

1. **Allowance/stipend:** We provide standardized reimbursements/stipends to club members for specific activities. For instance, the peer health educators conduct several outreaches each week. As the preparation and implementation of each session takes a full day, we provide them with transport reimbursement and a lunch allowance. In addition, the seven members of the Leadership Council receive a monthly stipend. However, for meetings and regular trainings, no reimbursement is given (although we usually provide snacks). We feel providing stipends/reimbursement/snacks shows that we respect the time and effort these young people put into the club. There is an opportunity cost associated with club participation and we appreciate that.

2. **M&E:** We conducted a Youth-Led Club (YLC) evaluation that looked mainly at participation, satisfaction, lifeskills development, and agency indicators. We incorporated a retrospective baseline into the evaluation, asking club members to compare themselves "now" to the way they were upon joining the club. These results have not been published. For our new Do It Yourself Clubs (DIY) in secondary schools, we have developed a comprehensive mixed method evaluation that is partially being implemented by young people themselves. The DIY indicators (many adapted from the PYD Toolkit) are similar to the ones we used to evaluate the YLC. A major component added in the DIY evaluation is school climate/violence in schools.

3. **Challenges to startup:** Many challenges existed to getting up and running. A lot of them had to do with unreasonable expectations, especially around money. In the videos we state that early on we reiterated the role of KLC/club member expectations in each club meeting - mainly that we would not provide funding for business ventures. We lost a good number of young people in the first 4-6 months, but the ones who remained were passionate about learning and improving their communities. They have started several successful initiatives (peer health, drama, entrepreneurship, music, etc.). Another challenge was defining the role of KLC staff/adults and club members. It took a while for all involved to fully embrace the youth-led vision on more than just a conceptual level, but through several sessions and trial and error, we have greatly improved that dynamic.

4. **Youth adult partnerships:** The partnership between youth and adults in the club has been an ever evolving dynamic. We started out by creating a loose structure and asking the youth in the club to flesh it out (e.g., bylaws, ground rules, elections, projects, stipends, etc.). As we have progressed, adults supervising the club have gradually and drastically pulled back, giving more and more responsibility to club members. Club members have also interacted with adults in the community through outreaches and dialogues (religious leaders, government officials, parents, teachers, etc.). Club members have shared, and it comes through very strongly in the videos, that they have a much greater level of respect/status within their communities and within KLC itself. They are now regarded as community members who have special skills and knowledge, and are valued in decision-making processes. In our new DIY Clubs, young people who we have been working with for years in the YLC are now taking on leadership roles (as Youth Mentors) in the pilot secondary schools. That young people from the original club are leading DIY activities is intentional; we believe teachers and administrators who see Youth Mentors leading a successful initiative in their schools will be more open to the value and benefits of meaningful youth participation.

5. Disparities within the club: We have seen that the club tends to revolve around members of the leadership committee; they generally have more decision-making power, closer proximity to the KLC organization, more education, and more drive. We often take a step back (KLC staff and Leadership Council members) and ask ourselves if everyone in the club is fully participating - why or why not? In the club evaluation and at all-club meetings, we also have gotten good feedback about this situation. To mitigate this and be as inclusive as possible, we provide a range of projects. For example, as something like peer health education tends to favor those who are more academically inclined, we offer a variety of other options, such as drama and music. We have learned that this is the key to keeping all club members engaged. And for those who do not have much time due to family and work responsibilities, we offer opportunities and activities (e.g., football match, soap-making training, etc.) that do not require extensive preparation or involvement.

6. Cost/Sustainability: Our project is very low cost, basically providing small transport reimbursements, stipends, and snacks at meetings. When we do provide actual funding, it is shared or repaid. For example, for drama club members we have agreed to pay for half of their costumes and set designs, while they must raise the other half. In another example, we have just provided a loan to the entrepreneurship group to make craft sandals. They will repay the loan back within six months with proceeds from their business (we use a very minimal interest rate of 3% to make the venture more like a real-world experience). Club members have also expressed interest in starting their own CBO or NGO that focuses on community development. One avenue to sustainability of the DIY clubs could be collecting fees from participating schools. However, it seems that other programs taking this route are struggling.

7. What are the goals/objectives: The objectives of the club from a KLC perspective are to improve the transferable skills/lifeskills of club members and to create an enabling, participatory environment in which young people can thrive. In this we have been successful in that most club members have undergone profound personal shifts and many community members have started to view them as assets instead of liabilities (both of which are clearly shown in the video series). And the outcomes are realized, we believe, through the act of club members fully engaging in club projects. Whether that be peer health or drama, the fact that young people are driving the activities and are the decision makers is the key component. The impact our peer health educators are having in primary schools is undoubtedly positive, but it is peripheral to the overall/long-term goals of the project.