Wavumbuzi

Entrepreneurship Challenge



LONG-TERM OUTCOMES

REPORT 2025

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CONTENT

Executive Summary 3

Introduction 4

Background 4

Word from the CEO 5

Preface from Rwanda and Kenya Leadership 6

Wavumbuzi Kenya Overview 7

Wavumbuzi Rwanda Overview 10

Wavumbuzi Pedagogic Overview 13

- Competency and practice-based approach 13
- Gamification-Inspired Student Engagement 15

Wavumbuzi Impact 17

- Wavumbuzi BHAG 17
- BHAG status: 7-Year Summary in Numbers 19
- Short-term Impact 20
- Long-term Impact 22
- Impact Stories 23

Conclusion 30

Appendices 31

Executive summary

Allan & Gill Gray Philanthropy East Africa (AGGPEA) is excited to share and reflect on long-term outcomes of its flagship youth entrepreneurship and training initiative known as Wavumbuzi Entrepreneurship Challenge (WEC). WEC is a gamified, competency and practice-based online entrepreneurship challenge designed to improve the success odds of African innovators in business, employment and ultimately social change endeavours. WEC focuses on secondary school learners in order to intentionally contribute to future talent pipeline and entrepreneurial ecosystem building in East Africa.



The purpose of this report is to tell the story of WEC since its humble launch in Kenya back in 2019. In 2020 WEC launched in Rwanda. Seven years later since the Kenya launch, WEC has scaled out, up and deep across Kenya and Rwanda, impacting over 120 000 secondary school learners from over 3 000 schools based on over 10 million gamified entrepreneurial competency and practice-based tasks completed. Later in the report we provide a breakdown of specific entrepreneurial skills - attitudes, abilities and actions - WEC has significantly improved in each country over the past couple of years.

One of the unique design features of WEC is the integration of industry specific challenges known to users as 'quests'. Over the years WEC has successfully exposed participants to 15 and 20 different industry quests in Kenya and Rwanda, respectively. WEC success and impact to date would not be possible without the support of over 8000 newly enrolled and passionate teachers, headteachers and education officials between the two countries.

The rest of the report will be structured as follows. We first ground the reader with a formal introduction and background to Wavumbuzi before the CEO's Remarks looking both backwards into the genesis of its origin and forward into the future. Before we deep dive into the respective country overviews, we provide a preface from Rwanda and Kenya leadership. The preface will be followed by overviews of Wavumbuzi Kenya and Rwanda, focusing on strategic collaborations that have enabled the successful scaling out, up and deep across the two countries. The next section dovetails into Wavumbuzi pedagogical overview before we present the short-term and long-term outcome effects and concluding remarks.

Introduction

Wavumbuzi is a state-of-the-art youth entrepreneurship education and training program aimed at secondary school teenagers in Rwanda and Kenya. Broadly, Wavumbuzi is predicated on a lifelong approach to developing youth entrepreneurs. This means adopting a long-term approach to entrepreneurial talent pipeline development. The focus is primarily at individual level, where developing strengths in key entrepreneurial attitudes, abilities and actions can become a lever for personal transformation, innovation and social change. The big idea is to engender habitual entrepreneurship where risk taking, innovation and collaborating with other innovators is a norm, not an exception. Our belief is that empowering youth with entrepreneurial skills of this nature can help mediate for ecosystem challenges and overcome institutional voids for livelihood opportunities.

Background

Publicly available studies by the International Labour Organisation have pointed out that the African youth population, particularly those aged between 15 and 24 years, faces significant employment challenges, with the overwhelming majority working in the informal sector without access to decent or stable jobs. What is often cited as a structural challenge is that traditional job markets are unable to absorb the growing number of young people seeking employment, leading to an economic issue uniquely facing Africa. The informal sector, though a significant source of livelihood, often lacks the security, benefits, and growth opportunities provided by formal employment, leaving the youth with limited prospects for stable or rewarding careers while exacerbating issues of poverty and economic inequality.

It is widely documented that entrepreneurship is a sustainable pathway to economic empowerment and job creation. By nurturing entrepreneurial attitudes, abilities and actions, Wavumbuzi empowers young people to innovate and contribute to society in meaningful ways. Wavumbuzi provides a structured platform for young people to develop entrepreneurial aspirations, experience, mindsets and competencies. Through its focus on practice-based learning and problem-solving, WEC equips secondary school students in Rwanda and Kenya with entrepreneurial competencies essential for navigating uncertain job markets and creating their own economic opportunities. In doing so, the program not only aligns with the broader goals of sustainable development but also serves as a scalable intervention to empower young people, reduce youth unemployment, and contribute to inclusive economic growth across the continent.



Word from The CEO

From the outset, Wavumbuzi—“pioneers” in Swahili—was conceived as a catalyst for entrepreneurial aspiration across the continent. Faced with projections that automation could displace up to 30% of today’s jobs, AGGPEA resolved to equip the next generation not merely to seek employment but to create it.

The Wavumbuzi Entrepreneurship Challenge therefore blends evidence-based learning, gamified mechanics, and real-world African case studies, enabling every secondary-school learner to spot opportunities, test ideas, and mobilise resources. In short, Wavumbuzi aims to seed a critical mass of resilient problem-solvers and value-creators who will keep Africa’s growing workforce relevant in a rapidly evolving global economy.

Vision, however, finds its true power in execution—and it is the delivery of that vision that leaves us even more excited about what lies ahead. In 2024 alone, more than 100,000 learners in Rwanda and Kenya registered for the Challenge—supported by over 4,000 first-time teachers—while engagement leapt from 23% to 38%. Independent studies by the University of Pretoria recorded statistically significant gains in 12 of 18 entrepreneurial factors in Rwanda and 13 of 18 in Kenya, even as participation scaled dramatically. Within AGGPEA, these results have sparked collaboration across delivery, research, and technology teams, all intent on stretching the boundaries of what purposeful, tech-enabled learning can achieve at scale.

Looking ahead, our stance is one of steadfast, long-term commitment. AGGPEA has secured the resources to underwrite annual national challenges in East Africa and to evolve the platform into a year-round learning ecosystem that harnesses emerging AI tools while steadily reducing the unit cost per engaged learner. We will look to welcome like-minded partners into a coalition dedicated to expanding Wavumbuzi’s reach from hundreds of thousands today to one million young Africans by 2030—and, more importantly, to cultivating a generation ready to lead Africa’s economies with curiosity, creativity, and character. The journey is ambitious, but the momentum, evidence, and collective enthusiasm across our organisation make the destination powerfully within reach.

Preface from

Rwanda and Kenya Leadership



Aline Kabanda

Eastern Africa Regional Director
and Rwanda Country Director

We are thrilled to share the highlights of Wavumbuzi's journey in Rwanda through our latest Impact Report! Since its launch, in 2020, the Wavumbuzi Entrepreneurship Challenge has been a transformative learning experience, empowering young people to unlock their potential, become problem solvers and value creators.

Through gamified and quest-based learning, students build essential skills in critical thinking, creativity, and innovation, aligning with Rwanda's Competence-Based Curriculum and national development aspirations. The Challenge goes beyond content, connecting students with role models, nurturing peer engagement, and making entrepreneurship a tangible and attainable journey. The energy it brings to classrooms is reported as palpable, and the excitement among students is infectious! Our success would not have been possible without the collaboration of partners like the Rwanda Education Board, Educate! Rwanda, Edify Rwanda, and SNEC.

As Wavumbuzi Alumni embark on their next chapters, we are seeing the real impact: an emerging generation equipped with purpose and drive. The movement is alive, growing, and inspiring! With this report, we celebrate the progress made and look forward to an exciting future – the best is yet to come!



Roselyn Marandu - Kareithi

Kenya Country Director and
Stakeholder Mobilization Lead,
Eastern Africa

It has been remarkable watching Wavumbuzi take root and flourish in Kenya since 2019, and the resulting effect is captured in this Impact Report! As a vibrant platform for nurturing entrepreneurial thinking, Wavumbuzi has rolled out throughout the country, empowering secondary and in some cases junior secondary learners to explore real-world issues and develop practical problem-solving skills.

The Wavumbuzi Entrepreneurship Challenge aligns perfectly with Kenya's Competency-Based Curriculum and national priorities for youth empowerment; equipping learners with curiosity, confidence and knowledge for the future world of work. Strong collaboration across the education system has fueled this progress, with teachers, principals, county officers, and partners working together to ensure local ownership and steady improvements. We are excited by the task of continually expanding access to differently abled learners and strengthening teachers. Trusted partnerships with the Ministry of Education, KICD, TSC, CEMASTEA, amongst many other ecosystem allies, underpin Wavumbuzi's success. Together, we are reimagining education to empower young people as innovators and changemakers. As the Wavumbuzi Movement grows, we are committed to inspiring Kenya's youth, from a very early age, to lead boldly into the future! We celebrate the progress made and look forward to an exciting future!

Wavumbuzi Kenya Overview

WEC in Kenya began seven years ago to contribute to the entrepreneurial talent pipeline development in the local entrepreneurial ecosystem through a high-quality and accessible online entrepreneurship education for Kenyan students in secondary schools. In 2019, the Ministry of Education (MoE) endorsed WEC's pilot in Kenya. Wavumbuzi partnered with four key organisations mandated to work in Kenyan secondary schools: the Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA), Educate! Kenya, Kenya Private Schools Association, and the Kenya Association of International Schools. CEMASTEA, responsible for teacher training in STEM education, emerged as a core partner. Their involvement ensured that teachers were equipped to facilitate learner engagement with the Challenge. Since 2019, this collaboration has supported five editions of WEC in Kenya, underscored by nationwide teacher training initiatives.

Beyond CEMASTEA and the MoE, key partners include the Kenya Institute of Curriculum Development, Teachers Service Commission, and other governmental and non-governmental institutions. These partnerships have been instrumental in embedding WEC in national education systems.

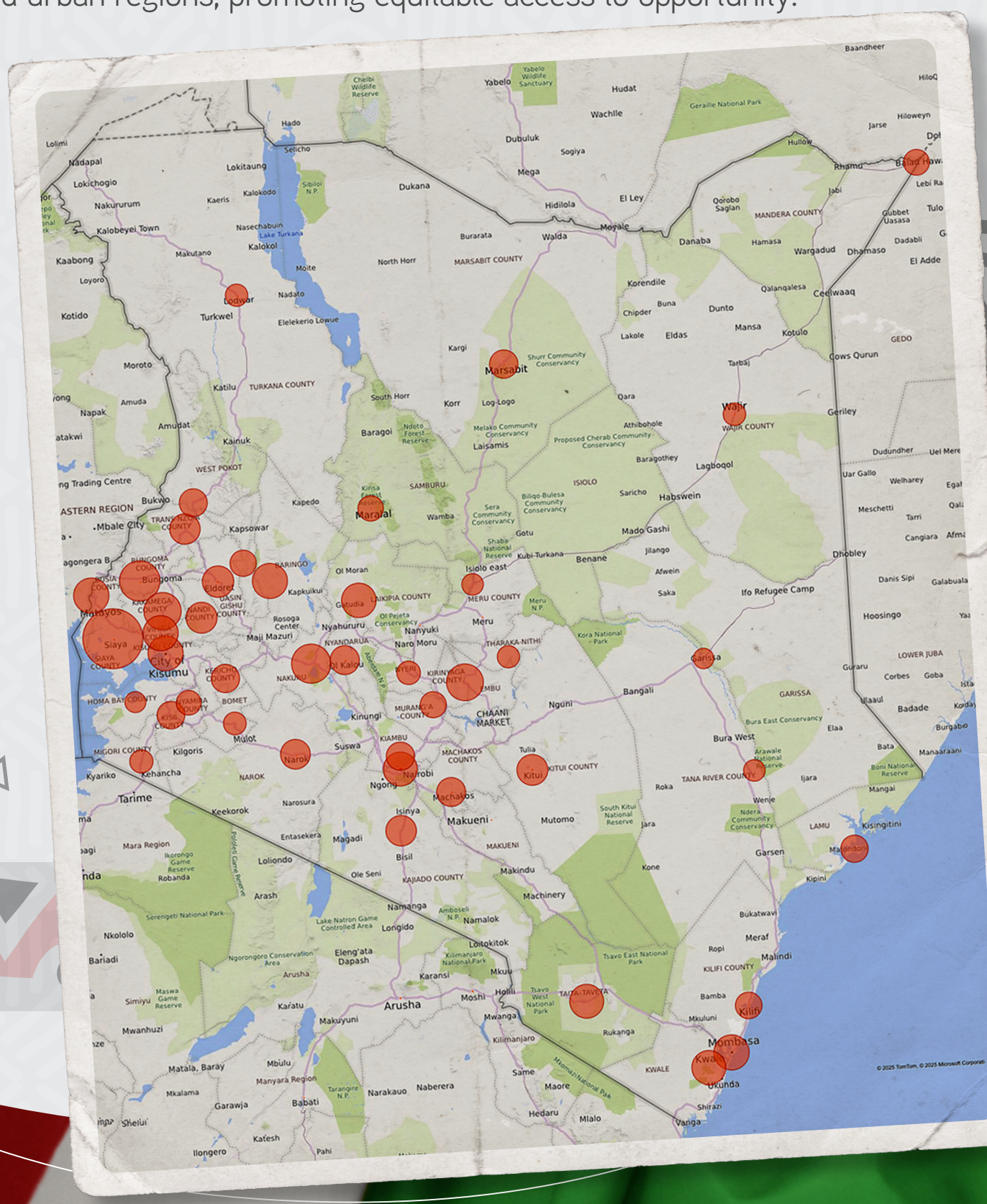
The WEC partnership is guided by the belief that enhancing teacher capacity and providing gamified online entrepreneurship education can cultivate a generation of innovative thinkers, doers and future entrepreneurs. By engendering entrepreneurial competencies and aspirations, youth are empowered to address real-world challenges.

WEC does this by focusing on thirteen entrepreneurial competencies, which are a combination of attitudes (mindset development), behaviours (entrepreneurship character and skills development) and actions (unique abilities to innovatively solve problems and add value in society) tabulated in appendix 5.
These entrepreneurial factors make for a piercing competency road map and value-creation inducing experiences top experts in the field associate with high-impact entrepreneurship. Wavumbuzi brings to life these entrepreneurial competencies with industry quests and other tactics that are designed to also improve entrepreneurial intentions (EI), mindsets (EM) and experience (EE), making it a total of eighteen entrepreneurial factors.

Additionally, WEC also seeks to strengthen teacher competencies to support challenge-based, competency-based and practice-based learning. This is achieved through generating insights on best practices for engaging learners and teachers in resource-constrained digital environments, and collaborating with ministries of education to inform national policies on competency-based and practice-based gamified entrepreneurship education. Inclusivity is core to WEC's impact ambitions. The program promotes equal access for differently abled learners and strives for gender balances. Notably, in both Kenya and Rwanda, top-performing students in the inaugural editions were female. In the most recent cycle, 49.9% of participants were female, 47.5% male, and the remainder preferred not to disclose. WEC also spans rural and urban regions, promoting equitable access to opportunity.

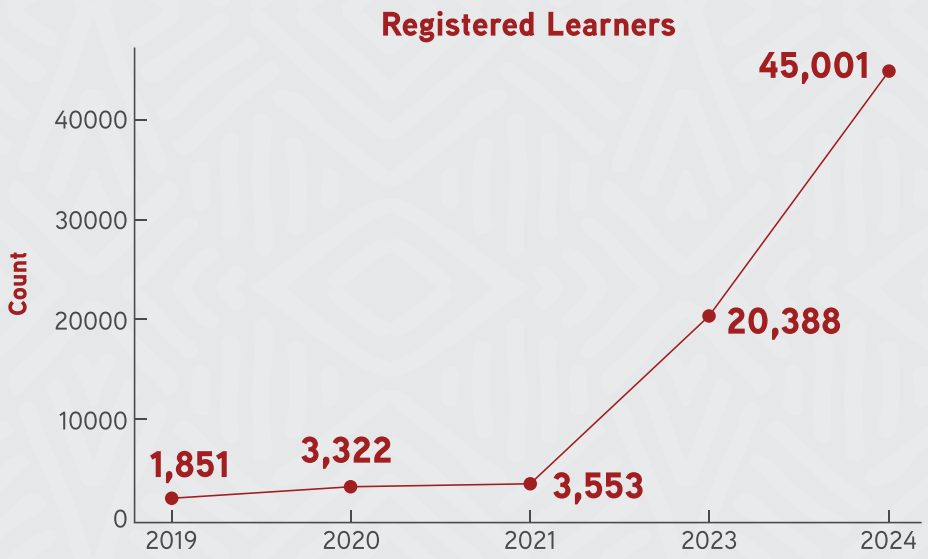
Engagement Biogeography distribution in Kenya

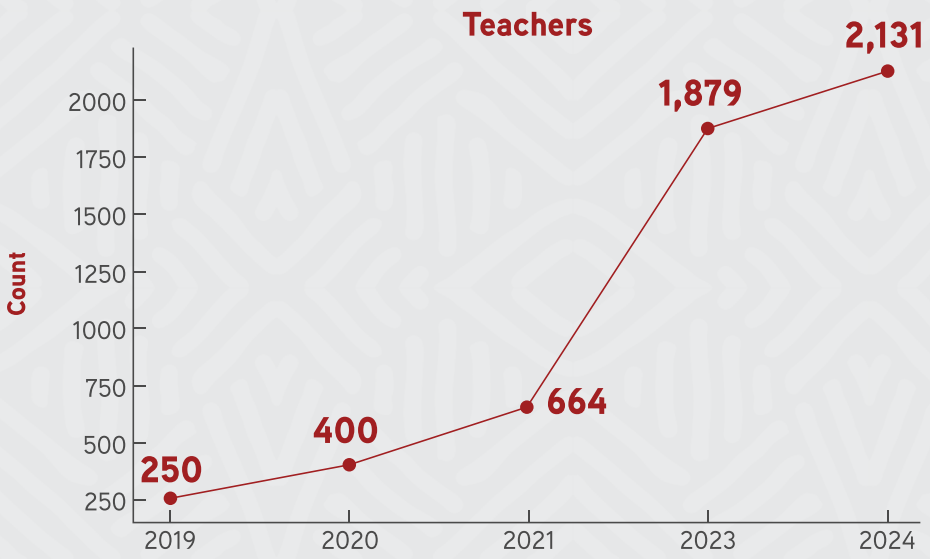
Learners engagement

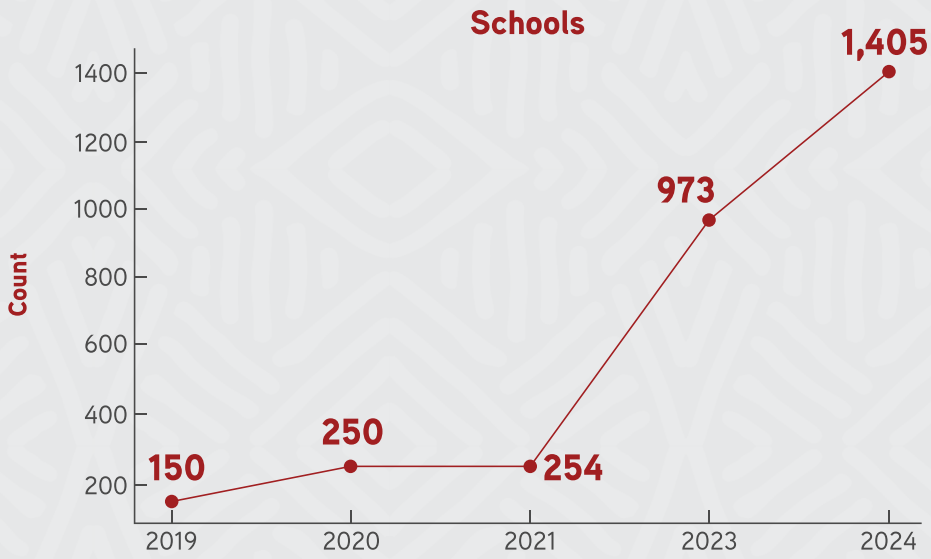


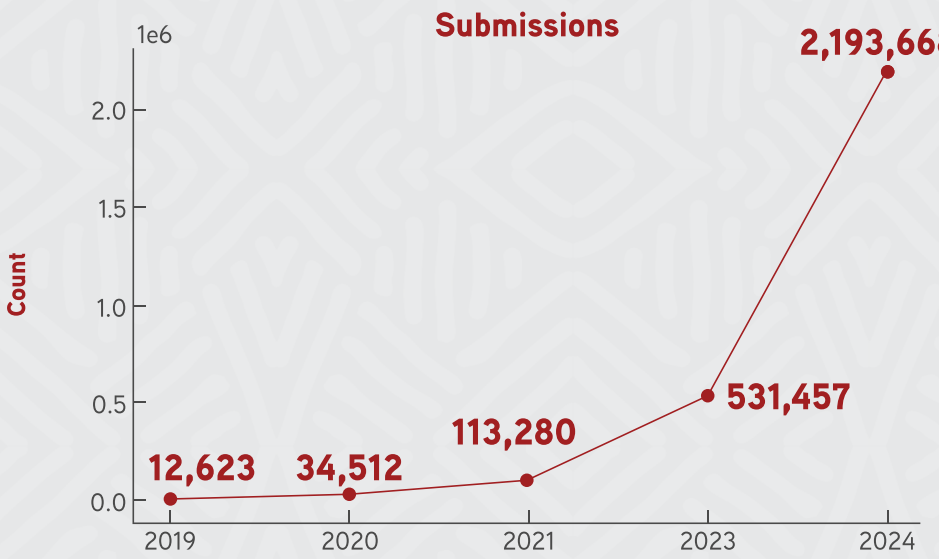
Since its inception, WEC has reached 74,115 registered secondary school learners in Kenya across five editions. The program has also onboarded 3891 teachers across 1,904 schools.Over this period, learners in Kenya submitted a total of 2,885,540 gamified entrepreneurial tasks, reflecting substantial engagement and commitment. In the most recent edition held in 2024 alone, 45,001 learners and 2,131 teachers from 1,405 schools participated, with over 2.1 million gamified entrepreneurial tasks recorded. These achievements demonstrate significant growth in both reach and depth of engagement with each subsequent edition.

WEC Kenya Edition metrics 2019 - 2024









Wavumbuzi Rwanda Overview

WEC in Rwanda was launched in 2020 through a randomised controlled trial (RCT) titled "Can Gamified Online Training Make High School Students More Entrepreneurial?" (See Appendices 2 and 3). The study, piloted in 159 secondary schools across Rwanda during the COVID-19 pandemic, evaluated the short-run effects of a six-week gamified entrepreneurship challenge delivered entirely online. The results showed a substantial and statistically significant increase in entrepreneurial activity among students in treatment schools compared to controls. Treated students were more likely to own a business, participate in school business clubs, take business-related actions, and discuss entrepreneurship with peers and family members, despite the ongoing economic disruption caused by the pandemic. This study seeded radical possibilities for further design improvements and scaling.

The program's launch was supported by strong partnerships with the Ministry of Education through the Rwanda Basic Education Board (REB), Rwanda TVET Board (RTB), District and Sector Education Officials and local implementation partners such as the Network of Catholic Schools (SNEC) and Educate! Rwanda.



Republic of Rwanda
Ministry of Education

REB Rwanda Basic Education Board

RTB | Rwanda TVET Board

EDUCATE!

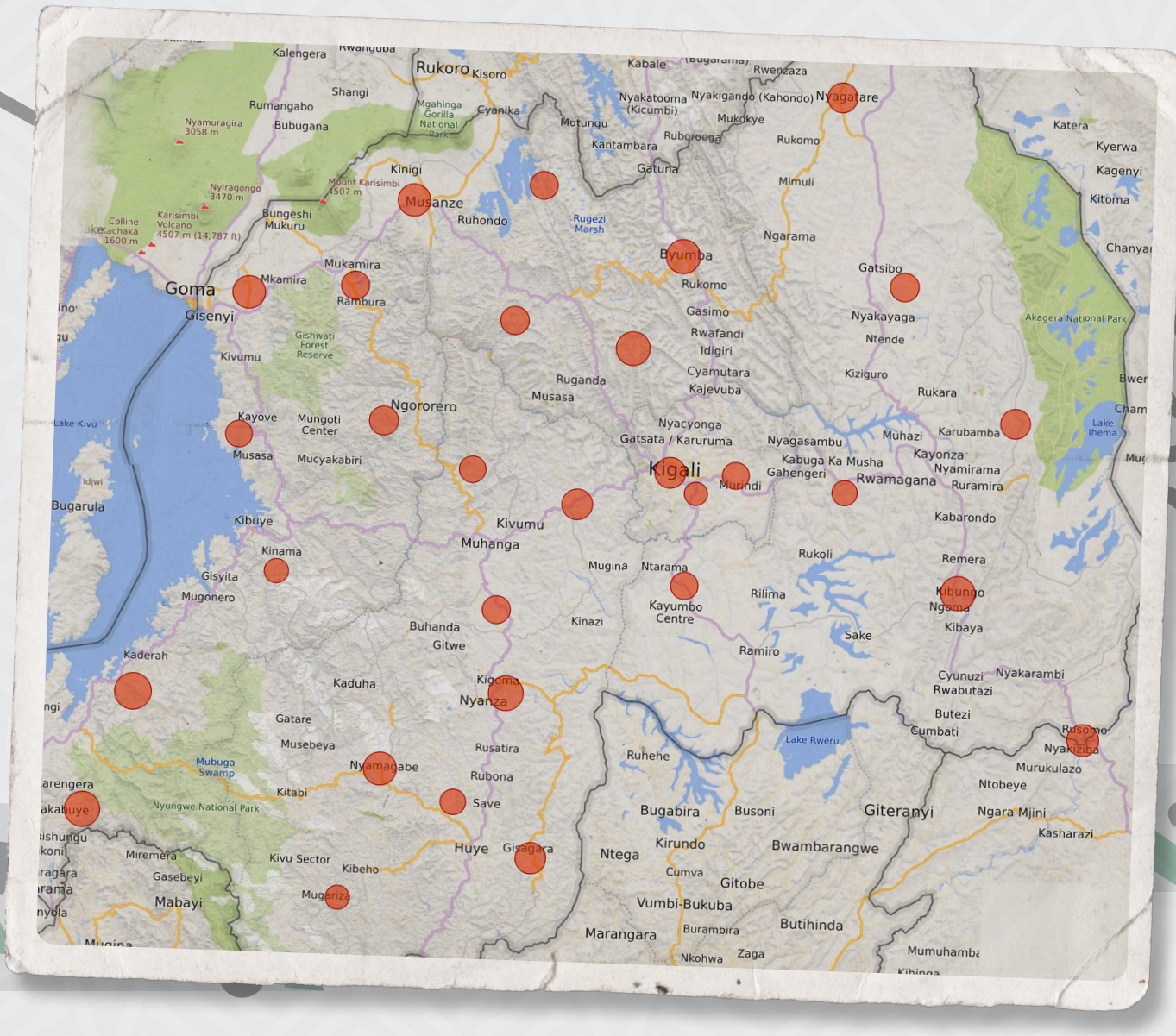
Since 2020, these partnerships have enabled four subsequent and successful editions of the WEC in Rwanda, spanning five years. Governmental support, teacher training efforts, and school-level mobilisation have played an instrumental role in embedding the program in the education system. As in Kenya, teacher facilitation remains central to the program's pedagogy, with Rwandan educators guiding learners through entrepreneurial challenges in their local contexts.

Similar to Kenya, the WEC partnership in Rwanda is founded on the belief that strengthening teacher capacity and offering learners an interactive, gamified platform can foster a generation of innovators and problem-solvers. By cultivating entrepreneurial competencies and aspirations, the program aims to empower students to take initiative, innovate, and actively contribute to Rwanda's socio-economic development. Over the long term, WEC seeks to improve educational outcomes, post-secondary transitions, and employability among youth.

WEC's objectives in Rwanda include promoting entrepreneurial mindsets and behaviours among secondary school learners, enhancing the capacity of teachers to support experiential digital learning, generating data-driven insights to guide national education policy, youth development strategies and ultimately entrepreneurial ecosystems through long-term talent pipeline building. The initiative also provides a model for implementing scalable, low-cost entrepreneurship education in digitally evolving and resource-constrained contexts.

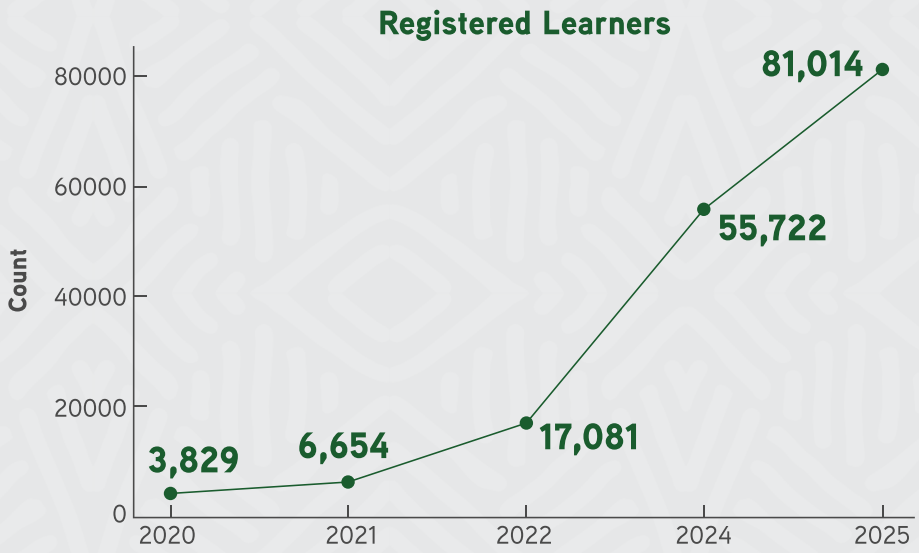
Engagement Biogeography distribution in Rwanda

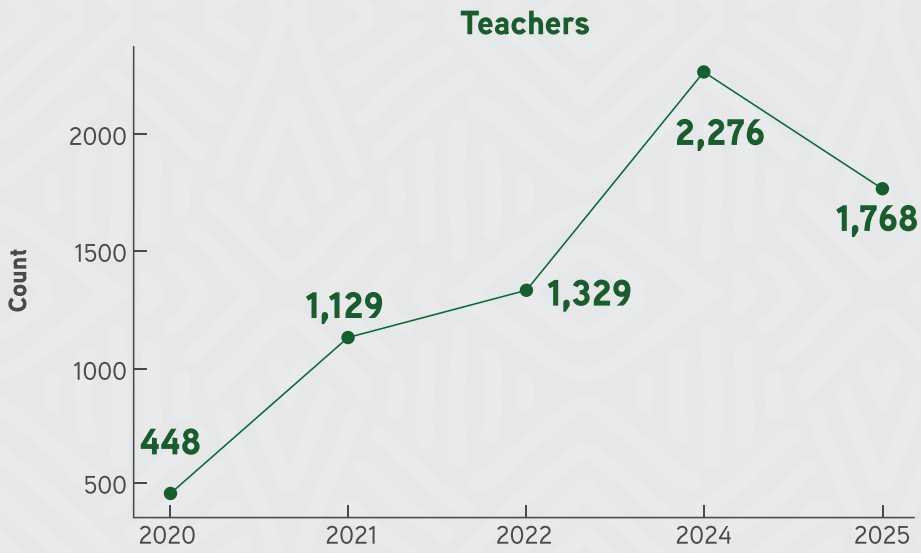
Learners engagement

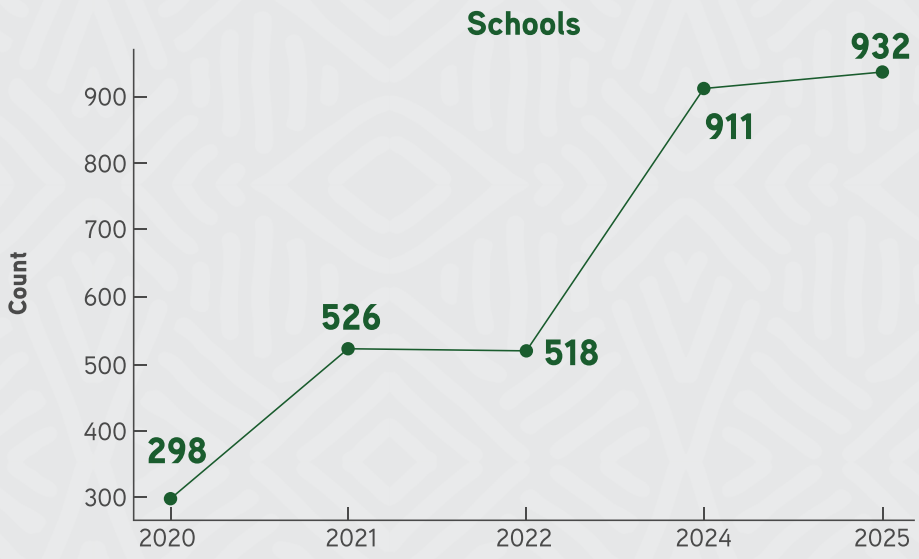


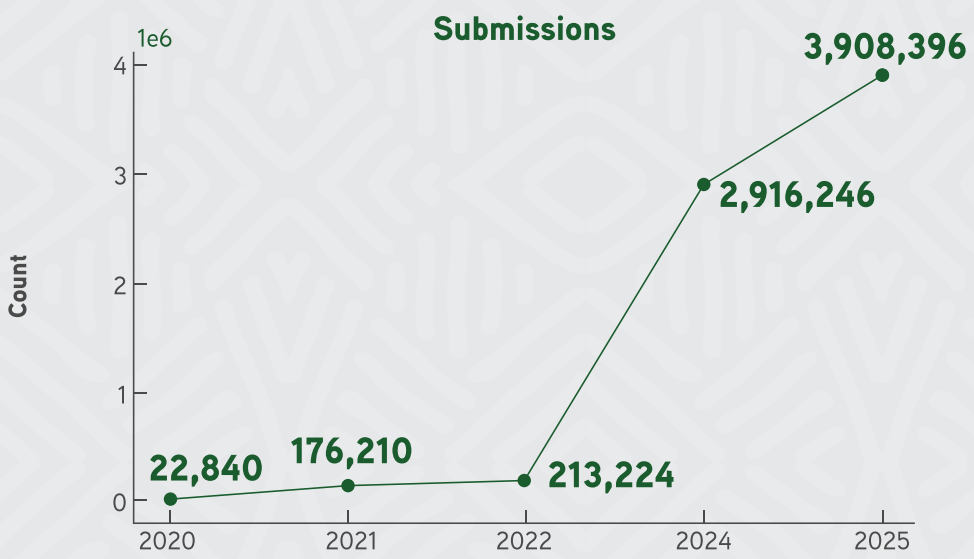
Inclusivity is also a cornerstone of the program's design and implementation in Rwanda. As such, WEC Rwanda emphasised equitable access for differently abled students. Female learner participation has been a strong focus, with the program maintaining a near gender balance across editions and several female students ranking among the top performers nationally.

WEC Rwanda Edition metrics 2020 - 2025









As of 2025, WEC Rwanda has reached a cumulative total of 164,292 registered secondary school learners across five editions. The program has onboarded 4,438 teachers and involved 1,353 schools nationwide. Collectively, learners have submitted over 7 million gamified entrepreneurial tasks, reflecting growing engagement with each annual edition. In the most recent edition alone (2025), 81,014 learners and 1,768 teachers from 932 schools participated, with 3,908,396 completed gamified entrepreneurial tasks. These achievements signal the growing relevance and scalability of the WEC approach in Rwanda's educational landscape.

Wavumbuzi Pedagogic Overview

WEC is grounded in contemporary pedagogical approaches, notably practice-based learning, gamification, and competency-based approach, to foster entrepreneurial skills and aspirations in a fun, engaging, and evidence-based manner. By aligning a competency-based design with a practice-based approach, WEC strives to equip learners with the mindsets and competencies (e.g., opportunity recognition and assessment, mobilising resources and others, need to achieve, resilience, self-efficacy, taking initiative, and innovative problem solving, to name just a few) needed to become creative problem-solvers and future job creators. This section describes WEC's underlying teaching philosophy and how these learning models are integrated into its structure and activities, alongside scholarly foundations for this pedagogical design. Below we detail just two innovative design features: competency and practice-based approach and Gamification-inspired student engagement.

Competency and practice-based approach

WEC is fundamentally both a competency and practice-based youth entrepreneurship program: students learn entrepreneurship by doing entrepreneurial tasks and while practicing problem-solving and value creation, thus improving entrepreneurial competencies. In the WEC, learners engage with a series of gamified "quests" and micro-challenges that mirror real-world problems or opportunities in diverse industries (e.g., agriculture, health, technology, etc.). Each challenge provides a concrete experience – for instance, identifying a community problem or brainstorming a business solution – which learners then reflect upon and refine in an iterative manner, guided by their teachers trained as facilitators. This design ensures that entrepreneurial concepts are not just taught abstractly but are internalised through practice-based and reflective approaches.



This approach resonates with the work of leading scholars in the field of practice-based entrepreneurship education , conceptualising entrepreneurial learning as a dynamic process involving four core practices: play, empathy, creation, and experimentation, integrated through continual reflection*. In the WEC model, learners are invited to play with ideas, empathise with community needs, create entrepreneurial solutions, and experiment with implementation. At the center of these actions is the practice of weekly reflection, which enables learners to derive meaning from experience and iteratively refine their solutions. Through these reflective cycles, students grow entrepreneurial mindsets, experiences and ultimately competencies. Importantly, WEC's practice-based activities are aligned with a competency-based education philosophy*.

Rather than emphasising rote knowledge, the Challenge tasks require learners to apply new concepts and skills to solve problems, emphasising what learners can do and how they can add value in practice. Learners are not taught. Instead, learners get sets of challenges that stimulate them to think, be and do like entrepreneurs. Each task requires learners to apply new concepts and utilise their knowledge and skills in solving real-world challenges. Teachers undergo training to guide and encourage this process in a student-centred way, shifting from the role of traditional educators to that of coaches or facilitators. In sum, a practice-based and competency-based model underpins the rich pedagogical foundation: students improve entrepreneurial mindsets by actively engaging in entrepreneurial tasks, bridging knowledge and practice in a meaningful way.

**See for example Neck, H. M., Greene, P. G., & Brush, C. G. (2014). Teaching entrepreneurship: A practice-based approach. Edward Elgar Publishing. https://doi.org/10.4337/9781782540564*

**See for example Bacigalupo, M., Kampylis, P., Punie, Y., & Van den Brande, G. (2016). EntreComp: The entrepreneurship competence framework (Report No. EUR 27939 EN). Publications Office of the European Union or Botha, M. and Taljaard, A., 2021. Exploring the entrepreneurial intention-competency model for Nascent Entrepreneurs: Insights from a developing country context. Frontiers in psychology, 12, p.516120.*

Gamification-Inspired Student Engagement

A distinctive feature of WEC is its gamified learning approach. In WEC, the Challenge is structured as an online game or competition: students register on a digital platform and complete challenges to earn points, badges, or rankings, with progress visible on leaderboards (at individual and school levels). This game-based framework injects a sense of competition, reward, and immediate feedback into the learning process.



In line with best gamification design practices, the goal is to harness the motivational "active ingredients" of gameplay – such as clear objectives, feedback loops, and incremental rewards – to hook students into sustained participation. By framing entrepreneurial exercises as fun challenges rather than formal assignments, WEC lowers learning barriers and stimulates participation even among students who might struggle with traditional instruction. As one internal evaluation noted, **"the gamified approach is an effective way of learning in the classroom, especially for learners who have difficulty learning using conventional methods... knowledge transfer is more fun and a self-discovery journey for learners"**. In practice, the WEC platform's game elements (e.g., quest narratives, points and prizes, competitive standings) provide continuous feedback and positive reinforcement, which are known to bolster engagement and motivation in learning. Gamification thus turns the acquisition of entrepreneurial skills into an interactive experience, keeping students highly involved over the six-week period.

From a pedagogic perspective, WEC employs gamification to tap into both intrinsic and extrinsic motivators that drive student engagement. Game elements like challenges and rewards fulfil learners' need for achievement and recognition while the autonomy to choose or strategise in quests boost their sense of agency or need for autonomy. Research in educational psychology* has shown that gamified learning environments can significantly increase students' engagement and motivation by providing immediate feedback, clear goals, and a sense of progress.

In WEC's case, making the entrepreneurship curriculum game-like helps "break the traditional classroom monotony" and shifts the focus to the learner, with teachers adopting a supportive facilitator role. Students often report finding the challenges enjoyable and "addictive" in the way games are, which encourages them to spend extra time and effort on solving entrepreneurial problems. The rising participation numbers in WEC year after year attest to this appeal – the fun, competitive nature of the gamified Challenge effectively exciting learners to participate - which transcends schools and geographies.

Moreover, WEC's gamification is not an end in itself but a means to enhance learning outcomes and entrepreneurial competency development. The game design requires learners to repeatedly practice entrepreneurial tasks (ideating, problem-solving, teamwork, pitching solutions) in a risk-free environment where failure is reframed as iteration. Such repeated practice, underpinned by game rewards, reinforces key entrepreneurial competencies. For example, students develop resilience as they persevere through challenging quests, initiative as they compete to post solutions early, and self-efficacy as they accumulate small wins and receive feedback on their ideas. The program's external impact assessments provide evidence of this growth: after participating in the gamified challenge, students showed significant improvements in several entrepreneurial competencies and mindsets, including higher entrepreneurial intentions, better future business planning, greater propensity to take initiative, and strengthened overall entrepreneurial mindset. These findings confirm that gamification, when thoughtfully integrated with a practice-based or competency-based approach, can be a powerful tool for cultivating entrepreneurial skills and attitudes. By making learning engaging and game-like, WEC increases students' time-on-task and enthusiasm, which in turn accelerates the development of their entrepreneurial competencies.

In summary, the Wavumbuzi Entrepreneurship Challenge represents a pedagogically robust model of entrepreneurship education and training, carefully integrating competency-based, practice-based approach with gamification in order to co-inspire youth to contribute in solving polycrisis facing Africa and the world to date. This design ensures that students learn through active participation in real-world entrepreneurial tasks rather than passive instruction, thereby building practical competencies and reflective learning skills. Early results from the program underscore the efficacy of this blended pedagogical model: participants demonstrate heightened entrepreneurial mindset, higher self-reported initiative problem solving and greater intention to pursue entrepreneurial activities. Such outcomes are in line with foundational theories and recent scholarly findings, lending credibility to WEC's approach as an evidence-based educational innovation.

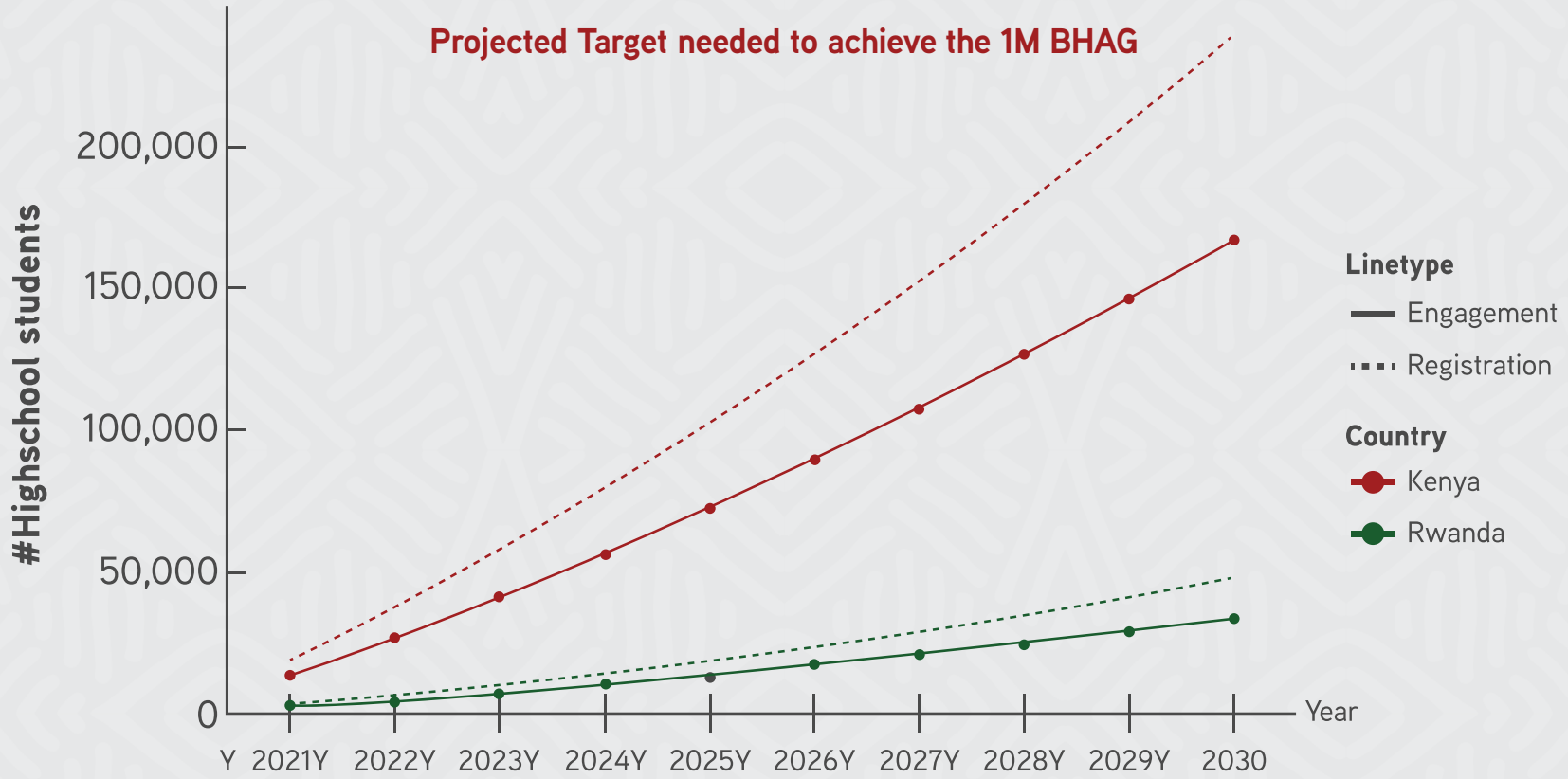
**See for example Smiderle, R., Rigo, S. J., Marques, L. B., Coelho, J. A. P. M., & Jaques, P. A. (2020). The impact of gamification on students' learning, engagement and behavior based on their personality traits. Smart Learning Environments, 7, Article 3. https://doi.org/10.1186/s40561-019-0098-x*

Also see Cugelman, B., 2013. Gamification: what it is and why it matters to digital health behavior change developers. JMIR serious games, 1(1), p.e3139.

Wavumbuzi Impact

Wavumbuzi BHAG

In October 2021, AGGPEA set out a decadal big hairy audacious goal (BHAG) of actively engaging 1 million young people in Africa by the year 2030 (see Appendix 1). Five years later, Wavumbuzi is fully active and growing in two countries: Kenya and Rwanda. Assuming a two country model in Kenya and Rwanda, AGGP modeled its impact journey to the 1 million BHAG based on secondary school student population dynamics per country from 2021 to 2030. This 1 million BHAG also took into account other digital access and operational considerations such as internet connectivity, power availability, computer labs and AGGPEA human resources in order to realistically model the projected number of secondary school learners that would join Wavumbuzi and actively participate (i.e., register and actively engage in the program).



BHAG

1 million African students lead productive lives.



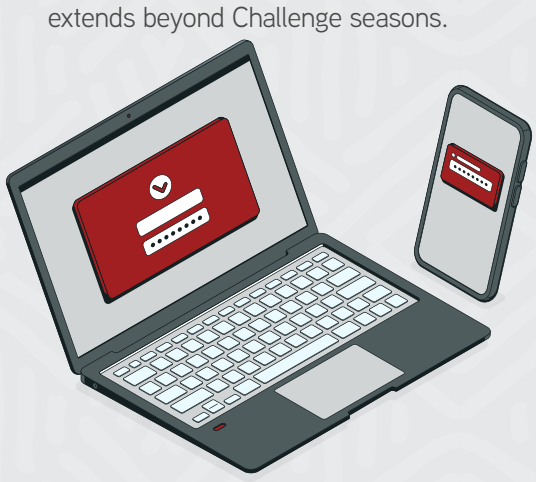
Milestone 3

Young African citizens routinely apply an entrepreneurial lens to their daily activities.



Milestone 2

Active engagement with a fully automated Wavumbuzi platform (systems, processes & curriculum) that extends beyond Challenge seasons.



Milestone 1

Wavumbuzi is recognised as the most effective program for entrepreneurial mindset development in teenagers.

Wavumbuzi
Entrepreneurship Challenge





1 Assumptions



STEP UP to the challenge and get onboarded.

2 Intervention



PLAY the game and develop entrepreneurial mindsets.

3 Progress Milestones



IMPROVE competencies and strengthen your entrepreneurial intention. Practice. Solve problems and add value.

Operationally, this would rest on three milestones that Wavumbuzi is **(i)** recognised as the most effective program for entrepreneurial mindset development in teenagers, **(ii)** actively engaged with a fully automated platform that extends beyond Challenge seasons and **(iii)** its alumni routinely apply an entrepreneurial lens to their daily activities.

BHAG status: 7-Year Summary in Numbers

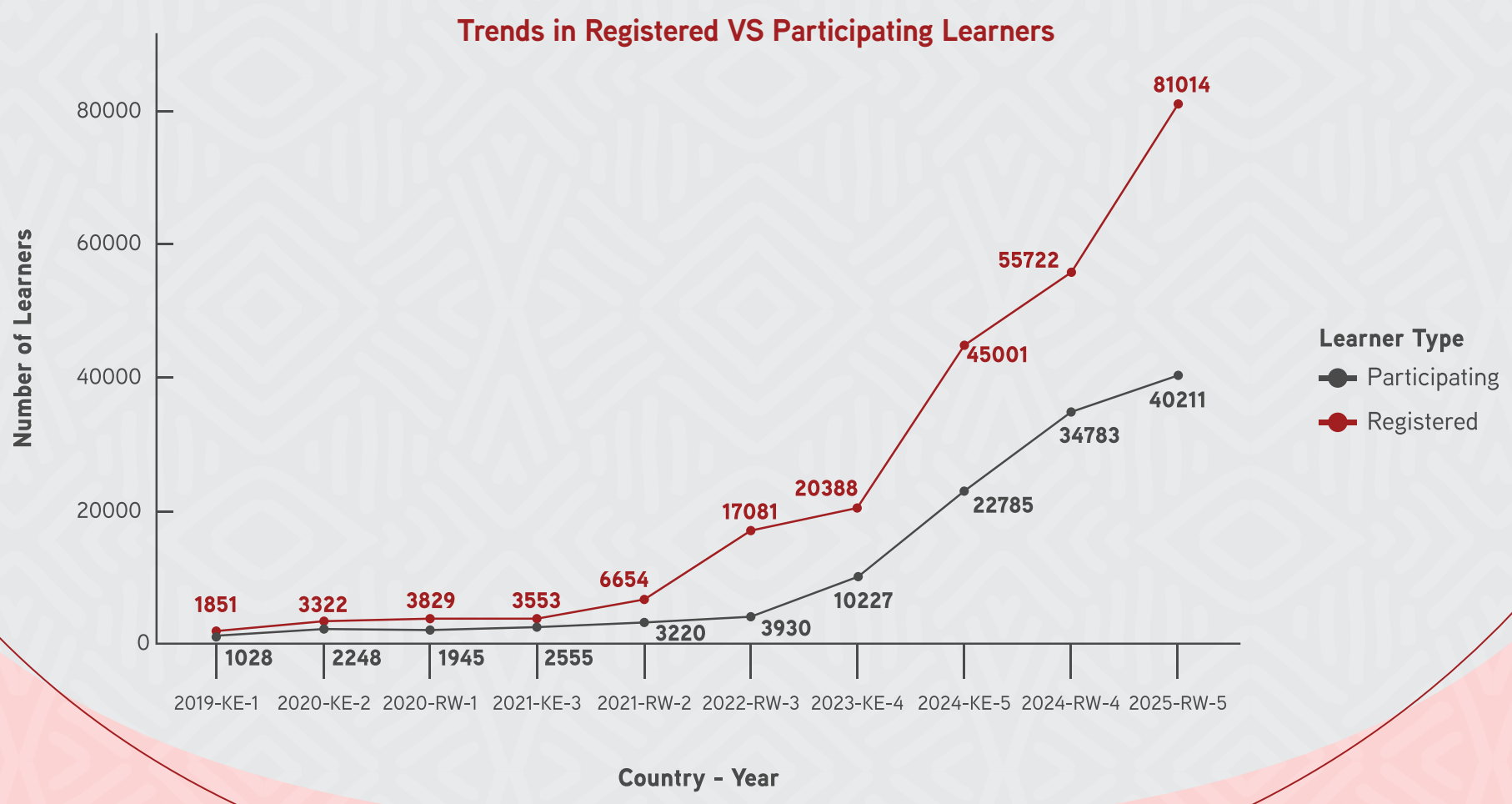
Based on the 2025 Rwanda data, WEC achieved unprecedented scale with over 81,000 registered learners and over 40,000 learner participation, representing a massive leap from previous years and demonstrating the program's successful expansion. The 2025 Rwanda participation rate of approximately 50% from those who registered shows growing appetite to actively engage in the program.

WEC - Summary of key achievements

Metric	Kenya	Rwanda	Total
Number of schools onboarded	1,904	1,353	3,257
Number of teachers onboarded	3891	4,438	8,329
Learners Registered	74,115	164,292	238,407
Number of Learner Participants	38,841	84,089	122,930
Gamified Entrepreneurial Tasks Completed	2,885,540	7,236,916	10,122,456
Focus industries	15	20	20

WEC's achievements demonstrate remarkable scale and sustained growth across both Kenya and Rwanda. The program has onboarded 3,257 schools with over 238,000 learners registered, resulting in just under 123,000 active participants who completed more than 10 million gamified entrepreneurial tasks.

This success reflects years of consistent expansion and visionary leadership, with yearly registered learners increasing from 1,851 in 2019 to over 81,000 in 2025, while yearly participation grew from just 1,000 to over 40,000 participating learners. The program's steady year-on-year growth in both registration and participation, alongside content development across 20 focus industries showcases WEC's evolution from a modest initiative to a transformative educational platform driving entrepreneurial skills and ecosystem pipeline development at scale. The figure below shows the trend in registration and participation since 2019.

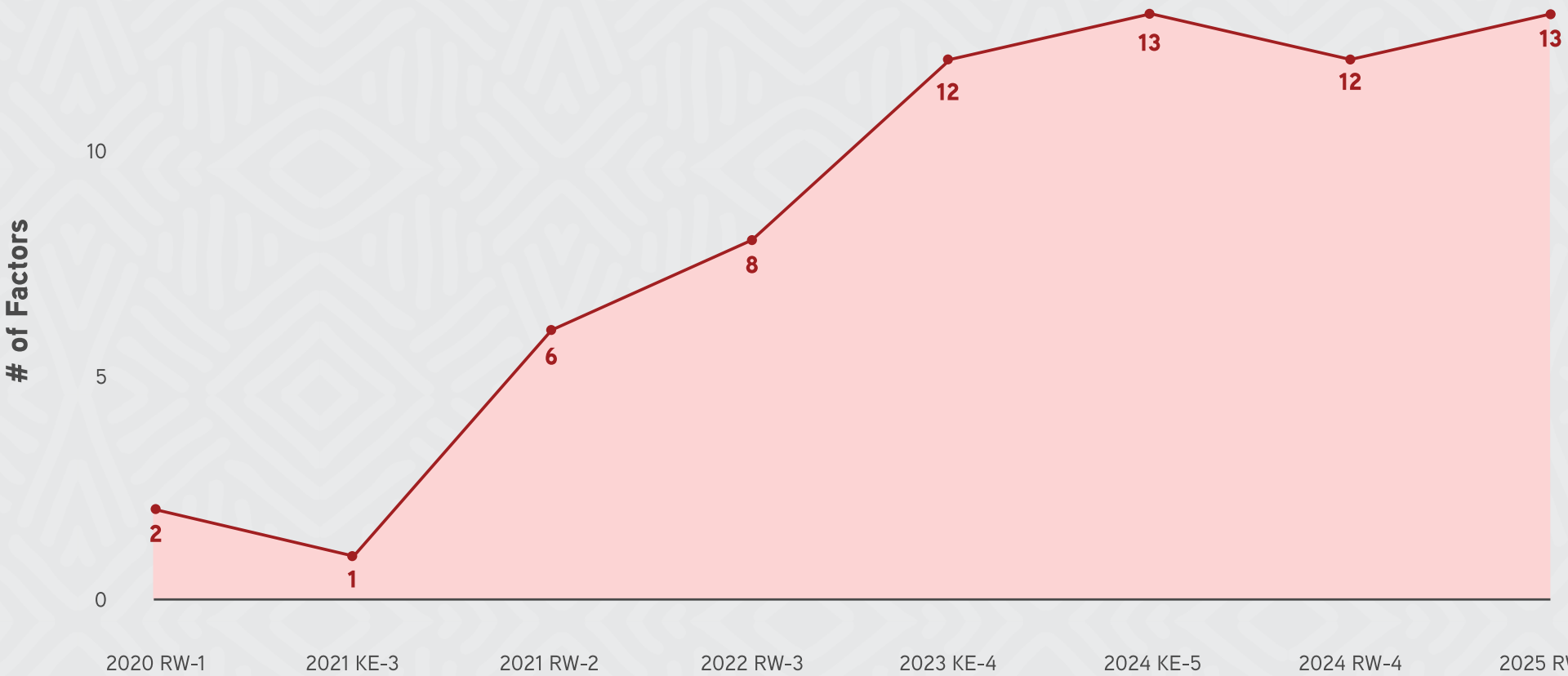


Short-term Impact

Beyond increasing participation, Wavumbuzi has broadened its impact by exposing learners to about 20 industries since its inception in 2019. Moreover, the program has significantly enhanced its curriculum, expanding from addressing just one key entrepreneurial factor in 2021 to 13 out of 18 in 2025.

At the end of each edition, we assess the change in learners' level of entrepreneurial factors prior to and after they were exposed to the WEC. The WEC program shows a remarkable improvement trajectory, with entrepreneurial factors growing from just 1 or 2 factors in early editions to consistently achieving 12 or 13 factors in recent years. The figure below illustrates this continuous improvement across program editions.

Number of entrepreneurial factors improved by Wavumbuzi over years



The table shows how continuous improvements on the WEC content have positively affected students in improving different entrepreneurial factors (mindsets, intention, competencies and experience) by year and country.

Breakdown of entrepreneurial factors improved by Wavumbuzi over years*

Factors	2019 KE-1	2020 KE-2	2020 RW-1	2021 KE-3	2021 RW-2	2022 RW-3	2023 KE-4	2024 KE-5	2024 RW-4	2025 RW-5
Need to achieve	-	-	-	x	✓	x	x	x	✓	x
Need for autonomy	-	-	-	x	x	x	x	x	x	✓
Taking action & initiative	-	-	x	✓	✓	✓	✓	✓	✓	✓
Values driven	-	-	-	x	x	x	x	x	x	✓
Self efficacy	-	-	x	x	x	✓	✓	✓	✓	✓
Resilience	-	-	x	x	x	x	x	✓	✓	✓
Resourcefulness	-	-	-	x	x	x	✓	✓	✓	✓
Money sense	-	-	-	x	x	✓	✓	✓	✓	✓
Mobilising others	-	-	-	x	x	x	✓	✓	✓	✓
Working as a high performance team	-	-	-	x	x	x	✓	✓	✓	✓
Opportunity identification/recognition	-	-	x	x	x	✓	✓	✓	✓	✓
Innovative problem solving	-	-	x	x	x	✓	✓	✓	✓	✓
Opportunity assessment	-	-	-	x	x	x	✓	✓	✓	✓
Entrepreneurial experience (EE)	-	-	-	x	✓	✓	✓	✓	✓	✓
Entrepreneurial mindset 1 (EM1)	-	-	-	x	✓	✓	✓	x	x	x
Entrepreneurial mindset 2 (EM2)	-	-	-	x	x	x	x	x	x	x
Entrepreneurial intention 1 (EI1)	-	-	✓	x	✓	x	✓	✓	x	x
Entrepreneurial intention 2 (EI2)	-	-	✓	x	✓	✓	x	✓	x	x
Total	**-**	**-**	**2**	**1**	**6**	**8**	**12**	**13**	**12**	**13**

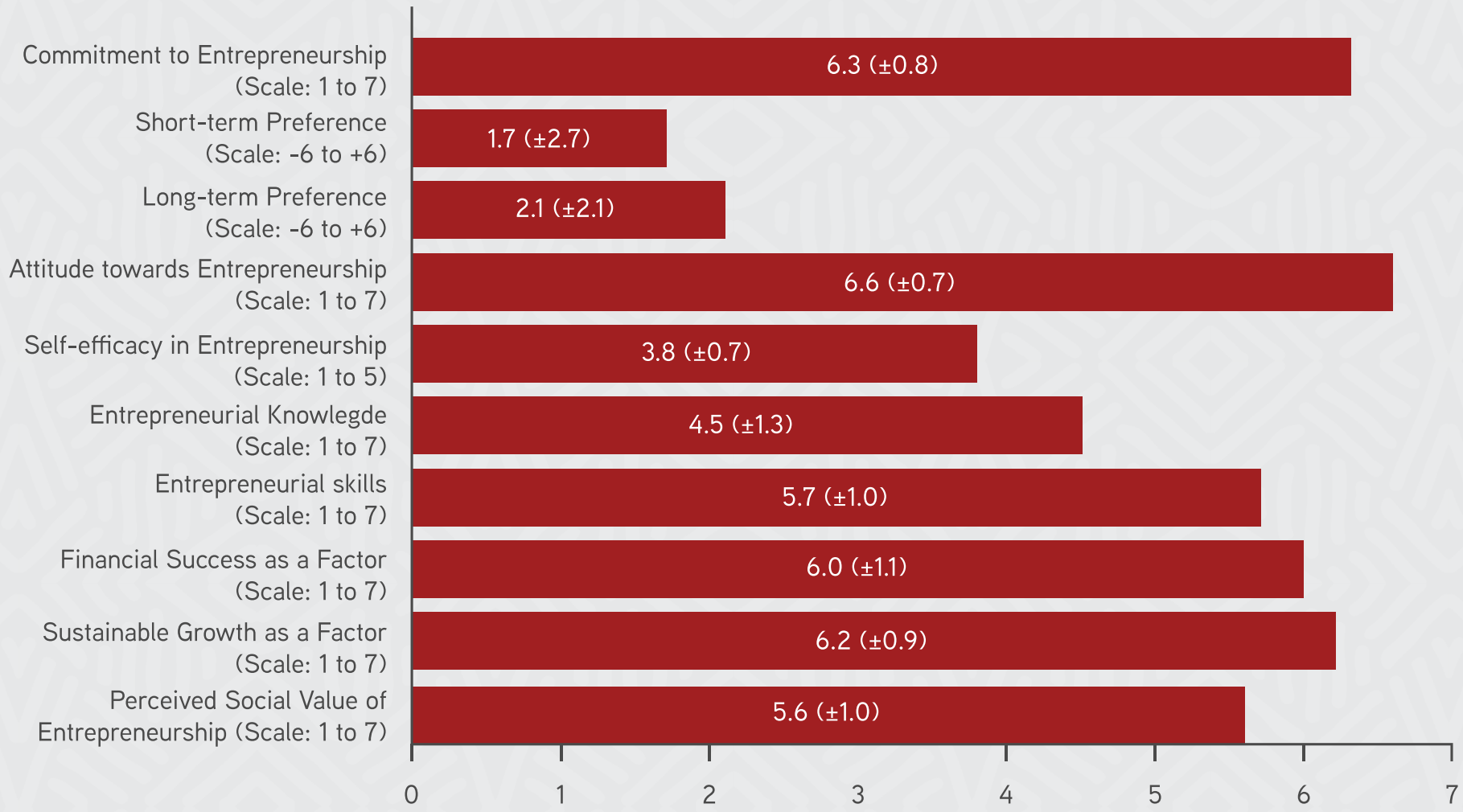
✓ Factor improved X Factor not improved – Not measured

The table shows a steady increase in the number of entrepreneurial factors achieved by WEC editions from 2020 to 2025, rising from just 2 to a peak of 13. After reaching this high point in 2024 (KE-5), performance remained strong with only a slight drop to 12 in the following edition (RW-4) before improving yet another 13 entrepreneurial factors in 2025 (RW-5), reflecting not only sustained growth but also signs of a repeatable model for impact.

*****This breakdown excludes 2019 KE-1 and 2020 KE-2 where we employed alternative short-effects measurements while developing an academically robust and globally validated measurement instrument during those infancy years. The new evaluation instrument involving eighteen entrepreneurial factors would only be used from KE-3. For RW-1, we conducted a randomised controlled trial (RCT) study independently executed by senior academics and esteemed researchers from Pontificia Universidad Católica de Chile, JPAL United States of America, IZA Germany, Oregon State University United States of America, World Bank United States of America (see Appendices 2 and 3). The RW-1 RCT evaluation used an independent evaluation set of six entrepreneurial factors.*

Long-term Impact

AGGPEA partnered with Innovations for Poverty Action (IPA) to conduct an independent long-term evaluation study examining entrepreneurial mindsets, preferences, and activities among 140 Rwandan alumni who participated in the program in 2020 and 2021 (see Appendix 4). Remarkably, **64.3% of alumni** reported having **launched their own businesses or engaged in other entrepreneurial ventures,** highlighting the program's lasting impact. Other Key insights from the study are summarised below:



- **Entrepreneurial Commitment:** Alumni demonstrated a strong dedication to entrepreneurship, with a **commitment score of 6.3 (±0.8)** on a 7-point scale.
- **Entrepreneurial Preferences:** Measured on a **-6 to +6 scale,** both **short-term (1.7 ±2.7) and long-term (2.1 ±2.1) preferences** for entrepreneurship exceeded 1, indicating a **positive inclination toward entrepreneurial pursuits.**
- **Entrepreneurial Attitudes & Capabilities**: Alumni exhibited **high entrepreneurial attitudes (6.6 ±0.7)** and strong self-efficacy (3.8 ±0.7 on a 5-point scale), along with solid entrepreneurial skills (5.7 ±1.0) and knowledge (4.5 ±1.3).
- **Perceptions of Success & Impact:** Financial success (6.0 ±1.1) and sustainable growth (6.2 ±0.9) were seen as critical success factors, while the **perceived social value of entrepreneurship** was also rated positively (5.6 ±1.0).

These findings suggest that WEC alumni demonstrate strong entrepreneurial engagement, commitment, and positive attitudes with high perceived value in both financial and social dimensions of entrepreneurship.

Impact stories

Voices of Wavumbuzi Impact



Christopher Dushimimana

Christopher Dushimimana, 21, grew up in Nyagatare, Rwanda, as the firstborn in a family of four. With a businessman father and a nurse mother, he was raised with both enterprise and empathy. Known for his stubborn streak as a child, Christopher showed early signs of determination and curiosity. By his teenage years, he was already trying out small ventures, saving his pocket money to make soap, organizing youth groups, and supporting people with disabilities to produce and sell goods in the local market.

He wasn't just thinking about money. He was thinking about how things worked and how they could work better. Christopher joined the Wavumbuzi Entrepreneurial Challenge while in secondary school. For him, it was the first time entrepreneurship wasn't just an idea, it became something he could practice. "Wavumbuzi was different. It wasn't about theory, it was practical. We were solving real problems, making real decisions, and learning how to lead," he recalls.

Through the Creative Industries Quest, he gained hands-on exposure to leadership—leading a diverse team of peers, including students older than him—while developing skills in communication, planning, and strategic thinking. He learned how to work through customer needs, resource constraints, and feedback cycles. With limited tools, he practiced building real solutions. Wavumbuzi helped him move from raw initiative to structured action, equipping him with language, tools, and systems to organize ideas, test them, and reflect on outcomes.

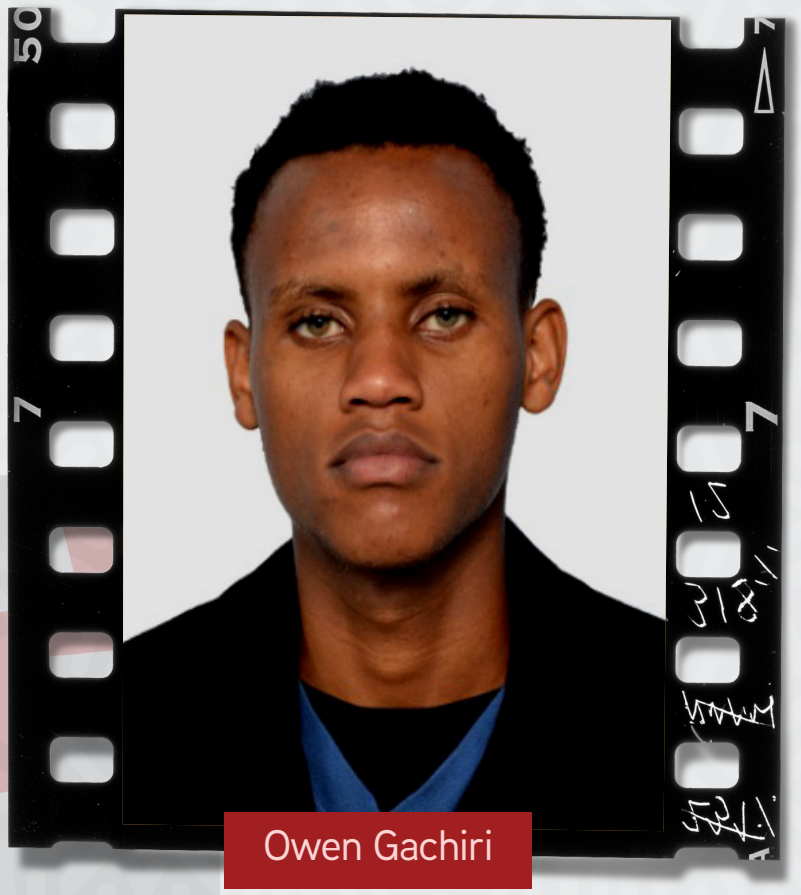
The program also shifted his mindset. He no longer feared failure and became more confident in testing and refining ideas. He learned to lead with clarity, not just confidence. After the program, he launched three ventures, all of which failed. But each experience gave him practical insights into timing, product fit, and execution. Around the same time, he began studying Chinese. When one venture didn't work out, he started tutoring others in Chinese to raise money, another example of recognizing opportunities and acting on them.

Academically, Christopher had excelled. He was among Rwanda's top performers in mathematics and earned a scholarship to study in Russia. But after Wavumbuzi, his thinking had changed. "I realized I was more interested in solving practical problems and building something of my own. Wavumbuzi helped me understand that entrepreneurship wasn't just an option, it could be a career." So he made a deliberate choice to step off the academic path and pursue entrepreneurship full-time.

Today, Christopher is studying Software Engineering and Marketing at the African Leadership University. He is also the founder of CDY Agency, a creative and brand strategy firm that helps African businesses grow their visibility, tell their stories, and compete in a digital-first world. "CDY Agency is how I bring everything together, creativity, technology business, problem-solving and use it to help others build," he says.

His long-term vision is to grow CDY Agency into a leading creative-tech firm across the continent, helping African brands scale through digital tools, strategy, and smart storytelling. He wants to mentor other young entrepreneurs, build solutions that reflect African creativity, and support businesses that move beyond survival toward sustainable growth.

Wavumbuzi didn't just introduce Christopher to entrepreneurship. It gave him practical exposure, the space to lead, and the mindset to keep going when things didn't work out. It shaped how he sees himself, how he approaches problems, and how he builds for the future. His story is a clear reflection of what happens when young people are given the chance to test ideas early, fail safely, and choose their own path with confidence.



Owen Gachiri

Owen Gachiri is the firstborn and only son in a family of three, raised by a single mother who was constantly on the move, chasing opportunity across counties, starting and selling businesses, and reinventing herself to provide for her children. “We moved a lot,” Owen recalls. “Wherever the next opportunity was, we went. Watching my mom hustle taught me survival, adaptability, and hard work. She showed me that you can start from scratch and make something out of nothing.”

That early exposure to the hustle laid a foundation,but it was Wavumbuzi that gave Owen the structure, tools, and mindset to turn hustle into entrepreneurship. In 2021, Owen joined the Wavumbuzi Entrepreneurship Challenge. A naturally competitive student, he didn’t take his 19th-place ranking lightly. He came back in the 2023 edition determined to do better, and he did. He tackled multiple quests, including the E-commerce and Sports challenges, emerging first in the latter. Behind the scenes, Owen was navigating serious financial strain. He had to pause school due to fees but was still able to access the Wavumbuzi quests when he returned. “That kind of inclusion meant everything,” he says. “Even in the middle of struggle, I could continue learning, growing, and proving myself.”

“

Quests like E-commerce taught me how to think like a businessperson,” Owen reflects. “You had to step into the shoes of an entrepreneur, identify opportunities, build strategies, think about customer acquisition, and use tech smartly.” After finishing high school in 2023, Owen took on a managerial role in his mother’s newly opened hardware store. With no formal business training, he leaned heavily on what Wavumbuzi had given him. “I had a mindset. I had frameworks. I had confidence. Even without a degree in business, I could experiment and manage.”

For Owen, the biggest gift Wavumbuzi gave him was the freedom to imagine a different path. “When you’re young, everyone tells you to be a doctor or a pilot. It can feel like there’s no room to dream differently. But Wavumbuzi showed me that being an entrepreneur is also a powerful path. It taught me to be open-minded, to think across sectors,one day I’m in urban farming, the next I’m solving a tech or sports challenge.”

He also learned the power of resilience, something that carried over to his real-world efforts to start a chess coaching program. Despite over 10 years of playing experience, schools rejected him again and again. “I approached five schools, gave demos, followed up, nothing. But I kept going.” Today, he’s coaching in four schools.

Now in university studying Dental Technology, Owen is clear about his future:

“Entrepreneurship is my chosen path. My mom taught me to hustle. Wavumbuzi taught me to build. I want to create jobs, give others a chance, especially street kids and build multiple businesses. I’m not here to just follow a career. I’m here to create opportunities.”



Martha Whitney

At 21 years old, Martha Whitney is already charting a bold course for herself and others. Born and raised in Nairobi, Martha once dreamed of becoming a pilot. It was an exciting vision, but like many young people with big dreams and limited resources, the path slowly became less realistic. What she didn't expect was for a school-based innovation challenge to unlock a new dream just as bold, but more grounded in purpose.

When she joined the Wavumbuzi Entrepreneurship Challenge in high school, Martha was curious about entrepreneurship but unsure of where to start. She had ideas, but no roadmap. She didn't yet have the confidence to lead or the tools to turn ideas into action. Through its hands-on innovation quests, Martha learned to think creatively, lead with clarity, and navigate uncertainty, skills she hadn't encountered in a traditional classroom. Winning the national challenge in 2019 was more than a personal milestone, it was a turning point. It proved that she was capable of much more than she had imagined. When aviation studies became financially out of reach, Martha didn't feel stuck, she felt equipped. With a new mindset, she enrolled in Economics at the University of Nairobi determined to build something meaningful from the ground up.

From 2022 to 2024, Martha returned to Wavumbuzi as a national ambassador, mentoring other young changemakers across Kenya. She helped them believe in their ideas, just as someone had once believed in hers. In the process, she deepened her leadership, empathy, and communication skills she now sees as central to who she is becoming. Today, Martha is working toward launching her own venture. The lessons and perspective she gained from Wavumbuzi continue to shape her path. She knows her journey didn't follow the path she first imagined but it led to something greater: a future where she's not just growing, she's helping others rise too.



Laurier Somi

In 2019, Laurier Somi was a teenage student in a Kenyan boarding school, curious but not so confident, and certainly not seeing herself as an entrepreneur. When she first heard about the Wavumbuzi Challenge, she hesitated. It sounded like something meant for students who already understood business or knew how to pitch ideas. But curiosity nudged her forward. She decided to try without a plan, without polish, just a willingness to learn.

That simple decision marked the beginning of a transformation. Wavumbuzi became more than just a school competition. It exposed her to real-world issues like food insecurity, unemployment, housing and made them feel solvable. Through weekly innovation quests, she stopped asking “Why me?” and started asking “What can I do?”

Her first idea was modest but powerful: to rally students over the school holidays to sell samosas and smokies, using the profits to buy food for vulnerable families in the Mukuru slums. With no prior pitch experience and a busy exam schedule, she borrowed a teacher’s phone and filmed her submission after class. It was shaky, full of self-doubt, and far from perfect. But it was hers, her vision, her voice, and her first act of leadership.

That pitch didn’t win. But it sparked something far more lasting. It became the seed for what would later grow into the Somi Foundation, a youth-led initiative focused on food security, education access, and environmental stewardship. Through Wavumbuzi, Somi didn’t just discover a project, she discovered herself. She developed entrepreneurial competencies like initiative-taking, opportunity recognition, and value creation. She learned to lead without needing permission, to ask better questions, and to take bold risks in service of others.

One of those risks led her to explore affordable housing, which unexpectedly sparked a passion for real estate. Today, she's preparing to study Real Estate and Marketing in Japan. Her growth didn't stop at school. After high school, she crowdfunded her way to the African Leadership Academy in South Africa, using Mchanga and rallying her networks. At just 21, she now leads a remote team of six volunteers to drive impact. Her foundation has partnered with over ten youth organizations, delivered donations to children's homes, and helped more than a dozen students access international scholarships.

Somi has been recognized for her impact, earning a nomination for the Green Kids Award in 2022 for her work in climate change awareness, and an honorary mention from the Africa Youth Awards. Her grassroots leadership has mobilized youth in Imara Daima and beyond, inspiring them to take action through education, environmental conservation, and community development. One of her most impactful contributions is her consistent work with children's homes, donating food, clothes, books, and sanitary towels, while also planting fruit trees and teaching environmental responsibility. What sets her apart is her ability to mobilize communities without relying on external funding, proof of her resilience, creativity, and deep belief in grassroots empowerment.

Her vision for the future is clear: by 2031, she aims to build a movement of 2,000 empowered youth, not just receiving help, but solving problems, creating jobs, and giving back to their communities.

Somi's story is proof of what can happen when one young person says yes to a challenge.

Wavumbuzi didn't just give her the tools to lead.

It gave her permission to believe she could.

And she's just getting started, because Somi isn't just part of the change. She is the change.

Conclusion

Wavumbuzi is a youth entrepreneurship education and training program aimed at secondary school teenagers in Rwanda and Kenya. The program follows five stages of entrepreneurial talent pipeline building: attracting talented youth with entrepreneurial aspirations, enhancing their entrepreneurial competencies with practice-based content, empowering them to transition from mindset and intentions to seeing entrepreneurship as a career choice, seeing entrepreneurship as merely attractive to seeing it as feasible, and co-inspiring them to start a project or venture. These phases are not linear and moderated by external factors such as luck and entrepreneurial ecosystems.

It is well documented that traditional job markets are unable to absorb the growing number of young people seeking employment, leading to an economic issue uniquely facing Africa. At the same time, the informal sector often lacks the security, benefits, and growth opportunities provided by formal employment, leaving the youth with limited prospects for dignified, rewarding careers and ultimately meaningful lives. Against the backdrop of these significant employment challenges faced by African youth, particularly those aged between 15 and 24 years, Wavumbuzi is becoming a beacon of hope for African youth.

Wavumbuzi provides a structured platform for young people to develop entrepreneurial aspirations, experience, mindsets, and competencies. Through its focus on experiential learning and problem-solving, WEC equips secondary school students in Rwanda and Kenya with entrepreneurial competencies essential for navigating uncertain job markets and creating their own economic opportunities.

Wavumbuzi's vision is to seed a critical mass of resilient problem-solvers and value-creators who will keep Africa's growing workforce relevant in a rapidly evolving global economy. To date, over 238,400 learners in Rwanda and Kenya have registered for the Challenge across 3,257 onboarded schools, supported by over 8,000 onboarded teachers. This has led to 122,930 participating learners between the two countries across all implemented Challenges to date. Independent studies by the University of Pretoria recorded statistically significant gains in as many as 13 of 18 entrepreneurial competencies in both KE-5 and RW-5 even as participation scaled dramatically over years.

Looking into the near future, AGGPEA is looking to scale its impact to Ethiopia while actively exploring innovative collaboration opportunities with similar-minded and values-aligned organisations.

Appendices

Appendix 1 - Wavumbuzi BHAG

Accessible here: https://rpubs.com/PNkontwana/wavumbuzi_bhag

Appendix 2: Rwanda Randomised Controlled Trial (RCT) Journal Article (2024)
Published by the IZA - Institute of Labor Economics and accessible here:
https://docs.iza.org/dp15064.pdf

Appendix 3: Rwanda Randomised Controlled Trial (RCT) Working Paper (2022)
Published by Economics of Education Review and accessible here:
https://www.sciencedirect.com/science/article/pii/S0272775724000530

Appendix 4 - Wavumbuzi Long-term Impact Study
Independently evaluated by the Innovations for Poverty Action (IPA) and accessible here:
https://drive.google.com/drive/folders/1uj_kMF3loxP_hcHmogGlMijbp_8mqXDs?usp=sharing

Appendix 5: Wavumbuzi Entrepreneurial Competencies and Definitions

Entrepreneurship Skill: Attitude, Ability or Action	Definition
Need To Achieve	Need for achievement is an individual's desire for significant accomplishment, mastery of skills, control, or high standards. Associated with a range of actions, including "intense, prolonged and repeated efforts to accomplish something difficult. To work with purpose and intensity towards a stretch/ distant goal.
Need For Autonomy	This competency links strongly to locus of control and the degree to which an individual believes they have control over events and outcomes, or whether these are a result of external forces. In entrepreneurship, it relates to whether a person enjoys being in control of every aspect of their business and making decisions accordingly.
Taking Action & Initiative	Taking action and initiative is displayed as a willingness or likelihood of an individual to take practical action to deal with a problem, to pursue the development of a business, and to follow through on one's goals without being prompted.
Values Driven	This type of leadership sees values as a guiding principle and examines the extent to which an individual is committed to following their values. It reflects a conscious view of self and directly shapes their movement toward action or motives. Ethical or responsible entrepreneurship is the degree to which an entrepreneur is ethically inclined and the principles that govern a person's behaviour.

Self Efficacy	Self-efficacy refers to an individual's level of self-belief, perception, self-esteem, locus of control, self-assessment, and confidence in their ability to complete certain tasks and to reach outcomes. It is shown to influence an individual's choice of activities, goals, persistence and performance in a range of contexts and is an individual's innate belief in their ability to achieve goals.
Resilience	Displaying resilience reflects an individual's ability to face challenges and persist. It also includes the capacity of a system to adapt successfully to disturbances that threaten functionality, viability or development. Strongly linked to perseverance, this competence group includes the tenacity, determination, persistence and consistency of effort required to pursue an opportunity or overcome any obstacles or difficulties that limit the ability to achieve goals.
Resourcefulness	Resourcefulness refers to the ability to identify, acquire, leverage and manage resources needed to turn ideas into action in a creative and effective way, including finding quick and clever ways to overcome difficulties and the extent to which a person can find solutions to problems and to overcome obstacles. In this instance, resourcefulness also includes the development of an individual's networking, mentoring and relationship-building skills. Networking in this competency group is the interpersonal structure and inter-organisational relationships through which individuals gain resources, and is the way in which individuals interact with others and build mutually beneficial relationships
Money Sense	Money sense is the ability to make important financial decisions in the best interests of the business in order to manage financial health as the business grows and expands.
Mobilising Others	Mobilising others refers to the ability to communicate ideas to others in such a way that it persuades or influences them to do or believe in something. This competence is measured by how easily an individual persuades investors, customers, partners or other stakeholders.
Working As A High Performance Team	This competence refers to working effectively in a start-up team to achieve a common goal.

Opportunity Identification/Recognition	The ability to gather information, recognise links between related and unrelated pieces of information, and identify possibilities in the environment that might be of value. This competency also relates to the ability to perceive change or opportunities in an environment that represent potential sources of value for a venture or customer base. Successful development of this competency will see an individual actively identifying and recognising the potential success of new opportunities by critiquing different pieces of information or patterns and the link between those and a business opportunity.
Innovative Problem Solving	Innovative problem solving is based on the accumulation of effort, imagination, knowledge and the evaluation of a problem, and is described as the ability to identify, redefine and create opportunities out of problems by developing new and innovative solutions. It is the development of a new idea, method or device and the ability to think originally in order to improve methods, systems or processes. Inherent to the success of this competency in terms of its developability is an individual's ability to be curious. Curiosity refers to the questioning of the status quo in order to find new and better solutions to solve customers' problems. Curiosity arises when there is a desire to gain more information and when an individual is no longer satisfied with the status quo. It also signifies a desire to learn and the perpetual drive to know more. In entrepreneurs, it is also seen as the desire to learn how to perform specific venture-creation related tasks such as conducting market research, developing new ideas, financial analysis, setting goals or marketing strategy.
Opportunity Assessment	Opportunity Assessment involves the process of evaluating an opportunity, concept or idea to establish its feasibility, its potential for creating value and the consequences of its impact. It also includes the ability to make a decision regarding an opportunity and its potential for financial, market and strategic return, as well as the evaluation of its viability and profitability over time. In addition, being able to make calculated risks is a significant component of competence in this domain. Particularly, being able to successfully identify, manage and take risks, which leads to a reduction in potential losses while still improving the chances of success in pursuit of opportunities, indicates competence. Calculated risk taking also involves the systematic monitoring, assessing, hedging, transferring and/or exploiting of multifaceted risks encountered as an innovation initiative unfolds, including the successful identification, coordinated valuation and prioritisation of risks in order to reduce, monitor and control the likelihood of an unforeseen event.

Wavumbuzi

Entrepreneurship Challenge

LONG-TERM OUTCOMES

REPORT 2025

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