



CALESTOUS JUMA LEGACY FOUNDATION

CJ HUB IMPACT REPORT

Date: March 2026

Program: Basic Computer Skills & Digital Literacy

Data Source: Survey of CJ Hub Graduates (Pioneer Students)

Executive Summary

The Calestous Juma Innovation and Resource Hub (CJ Hub) was founded in

December 2022 to bridge the digital divide in Bunyala, a rural community in Kenya, where the lack of digital literacy, or basic computer skills, has excluded youth and women from the modern economy. Our goal for the first three years was to provide a proof of concept – it is possible to provide low-cost digital training in a rural community that improves the skills of the youth, particularly girls, to enable them to access livelihoods and/or higher education.

From 2022 to 2025, the CJ Hub operated with 100% volunteer-led instruction and considerable resource constraints, and still delivered measurable, life-changing outcomes. This success paved the way for hiring our first staff instructor in mid-2025. This report details findings from a survey distributed to all reachable members of the cohort of **280 Pioneer Students** (completing a course December 2022-April 2025). As this study covered a 29-month period, some alumni could not be reached due to changes in contact information. We received **69 verified responses** (25% response rate), creating a robust sample of students who completed the program at least three months prior.

Key Impact Indicators:

98% of surveyed graduates are in a positive outcome — 54% in higher education, 37% employed or self-employed (81% of those not in higher ed), and 7% in active community service. These categories do not overlap. In a county where 67.6% of youth are unemployed and national tertiary enrollment is around 10%, this is proof of concept.

- **97% Skill Improvement Rate:** 67 of 69 graduates surveyed reported a significant positive change in their digital capabilities.



- **54% Educational Advancement:** The CJ Hub is providing essential preparatory support for higher education (online applications, communications, assignments and exams), with more than half of respondents currently pursuing or have completed degrees or certifications.
- **37% Economic Activation:** The CJ Hub is advancing local livelihoods. These graduates have secured employment (20%) or are running a business (17%), crediting their new digital skills for their success. This is **81 %** of those not engaging in higher education.
- **7% Community Work:** 5 are doing volunteer community work as their main activity.
- **Bridging the Gender Gap:** With an approximate **60% female enrollment rate** across the program, the CJ Hub is actively correcting regional gender inequities.

1. Comparative Impact: Defying the Odds

Benchmarking CJ Hub outcomes against regional baselines.

When viewed against the backdrop of regional statistics (see References), the impact of the Calestous Juma Innovation and Resource Hub (CJ Hub) becomes clear. Our graduates are consistently outperforming their peers in both education and employment:

- **University Transition:** While the Gross Enrollment Ratio (GER) for tertiary education in Kenya hovers around **10%** (2024) and often lower in rural areas, the CJ Hub graduates surveyed are transitioning to higher education at a rate of **54%**. This five-fold difference suggests that digital literacy is a powerful catalyst for academic access.
- **Combating Unemployment:** In our home county of Busia, where the unemployment rate is currently at **67.6%** (Busia Youth Policy), our graduates are successfully engaging in the economy. **37%** of our respondents report either full or part-time employment or business activity. Of that number, **17% are** running a business, all of whom report using their digital skills to improve their operations. These are not overlapping with the 54% engaging in higher education.
- **Digital Inclusion:** In rural Busia, where fixed broadband internet penetration is critically low (estimated at less than **20%**), all CJ Hub graduates surveyed report having acquired digital skills that allow them to participate in the digital world from which they were previously excluded.

2. Program Impact: Tertiary Education

Goal: To enable rural youth to succeed in higher education.

The CJ Hub has become a critical bridge to higher education. Rural students often struggle in their first year of university due to the sudden demand for digital fluency; the CJ Hub provides these skills.

- **Metric: 54%** of all surveyed graduates are currently enrolled in, or recently graduated from, higher education institutions, including the University of Nairobi, Masinde Muliro University, Kibabii University, and technical colleges.
- **Application:** Graduates report using their new skills to:
 - Complete online applications, research and assignments, which are now mandatory in Kenyan universities.
 - Design professional presentations (PowerPoint) for coursework.
 - Participate in virtual classes, a crucial capability for modern hybrid learning.

3. Program Impact: Livelihoods

Goal: To modernize traditional trades and foster entrepreneurship.

Beyond education, the CJ Hub is driving economic resilience by equipping the workforce with tools to modernize their operations.

- **Workforce Participation: 37%** of respondents are actively working. This includes work in healthcare, security, education, and business, where digital record-keeping is replacing manual logs.
- **Entrepreneurship: 17%** of respondents are running their own businesses (a subset of the above 37%).
- **Community Work:** An additional **7%** of respondents classified their activity as Community Work. Many in this cohort may be in stipend-based roles (e.g., Community Health Volunteers) or combining volunteerism with informal commerce, further activating the region's economy.
- **Sector Diversity:** The impact is not limited to office work. We are seeing digital skills integrated into livelihoods, where participants in traditional trades (fishing, farming and shopkeeping) use digital tools to enhance efficiency.
- **Case in Point:** Local fishermen (CJ Hub alums) are using the internet to monitor weather patterns on Lake Victoria, directly improving physical safety and operations.



4. Contribution Analysis: The Catalyst Effect

Understanding the CJ Hub's role in student success.

It's important to clarify the contributions of the CJ Hub to our students' success. We do not claim that the CJ Hub *alone* is responsible for university admittance or employment. Rather, the CJ Hub acts as a *critical catalyst* that allows existing potential to be realized.

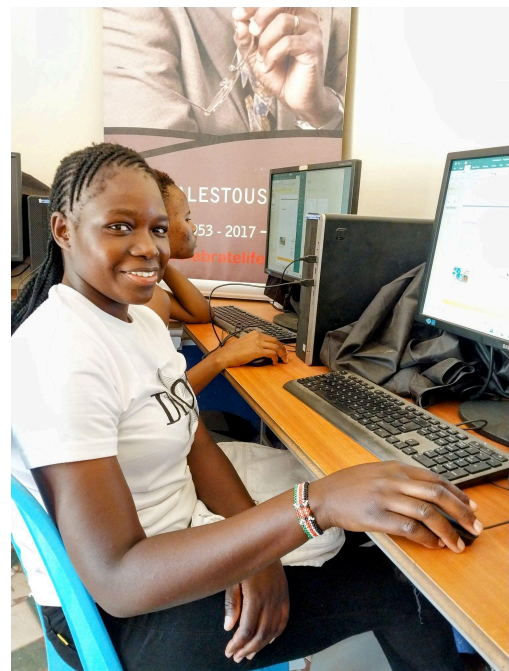
- **Access:** Many of the students who choose the CJ Hub already have the grades and ambition for university but lack the technical skills to apply or the digital fluency to survive the first semester. The CJ Hub removes this barrier.
 - *Evidence:* Students explicitly cite the ability to navigate complex portals (HELB/KUCCPS) and complete typed assignments as key factors in their continued enrollment and performance at university.
- **Efficiency vs. Employment:** For those in the workforce, the CJ Hub may not directly create the job, but it significantly enhances the *quality* of the work.
 - *Evidence:* Shopkeepers are not just selling; they are now keeping digital records. Teachers are not just teaching; they are designing digital certificates. The CJ Hub is upgrading the local labor market's talent.
- **Supporting Retention:** Graduate Ida Carolyne Kinyundo noted that the CJ Hub helped *"In dealing with technical issues in computers and also pursuing my career in the university."* This indicates that the CJ Hub's primary value in education is retention and performance enhancement, ensuring students have the skills to stay in school and excel once they get there.

5. Gender Impact: Bridging the Inequality Gap

Goal: To prioritize women and girls in the digital transformation.

Digital exclusion in rural Kenya disproportionately affects women. The CJ Hub is actively reversing this trend through intentional recruitment and support.

- **Enrollment Equity:** The CJ Hub serves a **majority-female student body (~60%)**, ensuring that resources are directed where the gap is widest.



6. Voices of Impact

Qualitative feedback from the alumni network.

Female Voices:

“Through Microsoft Publisher I can design and decorate eulogies and certificates and I also teach some of my colleagues who are still learning.” — Purity, Teacher & Graduate

“Like on campus, there was a unit called Communications Skills and through CJ [Hub] the unit was easy to understand.” — Selina Auma Juma, University Student

“Earlier on I was not able to operate a computer but now I can use computer knowledge to attend online classes.” — Ruth Oundo, University Student

Male Voices:

“I use the knowledge [from the CJ Hub] daily like oxygen I breathe in.” — Austine Wandera, University Student

“I was illiterate in IT... Now I am literate... I can do online business abroad.” — John Okumu, Entrepreneur

“As a fisherman I am now able to control weather conditions [by checking forecasts].” — Silvester, Fisherman

7. Strategic Analysis: Needs & Expansion

Feedback-driven roadmap.

While satisfaction among the respondents is near-universal (97%), the pioneer students provided critical feedback on the physical and curricular constraints of the facility.

Challenge 1: Infrastructure

- **Feedback:** *“The power supply should be improved”* and *“Install free Wi-Fi.”*
- **2025 Action Taken:** We have successfully installed backup power and upgraded to high-speed internet, directly addressing the two most common graduate complaints and ensuring 100% operational continuity for our programs.

Challenge 2: Advanced Curriculum

- **Feedback:** Requests for “*Introduction of AI since the world is now evolving*” and “*Basics of programming.*”
 - **2025 Action Taken:** Launch of our “**Virtual Leap**” advanced course.
 - **2026 Proposal:** Based on the high number of graduates engaged in economic activity (37%) and starting businesses (of which 17%), we are seeking to expand into **Digital Skills for Entrepreneurship** and **Graphic Design** modules to professionalize these activities.
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Methodology Note

The survey was distributed in October 2025 to 280 alumni with 69 responding of whom 42% were female. Data were collected via a mixed-method approach comprising 50 handwritten field surveys (paper-based) and 19 digital submissions. Quantitative metrics (satisfaction rates, employment status) were confirmed through visual analysis of survey responses. Demographic baselines (gender ratios) were verified against the Master Student Enrollment Database. Regional baselines for unemployment (2021) and university enrollment (2024) are derived from the most recent available national statistics for Kenya. This survey is the first of a series of longitudinal studies to track graduate achievement and impact.

ADDENDUM 1: 2026 Update (as of January 16, 2026)

The CJ Hub has successfully addressed key needs identified above, thanks to generous donor support:

1. INFRASTRUCTURE UPGRADE:

- **Power Security:** We have installed reliable power backup. Classes now run uninterrupted regardless of grid instability, maximizing student learning time.
- **High-Speed Connectivity:** We have upgraded our internet to provide consistent, high-speed access. This facilitates deeper research, reliable access to online education portals, and a smoother experience for our learners.
- **Professional Camera Equipment:** In order to better document the impact of the CJ Hub, and provide access to video conferencing, we added a Canon EOS R100 Photography Camera and a Logitech BCC950 ConferenceCam Webcam, connecting our students and the CJ Hub to the world.

2. LAUNCHED: “Virtual Leap” Advanced Course

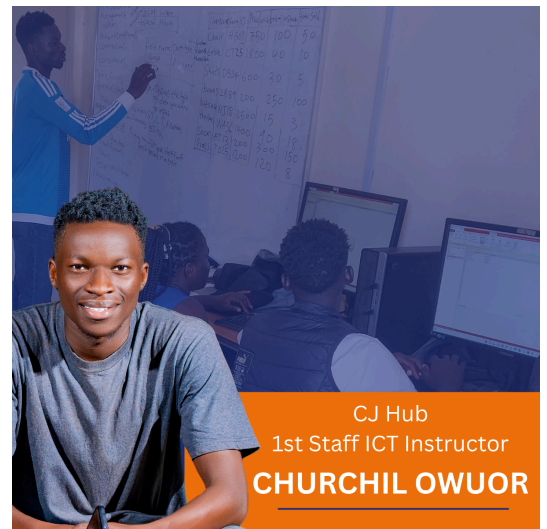
The survey data revealed a consistent demand for Artificial Intelligence (AI) literacy, advanced tools, and online digital fluency.

- **Status:** Successful Pilot Completed. Courses Ongoing.
- **Curriculum:** The “Virtual Leap” course moves students beyond basic literacy into professional proficiency, covering four core areas:
 - **Digital Safety & Media Literacy:** Equipping students to navigate the web securely and critically.
 - **Core Cloud Platforms:** Mastering remote productivity and cloud storage (e.g., Google Workspace).
 - **Collaboration & Creative Tools:** Confidence using modern platforms including Slack, Canva, social media, and generative artificial intelligence.
 - **Digital Opportunities:** Identifying emerging pathways for remote work and digital economy participation.

3. MILESTONE: Hiring Our First ICT Instructor

A critical goal for 2026 was to stabilize our instructional capacity. In 2025, CJ Hub transitioned from a purely volunteer-led teaching model to a professionally-staffed institution.

- **Professionalization of Service:** To ensure consistency and long-term sustainability, we hired our first-ever dedicated Staff ICT Instructor. This role ensures that students receive standardized, high-quality instruction uninterrupted by volunteer availability.
- **Homegrown Talent:** The position has been filled by Churchil Owuor, a Computer Science graduate from Kisii University. Churchil was recruited from our own pool of high-performing volunteers, ensuring that our leadership remains deeply rooted in the community we serve.



THE 2026 HORIZON

With 325 CJ Hub graduates with the foundation of digital skills, and infrastructure stabilized, the CJ Hub is ready to further contribute to economic acceleration. Programs we hope to add in 2026 include:

- **Entrepreneurship:** Teaching the practical business side of digital skills (invoicing, marketing, and remote work) readily applicable to a range of vocations.

- **Graphic Design:** Professionalizing the creative services (posters, cards, eulogies) our students are already beginning to offer.
- **Soft Skills:** Focusing on communication, critical thinking, and professional adaptability, to support the emotional intelligence and resilience of our graduates required to navigate complex university environments and/or thrive in the modern workplace.
- **Mentorship:** Connecting our ambitious students with international experts and the diaspora to guide their next steps and provide encouragement.

ADDENDUM 2: Impact profiles

Joseph Maloba

Joseph was a pioneer in our very first Basic Computer Skills cohort (Student #7). He later returned for the *Virtual Leap* program to advance his technical fluency.

Opportunity knocked almost immediately: Joseph was hired by Rosheen Lakeside Academy in Port Victoria, where he now tutors students in Grades 4–9 and trains the teaching staff in computer basics.

“I didn't just come to seek a job opportunity, but to prove that the CJ Hub is impacting skills to the youth and I am ready to extend the same to others.”



Ruth Oundo

For Ruth Oundo, studying Special Needs Education at Pwani University, digital literacy was the key to unlocking her degree. Before joining the CJ Hub, Ruth was not able to use a computer. Today, she uses those skills daily to navigate modern university life, from attending remote lectures to managing her work via email. Ruth is proof that when you provide the tools, students can access the future.

“Earlier on I was not able to operate a computer but now I can use computer knowledge to attend online classes.”