM) for Education to infuse ownership of the initiative and promote its scaling. Consequently, 40 headteachers in 40 primary schools, including three Curriculum Support Officers (CSOs) have been reached.

### Mapping the foundational learning landscape in Kenya

Through the Unlocking Data Initiative (UDI), ZAF and her partners successfully mapped foundational learning in Kenya, identifying existing initiatives, stakeholders, data systems, and evidence flows. Outcomes include the identification of gaps, challenges, and data access needs. A meeting to validate the findings was conducted, highlighting policy and system accessibility issues. As a result, partners gained insights into improving data utilization for foundational learning, with the report set to be published as a public good, supporting data-informed educational policies and practices. To activate evidence communities, the project held its soft launch on 21st August 2024, under the theme: Telling the Education Data Story in Africa, Strengthening Learning Foundations for a Brighter Future. The launch brought together education ecosystem actors including government officials, policy makers, educators, and other civil society organizations to learn about the initiative and share evidence from Phase I.

The UDI team also participated in the International Conference for Equity and Educational Transformation, organized by the Education Endowment Foundation (EEF) and the Education Evidence Network (EEN), held on July 23rd–24th in Santiago, Chile.

### Consolidating evidence for advocacy and leadership in ECD in the context of nurturing care targeting children 0–3yrs

ZAF's Early Childhood Development (ECD) initiative is premised on the fact that investing in Early Childhood Development has the potential to significantly contribute to the development of education in Kenya and Africa at large.

Following a successful Phase 1 and 2 which focused on the political economy analysis, the project focused on deepening understanding of school re-entry in the context of children 0–3 years and identifying and documenting innovative work of grassroots champions, including their capacities. This was done through workshops and engagements with ECD stakeholders and partners in the three project counties of Mombasa, Siaya, and Samburu. Through the learning partners in the respective counties, the project unveiled about 20 grassroots players in ECD activities to conduct capacity assessments to deliver services for children aged 0 to 3.

The program successfully developed an organization capacity-assessment tool in readiness for the assessment of the grassroots organization and individual champions implementing ECD initiatives at county levels and will be focusing on deepening understanding of the barriers and drivers to school re-entry policy among adolescent mothers as well as identifying and documenting the innovative work of the grassroots champions.





## 4th Edition of Sara Cup

Since 2021, ZAF under the Tenda Wema (Do good) Initiative has been organising the annual Sara Cup event in honor of Dr. Sara Ruto, a notable Kenyan educationalist dedicated to improving learning outcomes for disadvantaged children. The primary goal of the cup is to raise funds to support the education of underprivileged students, regardless of their academic performance.

Over the past four years, the event has brought together policymakers, research institutions, academia, government, and other key stakeholders in the education sector for sustained collaboration.

This year's edition, which took place at Nairobi Primary School, was bigger and better. Raiser Youth emerged as the overall champions in the youth football competition while ZAF claimed victory in the volleyball tournament. During the event, Dr. Sara emphasized the unifying power of sports, stating, "I believe that in sports, you find happiness, and in moments of joy, we should think about others. Even in our acts of generosity, we can have fun!" She encouraged participants to look forward to the next edition of the Sara Cup. The tournament successfully raised KES 3,038,005 to contribute to the education of needy children in Lamu and Tana River counties. <https://www.youtube.com/watch?v=TTVBZGEUgio&t=187s>





## STAFF PROFILE

### Finding something I love, something I am passionate about, and calling it work.

In this edition, we are thrilled to feature Ms. Margaret Wawira, the Ag. CEO of the Regional Education Learning Initiative-RELI Africa. Prepare to be inspired as we delve into her remarkable insights on the advantages of embracing introversion while leading in today's professional landscape.

### How would you describe Maggie?

"How strange that the grass is all that remains standing after the storm," said the boy. "Sometimes being soft is strong," said the Rabbit. This quote is a pretty accurate reflection of who I am. I don't know if I was always an introvert, but I know I am one. I was born in a small town in Kirinyaga called Mururi. I was raised by my mum and my grandmother. I have two sisters and two cousins who grew up with us and I am now a mum to an adorable 6-year-old boy. Most people describe me as quiet, soft-spoken, with a subtle confidence that has been instrumental in getting me to where I am now. I would describe myself as disciplined, committed, self-motivated, and skilled at both independent and collaborative work. I am reliable and driven by a passion for social justice and a commitment to education development. During my free time, I enjoy reading.

### How did your background influence your career?

Growing up, I always wanted to be a pilot. I was so set on this until one day when I was in Form Two, I had a conversation with my uncle. When I expressed my passion to be a pilot and to fly people all over the world, he told me a pilot is like a bus driver, transporting people to various destinations. I now know that this is not true, but as a 15-year-old girl then, it was enough to dissuade me. I graduated high school without a definitive career direction. After my results came out and I had somewhat passed, we started having conversations about university.

### What steps did you take to plan and advance your career trajectory effectively?

I will share four key steps I have taken to advance my career trajectory:

**1. Taking bold steps and making difficult decisions** In 2015, I was working for a community development initiative based in Kitengela. I worked closely with the head of the organization and received good exposure. However, in September of that same year I was offered an internship at the East African Centre for Human Rights (EACHRights). I left the job and took the internship. That decision would be the stepping stone to my career growth. Additionally, when I left EACHRights, I was quite unclear on what I wanted to do next. I only knew I had learnt all I could, and it was time to spread my wings and explore something different. This decision would lead me to where I am today.

**2. Trusting the process and being patient:** When I took the internship position at EACHRights, I underwent a painfully slow but gradual growth process. I grew from intern to Programme Assistant, and then to Programme Officer, then Senior Programme Officer and eventually Programme Manager. The trajectory was key to building my confidence and shaping my ability to deliver quality work as well as make sound decisions in addition to building my leadership.

**3. Finding what I love and calling it work** Truly, I worked on different things before finding my true purpose in advancing access to quality education for disadvantaged children. Quality education granted me an opportunity to be where I am today, and I hope to do my best to grant as many children as I can the same opportunity. This connection drives my passion and gets me out of bed every morning.

### What/Who do you attribute your success to?

I attribute my success to three things. The first one is God. I truly believe that if God had favourites, I would be one of them. There are many times when my life should have completely gone off course but His grace in my life has been sufficient. He lights and guides my path, at times placing people in my life at certain times to hold my hand when I should have completely fallen apart or lost the cause. I trust in Him and His plans for my life intrinsically.

Secondly, my family. My family facilitated my education up to masters level. Not many people get so lucky. They have played a key role in shaping my path to success. Since I had my son, who is now 6, he has been my greatest motivation.

Thirdly, myself, for putting in the work. I consider myself smart, but when I was younger, I never took school seriously. When I performed well in my KCPE despite not having put in much effort, it proved to me that if I put in some effort, I could achieve something for myself. That, and being disciplined and committed.

### Who is your biggest influence/mentor?

I mentioned earlier that I dreamt of being a pilot. So naturally, my first inspiration was Amelia Earhart. She was the first woman to fly solo across the Atlantic Ocean in 1932 and was known for encouraging women to reject constrictive social norms.

Mother Teresa is also a great inspiration to me, reading about her and her work leaves me in awe of how someone could be so committed to serving others.

Of course, my biggest mentor and the person who has had a big impact on my growth is my supervisor, Dr. John Mugo. In all my life, in all the places I have worked, I have never met a more visionary leader. He is a brilliant mind who often sees what no one else sees. He has an uncanny ability to bring teams and entire organizations together and lead them in a common direction, transforming visions into reality. He is also a very humble and kind person. He inspires and challenges me to learn and be better every day.

### A quote(s) you live by...

There are four quotes that I like and live by actually...

"If people are doubting how far you can go, go so far that you can't hear them anymore."

"You can lie down for people to walk on you and they will still complain that you are not flat enough."

"Sometimes you win, sometimes you learn."

"Believe you can and you are halfway there. What we think, we become."

Did you know... One thing nobody knows about you...

I hiked Mt. Kenya with Sir. Richard Branson in 2022 in what proved to be a transformative experience. My biggest takeaway being, One foot in front of the other. Repeat.





### What drives you? What are your passions?

I have a heart for children. What drives me is a quest for social justice, a need to do my little part in making the world a better place, especially for disadvantaged children. Sometimes I wish I could become an avenging angel to watch over and protect all the children who are affected by the rot of this world.

### What was the last book you read?

The last book I read is "Conversations with Myself" by Nelson Mandela.

### Career advice for the readers...

If you are aspiring to grow in your career, first I would recommend a book that changed my life. I first read it as an intern when I was starting my career, and it transformed my life. It's called "The Leader Who Had No Title" by Robin Sharma. All the lessons I could share are in this book, especially for young people, but I will share three key ones:

**1. You need no title to be a leader.** Every one of us alive in this moment has the power to go to work each day and express the absolute best within them. We have the power to inspire, influence, and elevate each person we meet by the gift of a great example. You can treat people with respect, appreciation, and kindness. And you need no title to do that.

**2. To be a great leader,** first become a great person. The book elaborated on the acronym IMAGE which stands for:

Innovation – Always look to innovate or improve something every day.

Mastery – Commit yourself to being the master of your craft. Deliver nothing less than your very best.

Authenticity – be trustworthy, be someone who acts with integrity and keeps their word.

Guts – be persistent and courageous.

Ethics – Act with good manners, do not cut corners.

**3. Be accountable to yourself.** When no one is watching, do you do the right thing?

Read the book!! Let's talk about it!! Let us grow together!!

## POETRY SECTION

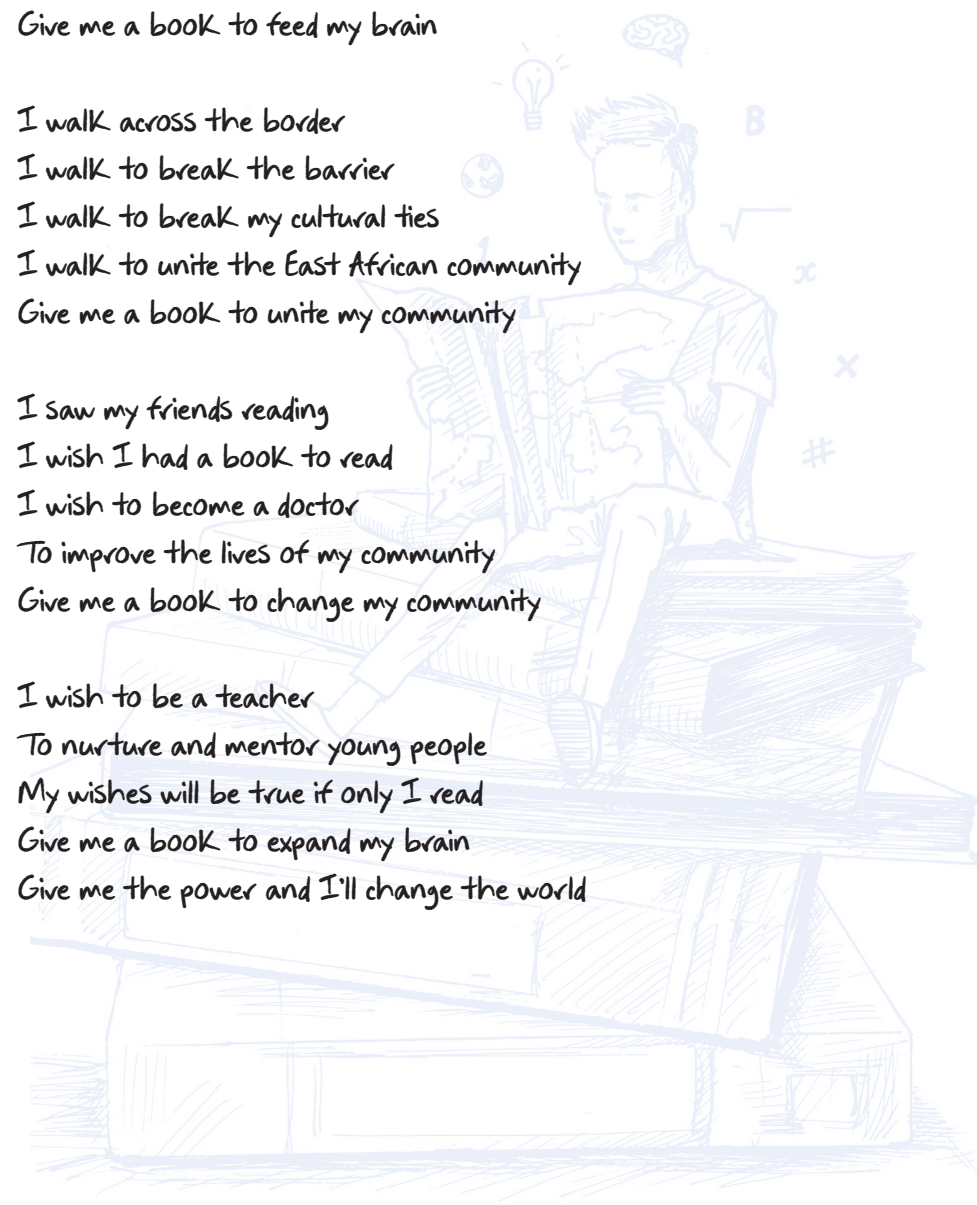
### Give Me a Book, Give Me the Power! By James Mburu

I'm thirsty  
I'm hungry  
I need not the food for my stomach  
But to feed my brain  
Give me a BOOK to feed my brain

I walk across the border  
I walk to break the barrier  
I walk to break my cultural ties  
I walk to unite the East African community  
Give me a BOOK to unite my community

I saw my friends reading  
I wish I had a BOOK to read  
I wish to become a doctor  
To improve the lives of my community  
Give me a BOOK to change my community

I wish to be a teacher  
To nurture and mentor young people  
My wishes will be true if only I read  
Give me a BOOK to expand my brain  
Give me the power and I'll change the world





**Zizi Afrique**  
**Foundation**

**Zizi Afrique Foundation**

P.O Box 6183 - 00100 | Nairobi | Kenya

Le Mac Building | 1st Floor | Suite 1 | Off Church Road, Westland

Email: [communications@ziziafrique.org](mailto:communications@ziziafrique.org)

[www.ziziafrique.org](http://www.ziziafrique.org)



Zizi Afrique Foundation