

LEAP!

leadership | effectiveness | accountability | professionalism

The **YOU** in th

The Heart That Still Beats -
The Story of Josephine David-Idiong;
iLEAD Student in Uyo

The Tales of Transformative Journeys
- Impact Stories That Inspires

Lighting Up a Dream - The Story of Violet Isek



...Raising leaders, transforming Africa

WHO WE ARE

“LEAP is a youth-focused, leadership development organization raising dynamic, innovative and principled African leaders”.

Since 2002, Leadership, Effectiveness, Accountability and Professionalism (LEAP) Africa has stayed true to its mission to equip a new cadre of African leaders. Its journey started with the realization that LEAP can transform Africa, one community at a time by changing the mindset of the people, promoting ethical leadership across sectors and influencing governance.

The organization has enjoyed success in its field as it has inspired and equipped about 50,000 youth, teachers, CSOs, business owners and social entrepreneurs to lead ethically while implementing initiatives that transform their communities, organizations and contribute to national development since inception. LEAP achieves this through its training programs, publications and most recently e-learning. Through its training programme, its overall objective is in changing the mindset of youth; equipping them to lead ethically and motivating them to deliver positive changes in their communities and building sustainable social enterprises and for-profit businesses.

However, through technology, LEAP is creating a digital curriculum with tech-enabled tools to provide access to its courses on a Learning Management System. LEAP's premier e-learning course on ethics, launched in April 2016, equips participants to be dynamic and principled leaders through interactive learning and animated scenarios that help build awareness on ethics and empower users to resist corruption.

Beyond its programmatic activities, the organization is known for thought leadership in business sustainability and youth development. The evidence of its research are documented as resources and curriculum for self-development and driving corporate sustainability. It has published 11 books ranging from topics such as ethics, governance, talent management, succession planning to corporate culture. These are action-oriented guides to creating positive and lasting change in individuals, organizations and communities.

OUR BOARD MEMBERS

Mr. Udemé Ufot (MFR)

Board Chair, Co-Founder and Group Managing Director, SO&U

Mr. Charles Anudu

Managing Director/CEO, SWIFT Networks Limited

Mr. Seyi Bickersteth

Chairman, Andersen Tax and Legal Africa

Mrs. Juliet Ehimuan Chiazor

Country Manager, Google Nigeria

Dr. Nadu Denloye

Director, CDNet Ltd/Gte

Ms. Rabi Isma

Former Director, Leadership & Organisational Development, 9Mobile Nigeria

Mr. Simon Kolawole

Founder/CEO, Cable Newspaper Ltd

Mr. Chike Maduegbuna

CEO, Afrinolly Ltd

Mrs. Ndidi Okonkwo Nwuneli (MFR)

Founder, LEAP Africa; Co-founder, AACE Foods; Director, Sahel Capital

Mrs. Clare Omatseye

Managing Director, JNC International Nigeria Ltd

Mrs. Uche Pedro

Founder, Bella Naija

Mr. Femi Taiwo

Executive Director, LEAP Africa

OUR VISION

To be recognized as the premier resource centre for developing dynamic, innovative and principled leaders, who will drive Africa's realization of its full potential.

OUR MISSION

To inspire, empower and equip a new cadre of African leaders by providing the skills and tools for personal, organizational and community transformation.

OUR FOCUS AREAS

Programmes: LEAP develops and implements cutting-edge leadership training programmes for Africans on Leadership and Life Skills, Employability Skills, Entrepreneurship and Civic Participation. These are human capital development programmes targeted at enabling transitions across all levels; increasing youth social mobility and bringing about positive transformation.

Research: LEAP is a thought leader on youth engagement and development issues. It is a resource centre that creates publications, toolkit, curricula and resources in preparing youth and their agency to become innovative and ethical leaders.

Convenings: LEAP is renowned for its flagship programmes and events which attracts impact actors, key stakeholders from the public, private and social sectors for progressive outcomes. LEAP also convenes learning and dissemination meetings to advocate improved opportunities for Africans. Some of its convenings include SIPA, Education Engagement Forum and Youth Focus Groups.

OUR VALUES

Respect: We recognize and celebrate diversity in our society and demonstrate respect in all our interactions with different stakeholders.

Integrity: We consistently demonstrate transparency and truthfulness in all our dealings.

Synergy: We build communities and ecosystems for our beneficiaries through strategic partnerships.

Excellence: We demonstrate excellence in all our activities going the extra mile to ensure that our programmes, services and operations are world class and of the highest standards.

TABLE OF CONTENTS

06

**Bridging The Knowledge Gap
for Social Innovators In Nigeria**

08

**Customizing Effective
Pedagogy for Adult Learning**

12

**Scaling Impact Across The Lines
– How a Be-The-Change Teacher
And Her Students Are Influencing
Their Community:**

13

**Doing Something;
Expecting Nothing**

14

**How Energizers are
helping me connect with
my students**

16

**Lighting Up a Dream
– The Story of Violet Isek**

17

**The Heart That Still Beats
- The Story of Josephine
David-Idiong**

19

**Striving for Excellence
in Unusual Times**



Publisher: LEAP is a bi-annual publication of Leadership, Effectiveness, Accountability and Professionalism (LEAP) Africa.

Address: 13 Omorinre Johnson Street, Off Admiralty Way, Lekki Phase 1, Lagos.

Enquiries: +234 01 2706542;
info@leapafrika.org; www.leapafrika.org

Cover: iLEAD students in Uyo

Printed by: Serlek



The You in Youth

Written by: Femi Taiwo

What picture comes to mind when you hear the word 'youth'? Is it a fifteen year old girl sitting in a very poor excuse for a classroom, interacting with a curriculum that does not effectively prepare her for the present realities of the 21st century and the future of work; or is it a 22 year old man whose employment reality in the last 5 years has been to jump from being an okada driver to serving as a 'gateman' in a private residence without the joy and benefits of decent and fulfilling work. Maybe it is that of a 'lazy youth' who is behind a computer investing endless hours and efforts in the next get-rich-quick scheme, which most likely might include swindling people; while on the other hand, another peer is busy coding for an international organization as a computer programmer. It could be the image of an individual trying to cross the Mediterranean or stuck in Libya; or better still that of a young dreamer and entrepreneur developing an investment pitch and business plan, putting in an application for a scholarship or fellowship; or that of a vanguard at the forefront of driving change in their communities and countries through very innovative and daring initiatives and social enterprises; or is it the many youth-led enterprises in the creative, technology and agriculture industries, who are attracting hundreds of thousands to millions of dollars in investment and making indelible impact. You choose your pick!

It may be important to note that the word 'Youth' does not refer to a homogenous group of people clustered or defined by an age limit. Behind all those many statistics (unemployment rate, university enrolment, election figures etc) that speak to this demography, there is so much diversity and divergence in that word, each with its varied

experiences and circumstances. Hence, as we seek to design, implement and invest in policies, strategies, and interventions to reduce those statistics, it is important to remember that youth are in different phases of their life, with different level of exposure, aspirations and socialization.

More importantly, we need to take into consideration the many individual aspirations, talents, dreams, gifts, purposes, personalities, weaknesses, strengths and belief systems of young people in the design of interventions targeted at developing this group. This is particularly important in interventions that develops life skills, leadership capacities, entrepreneurship & employability of youth. A one-size fits all approach will not yield the much-expected results.

Education

In the provision of quality education for instance, efforts should be targeted towards harnessing the potential of every youth by designing an interactive and learner-centred pedagogy that aids talent discovery and development. Education should therefore be tailored in such a way that every youth has the chance to discover, explore, and build on their individual intelligence and genius, while also taken into consideration the unique guidance and reorientation that each category of youth might require as a result of their socialisation, backgrounds and experiences.

Understanding education as a means to an end and not as an end in itself would definitely help in designing for better outcomes and help us realise even more the need to: adjust curriculum; highlight multiple

pathways for transitioning; provide more mentoring opportunities to address individual needs that lift youth aspirations.

Leadership

In our leadership development work with youth over the years at LEAP Africa, we have found out that self-awareness has consistently been rated as the most impactful module. This is because it gives young people the opportunity to ask questions about who they are -for the first time in several cases. The module also provides them with the opportunity to think about themselves differently beyond their socialization, in terms of why they are and what they have by uncovering their personalities, passions, talents, intelligence, and thus provides a solid foundation for the subject of leadership. Leadership to me entails a journey of self-discovery, self-development and the deployment of self in service to others.

Another interesting finding from our youth leadership development work and research is that allowing young people to engage in passion-projects and self-directed community problem solving, provides an effective platform for young people to develop the much-needed leadership and life skills. This is corroborated by James McGregor in his transformational leadership work, where he highlighted 'individualised consideration' as one of the four key components of transformative leadership. Giving youth the space, opportunity and support to explore their leadership and agency by embarking on personal give-back projects or other forms of self-directed passion projects, gives them the leverage to explore and further discover and develop themselves more broadly, and helps them grow in the character, confidence, and capacity for leadership.

Entrepreneurship

It can be said to a large extent that youth entrepreneurship is often misconceived as simply "skills acquisition". Countless entrepreneurship programs initiated and driven by various actors are designed from such a narrow perspective all in the name of youth empowerment for entrepreneurship. Basic skills acquisition programs

such as fashion designing, craft work, carpentry, baking, makeup etc) are thrown at the youth, who in turn are expected to jump at it and try to fit into one regardless of whether their passion, interest, aspiration is aligned or not. This thinking has filtered into the national curriculum construct both in secondary and higher education as a way of mainstreaming entrepreneurial education. However, nurturing true entrepreneurial spirit within youth will require much more. It will mean encouraging, supporting and resourcing young people to explore the ideas and dreams they have and giving them the space to venture out even if it means making a mistake. This means that what we ought to be mainstreaming is the spirit of free enterprise and innovation, the soft skills and the core business principles that leads to business success, as well as the provision of business support services, incubation and accelerator support that will aid successful ventures of their choosing. Better still, we should challenge and coach young people to deploy their entrepreneurial agency in solving the problems in their communities and on the continent. Yes, there is a special place for skills acquisition and vocational education, but it should take its own rightful space.

Finally, The '**You in Youth**' is about understanding, leveraging, targeting, supporting and unleashing the immense individual potential in each youth, while also paying attention to the unique challenges and situations facing each individual or cohort in a bid to aid their transition and unlock the potential each one carries. As a matter of principle and in practice, young people should be given ample opportunities to choose their pathways and express themselves in the best ways possible- of course with ample guidance, coaching and mentoring. Furthermore, they should be equipped with the resources and skills needed for the realization of their dreams. Doing this will enable young people reach their entrepreneurial potential, grow their businesses, and create or secure decent work for themselves and others. The narrative for supporting youth in education, career and entrepreneurship should move from employment to deployment, because this advances the need for the discovery, development and actualisation of self.



Bridging The Knowledge Gap for Social Innovators In Nigeria

Wayna Adegbile

Among the numerous results which emerged from the United Nations Economic Commission for Africa report on the Millennium Development Goals (MDGs) in 2015, most African nations were ranked relatively low in the actualization of these goals. However, considerable progress has been made by most countries in Africa from the inception of the eight agenda objectives to 2015. While the MDGs were primarily focused on the developing nations, the Sustainable Development Goals (SDGs) were established to tackle the pressing social problems in a more effective and sustainable way. Like the MDGs, the SDGs also has a 15-year timeline to critically address some of the global issues. By 2030, the 17 goals are expected to have achieved the following objectives:

- End poverty and hunger globally,
- Combat inequalities within and between countries,
- Build peaceful, just and inclusive societies,
- Protect human rights and promote gender equality, and the empowerment of women and girls,
- Ensure lasting protection of the planet and its natural resources,
- Create conditions for sustainable, inclusive and sustained economic growth, shared prosperity and decent work for all.

In Africa, among other things, achieving these goals mean a more focused commitment and collective effort from the government, the private sector, individuals, and most importantly, the development sector to initiate different innovative approaches that will generate solutions pointing to the overall objectives of the SDGs.

The goals further present a plethora of opportunities for the emergence of social change agents across Africa. To date, a sizable number of young Africans have taken up the challenge of attempting to solve some of the issues that relate to the SDGs. Most of them over the years have enjoyed varying support from both international and local partners either by the provision of seed funds, grants, technical support, empowerment, amongst others.

LEAP Africa has been at the forefront of empowering and equipping bright young Nigerian social entrepreneurs through the Social Innovators Programme (SIP). It provides knowledge and skills for organizational sustainability. With the support of Union Bank of Nigeria, LEAP has equipped about 100 young social innovators who are changing the narrative of Africans and making lives better.

A new cohort, consisting of 20 social innovators were inducted into the fellowship programme at the 2018 SIPA. The first level of engagement in the programme is the Enterprise Sustainability Workshop. Between 20th – 25th Jan. 2019, LEAP brought together these change makers in a week-long residential training in Lagos, Nigeria in order to bridge the capacity gap identified among social innovators in Africa (as rightly highlighted in the Stanford Social Innovation Review – Creating a Level Playing Field for Innovators in Africa), and provide networking opportunities.

To drive the right engagements and conversations, the training had a mix of instructive sessions – on running a successful and sustainable social enterprise – delivered by 16 facilitators consisting of practitioners, professionals and entrepreneurs in Nigeria.

For the Fellows, the workshop is the first step in their journey of partnership with LEAP to transform Africa. Majority of them left the workshop with new knowledge to be integrated into their initiatives for sustainability and scale. They also left with an energized commitment to continue to strive for change in the face of the challenges that we encounter daily in Africa.

LEAP through partnerships with professionals, practitioners and established entrepreneurs is also taking the fellows through rigorous one-on-one mentoring. This is the second phase of the fellowship programme and fellows are expected to build valuable networks, scope out ways to grow their enterprises, scale their initiatives, and ultimately, remain sustainable even as they have the opportunity to ‘stand on the shoulders of giants.’

To date, while many are scaling the level of their influence across Nigeria, over 2000 of our fellows have had international and local nominations, recognitions and have won awards on a global scale. Dr. Adereni Abiodun, founder of HelpMum recently won the Google Impact challenge and was selected by the United Nations Conference on Trade and Development in Geneva, Switzerland among 5 social enterprises whose business models were used for policy development on innovation and entrepreneurship for productive capacity building and sustainable development. Mr. Michael Sunbola, founder of Lagos Food Bank was also recently selected as part of the African Leaders to participate in the Obama Foundation Leaders 2019: Africa cohort.

Social innovators in Africa have compelling initiatives aimed at improving the lives of others, but few are truly “investment ready”. LEAP, among other objectives, exists to fill this gap and ensure the sustainability and scale of youth-led African enterprises in the long term. Going forward, LEAP will continue to provide technical support to the fellows as they embark on the journey of transforming Africa.



Ms. Ogochukwu Ekezie-Ekaidem, Head, Corporate Affairs & Corporate Communication, Union Bank Nigeria, Plc. facilitating a session at the SIP Workshop.



Customizing Effective Pedagogy For Adult Learning

Written by: Abraham Femi Abraham

In recent times, there has been growing anxiety around the impending changes that are bound to happen in the world of work. Various reports released by development organizations speak to the changes and shifts that may occur in the skills and competencies that will be required to engage in the work of the future. These changes require reskilling, upskilling, and embedding a culture of learning in the current generation of the workforce and more importantly, creating a dynamic pool of talents that will include all age groups.

In this changing narrative of skills and work, the present working-age population is becoming more anxious about the implication on their job prospects. They are constantly asking, “Where do we fit in the scheme of future work?” If the current working-age population is expected to provide the skills and human capital of the next generation, then it is important to adopt strategies that would ensure continuous retraining of this age group.

A right step in this direction is to share effective strategies for developing and implementing adult learning interventions aimed at providing workers who are not in schools with new and contemporary skills that would aid their meaningful contribution in the world of work. Despite the great promise that adult learning holds for the present and future workforce, developing nations face enormous challenges both in funding adult learning programmes and most importantly, designing effective interventions that would yield positive outcomes.

Gathering insights from anecdotal from LEAP Africa’s skills development training programmes for employed adults (Age 24 and above), ranging from teachers, entrepreneurs, young professionals, etc., this article presents what has worked across training programmes implemented in multiple states in Nigeria and across countries in Africa. It also attempts to answer the question, how best can we design effective pedagogy for adults to develop skills when the brain is less efficient at learning.

Adults face varying levels of stress from work, family and/or the everyday challenges of the society. This contributes to difficulties in learning and compromises their capacity to accommodate new knowledge and skills. In addition, there are several demands on adults that constrains their cognitive capacity to learn.

These constraints must be clearly understood and considered during the design and implementation of skills training programmes for this age group.

Knowing your learners

As highlighted by the World Bank Group, a major gap in most adult learning interventions is the ineffective diagnosis of beneficiaries’ realities before training. Effective diagnosis of learners’ socio-economic realities helps in curating learning content and providing the relevant context for beneficiaries. For example, understanding the standard of living, the experiences of learners, and the demands from work and family amongst others helps in developing learning content that synchronizes with their emotional and psychological demands.

Personalized learning activities

In terms of delivery, insights from the field of neuroscience help us to understand that practical exercises within training programmes and visual aids help memory retention in adult learning. This phenomenon was observed in a skills development programme implemented by LEAP Africa for adults. It was seen that having learners develop & present a business model canvas during a class on entrepreneurship helped learners understand the concepts presented. It also reinforced the mindset of value creation amongst learners. LEAP ensures visual aids are placed across classrooms to give learners a visual representation of the concepts and frameworks introduced during training. These visual aids help in strengthening memory retention and aid recall.

Embedding games and fun activities in classes have also been helpful in retaining adult learners’ attention. In all training programmes organized by LEAP Africa, games are introduced periodically during

classes; these games serve as energizers to sustain the learning momentum at every point in time.

Contextualized training content

The success of an adult learning programme may also depend on how training resources/content are relatable to the everyday experiences of learners. For example, in the African countries where LEAP Africa has cascaded its Transformative Leadership program curriculum for teachers, the team ensured case studies and scenarios were specific and unique to countries where training are being held.

Through multiple reviews of training manuals and presentation slides, the team was able to customize content for simplicity and understanding.

Consider your training location

The distance between the training location and the residence of learners during a training programme can also pose a significant barrier to learning. It could play out in the arrival time of learners to the training venue or increased stress levels while trying to transport themselves to the training venue. In Malawi, where learners were not accommodated for the training, we noticed most participants had less concentration on learning during evening sessions; as they were more concerned about leaving the training venue early enough to arrive their homes safely.

Prioritize out-of-class/after-training engagements

Skills training programmes can provide motivation for adults if it is tied to future engagements in the form of activities that would make them apply what they have learned e.g. retraining their peers, exchange programmes that would enable them to put to practice knowledge gained in the classroom, etc. A practical example of this

occurred during a training programme organized by the United States Consulate for teachers in Lagos State; participants showed commitment to all training modules majorly because they were mandated to cascade the modules taught to other teachers within their school. This made them investigate further about concepts, beyond what was required of them.

Post-training value

Furthermore, rewarding adult training programmes with certification or better information on job opportunities may improve the effectiveness of training programmes, especially when beneficiaries have the potential to advance in their career journeys.

While all these strategies seem achievable, adult learning interventions are very expensive to implement. They include the costs of diagnosing beneficiaries' realities, designing programme materials, accommodating learners, monitoring & evaluating programme outcomes, etc. For example, In Liberia, even though young women with access to job skills training enjoy higher monthly earnings—US\$11 more than the comparison group—the cost of the program is US\$1,650 per person. This form of intervention is just one expensive development strategy that may take years to get the right returns.

Notwithstanding its cost, Adult learning interventions offer a significant method to readjust the skills of the current workforce to fit the changing nature of work. This requires employing design thinking strategies that ensure learners gain new and applicable knowledge and skills that can help them continually contribute to the workforce. Adult learning is even more important to the segment of the current workforce comprising those who are developing workers of the future, i.e. teachers or skills development workers

LEAP AFRICA

SOCIAL INNOVATORS PROGRAMME & AWARDS 2019 (SIPA)

Theme: People Profit Planet: Tripartite Win

Venue: Shell Hall, MUSON Centre, Onikan Lagos.

Time: Networking and Breakfast - 9:00am
Main Conference starts - 10:00am

Date: Thursday, November 14, 2019

www.leapafrika.org | #LEAPSIPA2019

Keynote Speaker | Reeta Roy
President & CEO Mastercard Foundation

SIPA

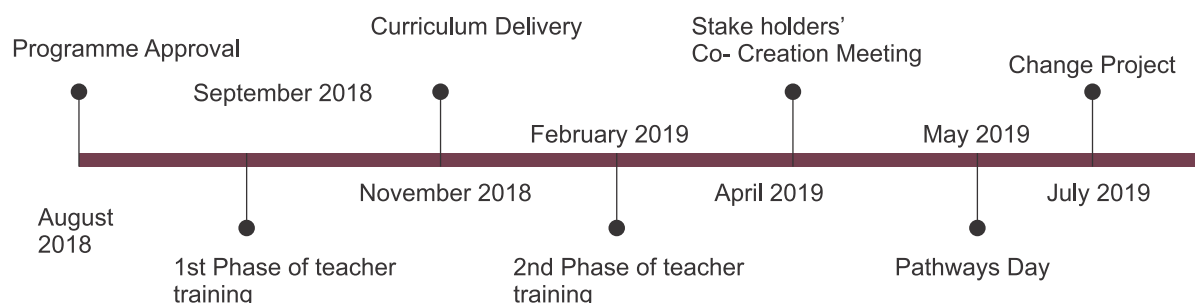
The conference will bring all big players and contributors to the fore on how social innovators are invested in saving our planet. There is no time such as now to make a case that social innovation is everyone's business and all hands need to be on deck to solve the urgent social problems Africa is faced with. LEAP will discuss and showcase Nigerian owned enterprises driving faster and wide-reaching solutions. **This event is free! Sign up today at bit.ly/LEAPSIPA2019**

A close-up photograph of a young Black woman with her hair pulled back. She is smiling broadly, showing her teeth, and covering her eyes with her hands. The background is blurred, suggesting an indoor setting with other people.

A Peak At Be-The-Change

In the last three years, LEAP Africa through the United Way Worldwide grant on behalf of the generosity of Citi Foundation has implemented the Be-The-Change (BTC) programme in 15 schools in Lagos State. This programme has trained about 45 teachers and 1200 students in public secondary schools on Leadership, Life and Employability skills, while also facilitating their post-secondary school transition into higher education and/or gainful employment. The programme is aimed at building the capacity of teachers to inspire and empower their students with the practical skills necessary to lead change and have a successful life.

The figure below shows activities for the 2018/2019 project cycle:



During this period, we have realized that leadership and life skills inspire a mindset shift in young people, causing them to move from an orientation of 'being in need' to one that emphasizes the possibility of self-actualization and social transformation. We have also realized that teachers and school administrators are key actors in youth development given the role they play in the vital years of their socialization.

Typically, LEAP engages the Ministry of Education and Education Districts in Lagos state through critical stakeholders, and the Co-Curricula unit to facilitate the selection of schools from three major education district in underserved communities in Lagos State, Nigeria. The following are the schools that were selected to participate in the BTC programme for the 2018/2019 year:

- a. Birch Freeman Senior High School, Mushin, Lagos
- b. Falomo Senior High School, Ikoyi, Lagos
- c. Ijeshatedo Grammar School, Isolo, Lagos
- d. Lagos City Senior College, Yaba, Lagos
- e. New Era Girls Senior Secondary School, Surulere

To support the teachers in facilitating the BTC curriculum, monitor the cascading process, and report to LEAP on the progress and challenges, LEAP engaged 10 graduate volunteers – members of the National Youth Service Corps (NYSC) scheme – who were posted in pairs of two to each of the BTC schools. Overall, due to the high level of interest and participation level, LEAP increased the number of slots for student beneficiaries from 450 to 454.

1. 1st Phase of Training of Trainers (ToT): This component offers teachers and volunteers the opportunity to gain background knowledge, skills and practical experience to enable them cascade the leadership, entrepreneurship and life skills curriculum to students. It also exposes them to best practices in method/models of in-classroom facilitation and styles of curriculum delivery.

2. Curriculum Delivery: Here, teachers and volunteers in the ratio 1:30 (i.e. 1 teacher to 30 students) across the schools are tasked to cascade the learnings from the Training of Trainers to student beneficiaries in the BTC programme

- Self-Identity & Self Confidence
- Values
- Visioning & Goal Setting
- Time Management
- Creativity
- Communication 1
- Communication 2
- The Art & Act of Leadership
- Leadership for Change
- Volunteering
- Choosing a Career Path
- Savings & Money Management
- Entrepreneurship
- Commencing your change project

3. 2nd Phase of Training of Trainers (ToT): This component prepares teachers and volunteers to cascade the employability and financial literacy module to students. Teachers are also trained to guide students through the ideation and final implementation process of their community change projects, which is a vital phase of the programme.

4. Stakeholders Engagements: This component sought to leverage the agency of education stakeholders – teachers and school administrators – involved in the programme in the past three years to tease out possible ways to advance learning outcomes and support the sustainability of the programme. The outcomes of the conversations were very insightful and are being carefully integrated into the implementation of the BTC programme.

5. Pathways Day: This phase of the programme prepares student beneficiaries for opportunities to transition into post-secondary education, meaningful employment or entrepreneurship. It also provides an avenue for students to learn about different ways to access the variety of opportunities available to them after they graduate from secondary school.

6. Change Project Implementation: Here, 15 community change projects are expected to be implemented across the five secondary schools in the BTC programme by the students. Teachers and volunteers guide students through this process to ensure the implementation according to provided guidelines. Expectedly, over 5000 indirect beneficiaries are impacted positively by the change project.



Scaling Impact Across Borders

How a Be-The-Change Teacher And Her Students Are Influencing Their Community

My name is Mrs Nneka Anne Amadi. I am 39 and the first of the two daughters of my parents. I am from Imo state and I live in Lagos. I obtained a Bachelor of Arts in Education English (B.A.ED English) in 1999 from the University of Nigeria, Nsukka (UNN), and a Master of Arts in English Language (M.A. Language) from the University of Lagos (UNILAG). I am a teacher of English Language and Literature-in-English in a government-owned school in Lagos state. I love writing poems and I have a collection of unpublished poems.

I became a teacher to make a difference. I believe that as a teacher, I am in a better position to inculcate values and help to build character. For over 15 years of teaching, my life as a teacher has been amazing and interesting, as I have received awards and letter of recommendation of service from the government. I am always ready to learn. Outside my class, I enjoy learning especially from my students. This I have discovered makes students happy and helps build their self-confidence.

However, there are enormous challenges in the profession of pedagogy – one of which is overpopulation in classes, which enhances anonymity among students and hinders individualized instruction. Often, I feel weak and unmotivated because whenever I put a lot of energy into my work, I do not receive response equivalent to my inputs. After teaching, and students have interacted with the learning experiences, if the learning outcome is not favourable, it repels my emotion.

I perceive limitations as areas of needs and/or areas one needs to improve themselves for better performance and better service delivery so I have always looked forward to helping my students learn better and become change agents even amid these challenges. I have attended many training programmes to improve my teaching methodology and myself but none compares to the training I got from LEAP Africa. I have always believed in the concept of leadership by example, but never conceived that leaders are made and not born –

This changed through my engagement in the Be-The-Change programme of LEAP Africa.

The training has helped me to rediscover myself, my strengths and become alert to my environment in order to identify problems that need to be solved. It has also helped me to reevaluate my values. The training has sensitized me to the fact that whatever change I want to see in my community must emanate first from me. It has also empowered me to set smart goals before my lessons and in other activities. Now, I have a better perception of 'leaders', and 'leadership'. It has helped me to bring creativity and innovations into my class thereby increasing students' participation in class. It has helped me to see myself as a facilitator of learning as well as a mentor to my students.

I am most delighted about the impact the training has had on my students. I am helping my students discover who they are and appreciate their strengths, have self-confidence, develop a positive self-identity, and always be positive in life. They now come early to school and respond promptly to assignments and submission of notes.

Recently, my student and I created the 'Peace Ambassadors' group to extend the influence of the Be-The-Change programme to other students and to shun any form of violence in their schools as well as the Okota School Complex.



Mrs Amadi during a presentation at the iLEAD Training of Teachers



Doing Something; Expecting Nothing - Adamove Osho Shares His Volunteering Experience in the Be-The-Change Programme

I am Adamove Osho; a Public Health Counsel at the Police Hospital, Falomo, Lagos. I am interested in engaging with people and learning more about things I do not know. I enjoy having new experiences and broadening my scope and cultural view. I also like to understand how things work and I tend to tinker with things to see if I can better understand their inner machinations.

I hope to be a key influencer in making positive change in people's lives someday through healthcare, which is why I opted to volunteer my time with LEAP Africa in the Be-The-Change Programme. I applied to volunteer with LEAP Africa because the goals of the Be-The-Change programme resonate strongly with my belief: we need to empower the youth and our underserved populations if we want the country to progress in a positive direction. Information asymmetry and the opportunity gap between the rich and the poor perpetuates the inequality gap in Nigeria, and we need to use whatever means we have to help bridge that gap, no matter how small. LEAP Africa is taking bold steps in doing just that, and when I heard the pitch from LEAP's representatives at the National Youth Service Corps (NYSC) secretariat, I was sold. Beyond that, it is good to do something without expecting anything in return.

Before I started volunteering with LEAP Africa, I was unsure on how best to give back to society. I have always enjoyed volunteering and engaging with underserved populations, but I was skeptical about the intentions of many Non-Governmental Organizations (NGOs) and other charitable organizations here in Nigeria. The bad news that you hear about what goes on in the industry can sometimes overshadow the good work being done by many others. I was happy to find a fellowship that helped me engage in a meaningful way and still

provided support to all the parties involved.

I always had a somewhat jaded view about public schools, but now I know that the teachers and students are all working hard to get the best out of themselves, and despite all these other situational and contextual factors that are affecting their lives they still push through to make meaningful progress and change. I am really inspired by their dedication and passion.

From my weekly engagements with the students, I now better understand how to engage youth to make positive changes in their lives. Presently, I am working with three different startups two of which are engaged in making positive change in the health care sector and I am doing so not expecting anything in return. I believe in the vision and mission of these companies and I simply want to be part of their growth through to the end as they work to influence the lives of Nigerians positively.

Many of the limitations that we have are of the mind and are put on by our society. The volunteering experience is helping me understand that if you believe in something, work on it; expecting nothing in return but impact. Essentially, it has inspired me to Act!



“How Energizers are helping me connect with my students”

- Ayogu Juliana

Sometimes, the most insignificant inputs can generate the most outstanding outcome.

Ms. Ayogu Juliana is an English Language/ Literature-In-English Teacher at New Era Girls Senior Secondary School, Lagos, Nigeria. She is also a LEAP Africa trained teacher-facilitator of the iLEAD curriculum in the ‘Be The Change’ Programme. She narrates how she has used the “Icebreaker” technique to connect effectively with her students and this has consequently improved students’ participation in her class.

According to her, the English Language is difficult to teach on afternoons when the sun is out, after students have returned from their lesson break. Getting them to concentrate and grasp lessons was always a herculean task as some of them would be tired, sleepy and sweaty. During a class, “I decided to experiment with icebreakers in a classroom and introduced one which I learned from the Training of Trainers (ToT)”. To her surprise, after the first round of the icebreakers, the students were excited and asked for more. She promised to take them through another round after the class.

After her first experiment with icebreakers which was successful, she has continued to use icebreakers. The students find it exciting and this has led to increased attendance for her English Language/ Literature-In-English classes. Juliana has observed that students are now energized, refreshed and ready to learn. Their attention span in class has also increased and she has been able to effectively connect with them and drive home the lesson objectives for each class.

This brings to the fore the importance of “empathy” in teaching pedagogy. The flawed notion that students are not ready to learn only exists in an environment of mediocrity and lack of professionalism. It is the duty of every teacher to find creative ways of connecting with their students and ensuring that learning is actually taking place. In the end, only Better Teachers can produce Better Students and consequently, a

Better Society – where there would be numerous opportunities for young people and improved living standard of people in communities.

Over the years, LEAP Africa has empowered teachers in public and private secondary schools through the iLEAD programme across Nigeria. As a result of its partnership with Citi Foundation through their ‘Pathway to Progress’ efforts, more teachers are being trained and are receiving technical support to facilitate LEAP’s Leadership and Life Skills curriculum to students in secondary schools in Lagos metropolis. Together, we are taking action on Goal 8 – “Decent work and Economic Growth” of the United Nations’ Sustainable Development Goals.

LEAP recently concluded phase II of the Training of Teachers (ToT) for teachers newly admitted in the iLEAD programme in Lagos state. The training, which lasted for two days, saw teachers sharing their classroom experiences after the first ToT. Some shared how the “Leadership” module has shaped the orientation of their students and the amazing leadership initiatives they have proactively started to take. For one, Mrs. Amadi Nneka, a teacher at Ijeshatedo Senior Grammar School points to how a student in the iLEAD programme is already influencing her peers in the class to lead without being told to do so. However infinitesimal this change might seem, it is already advancing the way students prepare themselves to receive teachers for each lesson.

The intrinsic notion here is that, if students have a better learning culture, consequently, it will impact on their learning outcomes and ultimately make them better prepared and positioned to decipher their career pathways.

Essentially, young people in schools are only able to build capacity for life and transition effectively if deliberate and innovative actions are taken to create an atmosphere that constantly influences the expected learning outcomes.



The Tales of Transformative Journeys - Impact Stories That Inspires

Across the globe, the conversation around unemployment is a major subject in economic discourse. According to the **ILO** (International Labour Organization), the percentage of global youth who are caught in the unemployment web keeps increasing year after year. The unemployment rate was 12.8 percent in 2016 (slightly up from 12.7 percent in 2015). Similarly, the number of unemployed youth increased slightly between 2015 and 2016 from 69.4 to 69.6 million.

Rising to the challenge of unemployment in Nigeria, there are pockets of for-profit organizations and human resource firms whose primary focus is to identify, train and hire talents for businesses. However, there are very few of these firms that intentionally and actively do the same for the third sector. Therefore, the responsibility of equipping the unemployed youth with work readiness skills for the development sector has become a shared concern for critical stakeholders and the society. Identifying and attracting talent for the third sector is one of the goals of LEAP Africa's iLEAD Fellowship in Uyo, Akwa-Ibom State



Lighting Up a Dream - The Story of Violet Isek

The iLEAD Fellowship is helping graduates in Akwa-Ibom state develop transferable skills and competencies required to access job opportunities and excel on the same after school. Critical means for engaging these Fellows include training, mentoring, personal development and experience. At 22, Violet Isek is taking steps towards actualizing her dreams of helping humanity, especially underserved children in rural communities in Akwa-Ibom State – the Niger Delta region of Nigeria.

Her parents, like the average parents in Nigeria, juggle between business and corporate jobs to make ends meet in order to cater for her and her four siblings. Being the third of five female children, her parents are her greatest inspiration. Their passion and selflessness towards humanity is model for her to emulate.

Growing up in the hands of disciplined parents, Violet never had the privilege to socialize with other teenagers. She was restricted from visiting friends and this made her always sad and bored. Beyond the negative energy brought about by regular boredom, Violet drew a lot of inspiration from her recluse. She focused on developing herself through reading materials on the third sector. This is where she birthed a vision to set up a nonprofit to help humanity. At 12 years of age, while her mates were busy with mundane things, Violet gave her dreams - of helping humanity – a wing by offering her time and resources to participate in her first-ever volunteering engagement with the Nigerian Red Cross Society.

With a degree in Microbiology, Violet is always on the lookout for opportunities to dive into the social sector and continue in the path of her dreams, but she is faced with the challenge of “How”. She felt she could achieve more but financing was chief of the challenges she faced. Substantial knowledge on leadership, creativity, project management, impact reporting, and more are some other difficulties Violet struggled with on her journey.

In Nigeria, there are organizations focused on building talents for the corporate world but very few organizations intentionally invest in preparing young talent for the development sector. To keep her dreams alive, Violet volunteered to work at the local radio station while she was on camp for the National Youth Service Corp (NYSC) scheme. It was there she got in touch with the iLEAD Fellowship advertorial and her dreams of helping humanity gained new momentum.

Not knowing what to expect from the Fellowship, Violet blindly applied and was eventually chosen amongst 14 other young people on the National Youth Service Corps scheme in Akwa-Ibom State. We met with Violet in June 2019 - just before the end of the fellowship year - and surprisingly, her vision had taken a new direction. She told us that the fellowship offered her the opportunity to develop transferable skills for effective transitioning and to express her inner strengths while working on her weaknesses.

Due to the wealth of training, exposure and resources made available to her and the cohort, she is now sufficiently self-aware and confident to rethink and recalibrate her vision towards sustainability. Violet is now more interested in setting up a nonprofit organization, she is now working to establish a social enterprise, which will finance itself and remain sustainable. Violet now has a place to call her own in the development sector.

To further support her transitioning process and give her vision international leverage, LEAP recommended Violet Isek for a fellowship programme with the United Nations Population Fund (UNFPA) Youth Cohort and she was selected.

Violet is just one out of the many stories of youth transitions we would like to share with you. Look out for the stories of the 15 other members of the iLEAD Fellowship who have also found and are passionately following their path on www.leapafrika.org/programmes.



The Heart That Still Beats

The Story of Josephine David-Idiong; iLEAD Student in Uyo

In a community that presents girls with limited opportunities, Josephine David-Idiong is pushing her way through life's hurdles to give herself and her family a better life.

Never having the luxury to choose what she ate, Josephine grew up with a lot of doubts about life. Accepting life as it comes, after losing their dad to the cold hands of death, she and her other siblings experienced life's hard blows. For 7 years, Josephine was frequently absent from school due to lack of funds as her dad usually came down with crises and the limited funds in the family were channeled to bring him back on his feet. She does not know what it feels like to wake up to a man in the house, as her dad was always ill. Her mother, on the other hand, had sold all of their valuables to save her husband – but he eventually died of cancer.

After the death of her father, her mother became the breadwinner of the family. Even though they seem to have nothing, Josephine holds her siblings and mother very dear– they are all she has. Being emotionally bruised by the realities of her father's absence, she is usually uncomfortable when she is among friends and they converse about their fathers. She had low self-esteem and could not fully concentrate on academic activities.

Despite the numerous challenges facing Josephine and her sisters, she draws a lot of inspiration from her hardworking mother. Mrs David-Idiong is a petty trader who trades in brassier in the central market in Eket, South East of Akwa-Ibom State to support her five children.

Josephine aspires to become a Lawyer one day, but her dream is constantly threatened by the numerous challenges she daily experiences, chief of which is how to go through the day without being hungry. As a routine, she supports her mother in the market by hawking in order to increase sales for her and her siblings to feed. In the midst of the odds, Josephine is keeping hope alive, nursing her

dream of becoming a Lawyer and finding innovative alternatives to support herself financially. With the introduction of the iLEAD Fellowship into their school by LEAP Africa, Josephine's dream is becoming a reality before her eyes.

Before her interaction with the iLEAD Fellowship as a student beneficiary, she lacked the necessary intrinsic motivation and technical support to actualize her dream, but with modules on entrepreneurship and enterprise, self-identity, self-confidence, leadership, etc. Josephine has found the solution to bringing her family out of abject poverty. With the skills and competencies gained from the iLEAD classes, she is using her mother's business as an experiment to test some of the principles of entrepreneurship taught in the programme. The results she is getting from this is jaw-dropping. There has been a significant increase in sales and consistent influx of customers.

Josephine is beginning to consider entrepreneurship as a viable alternative to support her education and her dreams of becoming a Lawyer. When asked what changes Mrs David-Idiong has noticed in her child, with unrestrained excitement, she replied "Josephine na my husband now o. I don't feel like I have lost my husband. She dey make my brassier business move well well with the tin wey dem dey teach am for the iLEAD programme. iLEAD Thank you o!





Striving for Excellence in Unusual Times

Written by: Hope Obamwonyi

The multiplicity and competitive nature of the business environment today predisposes many organizations to mediocrity. However, some organizations have stood out over time by defying the odds, making impact, churning out exceptional results, and staying profitable. This, in part, is the product of a commitment to excellence as an anchor for organisational culture and work ethic, in a world and time where settling for average is almost commonplace.

Inertia and mediocrity seem to have eaten deeply into almost every part of our society's fabric. It is perhaps the reason why customer service in hospitals and restaurants is at its poorest; why many organisations pay lip service to process and procedure; why merit no longer has a place in recruitment; why good governance remains a distant prospect; and why leadership seems lacking at various levels of government. On an individual level, this is evident in the approach and manner with which people generally act and respond to issues, culminating in a growing culture of complacency and learned helplessness.

In today's world, many societies do very little or nothing to reward excellence. There seems to be a situation of un-rebuked underachievement and this has become commonplace seeing that less than average performance is almost satisfactory. From the public sector to the private sector, many times over, mediocrity and inertia have been normalised such that demanding excellence seems too much to ask.

Corruption and a culture of negligence are the resultant effects of mediocrity as they empower the individual to seek out short cuts with no recourse to engaging the virtues of excellence.

Since Tom Peters introduced the concept of 'Excellence' in his 1982 classic, the notions of 'workplace-' and 'organizational excellence' have received much attention from top executives and business owners who have continued to think and rethink the best ways of entrenching excellence in their organisations so as to move from good to great. Since that time, organizations have continued to seek out ways to bridge the divide between performance and processes with the aim of motivating and engaging employees to fulfil customer requirements and business expectations. However, the question remains – how can organizations meet the demands placed on them by virtue of their business? How can they stand out from the crowd?

Organizations that are serious about excellence situate the value within their culture and work ethics, and in most cases, its adoption trickles down from top management to the lowest ranking officer. Leaders must adopt excellence in their approach and dealings as it is easier to communicate a concept that has been lived out, rather than an abstract subject matter given a lack of example. Therefore, excellence permeates an organisation effectively when it is communicated through strategy, people and leadership.



Awakening the Consciousness to Give Back

The “LEAD The Way” programme has been designed to empower teenagers in secondary schools to understand and achieve their full leadership potential. The programme serves as a platform for teenagers between the ages of 13-18 to acquire basic leadership, life and employability skills which will prepare them to take ownership of their success, set clearly defined goals and take necessary steps to create positive change in their lives and communities.

Between Monday 10th – 15th June 2019, the Parents, Teachers Association in collaboration with the management of Loyola Jesuits College, Abuja partnered with LEAP to serve 28 students in Basic 9 in the LEAD The Way programme. The programme covered the leadership and life skills curriculum and also included a community site visit and activity-based learning. Participants also had daily hands-on training on Artificial intelligence and technology. This session was handled by the Digital Tribe of IBM.

As a way of inculcating the passion for humanity into these young minds, LEAP partnered with Dreams From The Slum in Ajegunle, Lagos State to bring participants to experience real social challenges young people like themselves face every day. The visit exposed them to live in an underserved community and inspired them to think of how they can be of help to the less privileged. To demonstrate their passion for change, participants also taught various classes in a school in the slum.

Focusing on the United Nations Sustainable Development Goals (SDGs), participants were grouped to brainstorm on some problems in the society and possible action steps to solve these issues. Participants

came up with amazing solutions and presented them before their parents who attended the presentation session of the programme.

The overall experience of students can be classified as “Transformative” as seen in some of their responses:

“It gave me new insight on achieving my goals and turning my dreams to reality”.

“The vision and mission statement because it made me really think about myself; what my mission on earth is and how to achieve my vision and making a brand for myself”.

“It had much impact on me because I got to see the other side of life and it taught me that I should always be grateful and give back to the less privileged with the gift of time or money”.

“It inspired me because it brought me out of my comfort zone and exposed me to the world”.

“It made me see the good things God has done for me and I should learn to give back to community”

The programme was indeed a time of impact for all participant. To keep tabs on their development and transformative journey, participants would be inducted into the LEAP Alumni. Here, they will have the privilege of networking with other members of the Alumni body to foster a community of practice and guide them on the lifelong journey on the path of leadership.



Teens of LEAD The Way at Ajegunle during a community site



Teens of LEAD The Way during a class exercise



Breakfast Chat series

with Ferdinand Adimefe

LEAP is delighted to introduce the Breakfast Chat Series. A quarterly convening of notable Nigerians across sectors to discuss issues affecting young people and proffering clinical ways to approach and solve these issues. The first edition of the #LEAPBreakFastSeries saw Ferdinand Adimefe - a candidate of the Alliance for New Nigeria (ANN) who contested for the Eti-Osa House of Representatives in the 2019 general elections spoke on the topic "Youth In Politics".

We explored questions like;

- Does it even matter if the youth participate or not in politics?
- Should they leave the game for the older folks alone?
- Is the time right for young people to take up political leadership in Nigeria?

To catch up with the session on video or podcast, please visit:

Video: Youtube.com/LEAPImpact

Podcast: <http://bit.ly/spotifychatseries> OR

<http://bit.ly/anchorchatseries>



Ferdinand Adimefe and other participants at the Breakfast Chat



IN THE NEWS

ORACLE
NetSuite

Afrissance
Digital

LEAP Africa secures an Enterprise Resource Planning solution from Oracle NetSuite

Oracle NetSuite donated an Enterprise resource planning (ERP) solution to LEAP Africa to improve the processes of the organization.

This ERP Solution is driven by a human-centred design and technology to ease LEAP's operations. The impact of digitizing our back office is set to have positive effect on our people and culture.

The grant makes LEAP the first Nigerian nonprofit to integrate Oracle NetSuite into its operations in Nigeria. This partnership is in collaboration with Afrissance Digital, a certified Oracle partner in Nigeria and UK and led by Victor Taiwo.



Transformative Leadership Program (TLP)



Transformative Leadership Program: Heralding Innovation in Education in Africa

Often, the ability to lead one's self is the major issue around good community leadership. Transformation cannot be said to have taken place if the individual has not mastered the ability to lead self. For transformation to take place, the individual must move from Self-leadership to Transformative leadership.

LEAP Africa and Mastercard Foundation are partners working 611 Teacher Mentors (TMs) in the Mastercard Foundation Scholars in 5 African countries (Ghana, Malawi, Uganda, Kenya and Ethiopia), to equip teachers to be role models of transformative leadership and support them with tools and resources in the leadership development of Scholars.

What does transformative leadership mean in the context of the Transformative Leadership Program

Relative to the Mastercard Foundation Scholars Program, Transformative Leadership is the act of engaging others in an ethical manner to generate positive and lasting change.

Mastercard Transformative Leadership Framework

The Mastercard Transformative Leadership Framework defines transformative leadership and lays out the core competencies of a transformative leader, including key skills (such as adaptability, critical thinking, and self-awareness) and mindsets (such as courage, empathy and vision). The Framework also identifies three essential modalities for developing transformative leadership: instruction, model, and practice. It emphasizes that the opportunity for reflection portends the chance for scholars to engage their minds to solve real problems of society. Instruction includes efforts in and out of the classroom to teach and share leadership skills and mindsets.

Let us then look at the three indices from the definition –

Engaging others: the notion here suggest that the individual must have mastered the art of self-leadership, that is, having a developed sense of who you are, what you can do, where you are going coupled with the ability to influence your communication, emotions and

behavior on the way to getting there . In the words of the late Nelson Mandela- “One of the most difficult things is not to change the society but to change yourself”. Even though self-leadership is considered critical to the development of any society, unfortunately in Africa, we suffer in the hands of leaders who obviously cannot lead themselves to achieve “legitimate” personal objectives. It’s a tragedy!



Mastercard Foundation Transformative Leadership Framework

Because leadership is directly affected by the awareness and belief in one's self, the TLP programme is enabling TMs to learn new teaching methodology, explore their strengths, personalities, experiences, check their biases, and be coached on how to lead their scholars on a similar path.

Ethical manner: Young people in Africa suffer from inadequate role models in leadership to follow and emulate. Today, most of the challenges faced in the continent are traceable to the lack of ethical leaders. Unfortunately, young people are now growing to take on leadership positions without any clue about the importance of having the right values.

A core part of the Transformative Leadership Program is Values and Integrity which presents TMs with and discuss the importance of core values, and integrity as critical to other values. TMs are then encouraged to evaluate their value systems, explore and identify their personal core values, and discuss how to translate these to action.

Generate positive and lasting change: Leader generally inspire their followers towards attaining positive change. The Mastercard Transformative Leadership Framework, therefore, focuses on an agile approach to groom leaders who will be generators of sustainable positive growth.

What does the Transformative Leadership Program mean to Teacher Mentors (TM)

For the Teacher Mentors, the Training of Trainers which held between January to April of 2019 in Ghana, Kenya, Malawi and Uganda was truly a refreshing time of learning. They acquired learned skills and concepts that would be useful not only in their roles as Teacher Mentors but in their lives as parents and community leaders.

For some of them, it is a call to serve, for others, it is a call to increase opportunities for the disadvantaged. For Tamara Hope, the TLP brings to her mind a nostalgic feeling from a humble background which inspires her to always strive to help people of similar experience. She narrates - "I have a passion for the disadvantaged. Personally, I am from a similar background and was given the opportunity."

For Irene, it's about her passion to see adolescents becoming

responsible adults. Shay said, " I am a Teacher Mentor because I love guiding adolescents so that they can grow up as responsible adults." - Irene.



NUMBER OF BENEFICIARIES REACHED PER COUNTRY



Uganda

91 Teachers Trained | **3400** Scholars trained by Teacher Mentors



Malawi

105 Teachers | **2826** Scholars trained by Teacher Mentors



Kenya

337 Teachers | **7600** Scholars trained by Teacher Mentors



Ghana

49 Teachers | **2300** Scholars trained by Teacher Mentors

Gallery



Gallery



 **GHANA**



 **MALAWI**



PARTNERSHIPS

LEAP partners with Africa Artists' Foundation.



Women through the Lens: Empowering Female Photographers

From time-to-time, LEAP seeks opportunities for partnerships to expand the reach of its mission to raise leaders and transform Africa. One of such partnership is with the African Artists' Foundation (AAF). This partnership saw LEAP and AAF work together for the mutual benefit of the beneficiaries through the "Women Through The Lens" programme.

'Women through the Lens' is a mentorship program conceived to mobilize and educate women from disadvantaged communities in Nigeria through the creative medium of photography. LEAP facilitated its leadership, entrepreneurship and life skills training at the 3-day workshop.

The aim is to give young African women the agency to build alternative career paths in photography and convey new stories about women, from female perspectives. In addition, 'Women through the Lens' effects a revised perception of the role and value of women in our patriarchal society, generating new dialogues on the advancement of gender equality in Nigeria and the African continent at large.

Equipping and Inspiring Student for Success

At every level of education – basic, secondary, tertiary and advanced – public and private stakeholders must prioritize the provision of quality and relevant education for young people that is first contextual and then global. Early exposure to workplace environment has the capacity to shift the career aspiration of teenagers and inspire them to be diligent with their academics. Similarly, this will equip them to contribute meaningfully to community development for personal prosperity. This also has positive implications on the upscale of the economy in the long term.

LEAP aims to achieve this by working hand-in-hand with organizations in Arts and Science, Technology, Engineering and Mathematics (STEM) to provide the necessary exposure for secondary school students who are a part of the Be-The-Change programme in Lagos state.

About 20 students were selected to participate in an excursion to African Artists' Foundation, which was aimed at inspiring them to consider careers in the Arts. Similarly, LEAP has come into a partnership with STEMEDS to provide the same level of support to 90 students in sciences across the 3 schools in its Be-The-Change programme.



iLEAD students learning from historical drawings during the exhibition at AAF

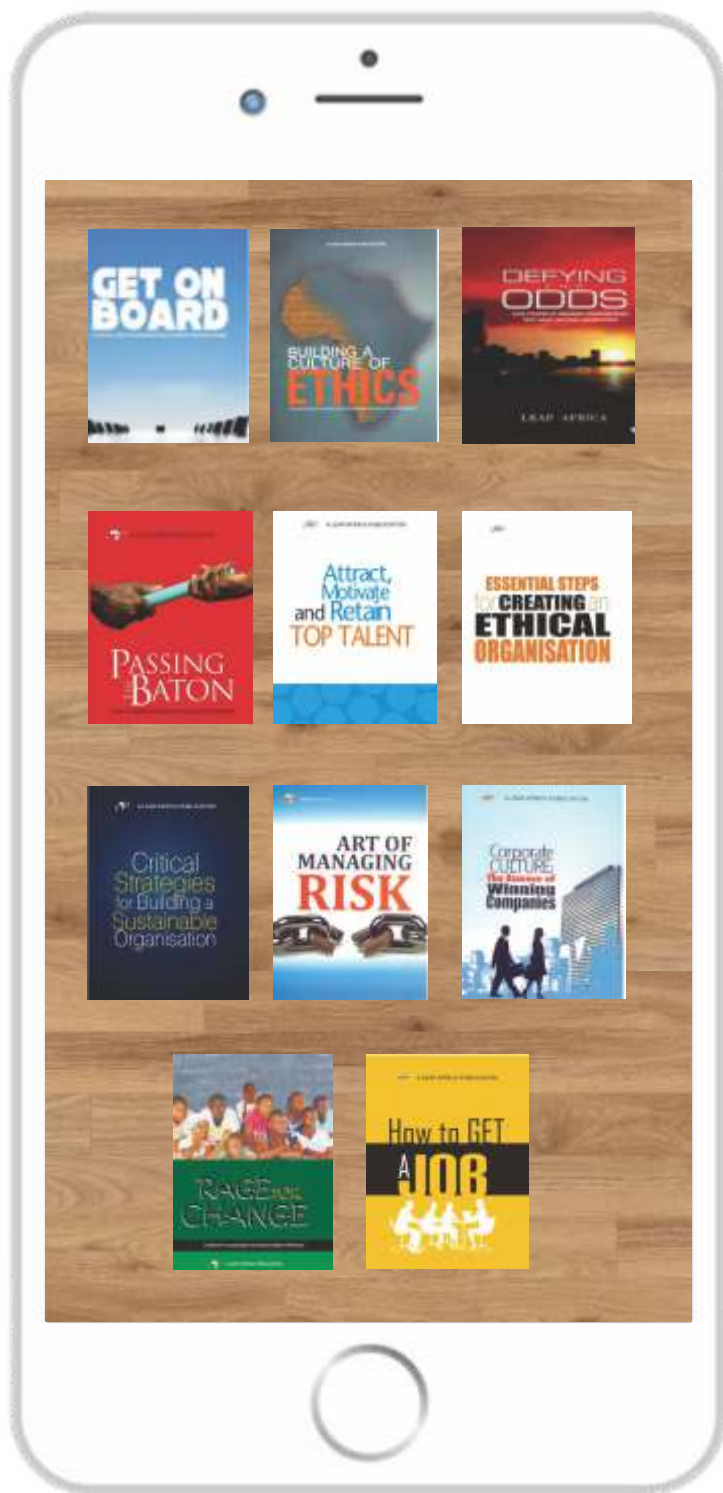
LEAP Books

We tailor our research findings to the programme and activities we run. From case studies on business sustainability in the Nigerian landscape to inspiring content on community development and leadership, our publications provides a step-by- step guide on entrepreneurship and social impact initiatives. Have you considered adding LEAP's resource materials to your 2017 book reading challenge? We have 11 interesting titles available at several bookstores in Nigeria and four of these books have e-versions. Get them today!

- Get on Board: A Practical Guide to Building High- Impact Boards of Directors in Nigeria -**N2500**
- Building a Culture of Ethics: A Practical Guide for African leaders in the public, private and nonprofit sectors -**N2500**
- Defying the Odds: Case Studies of Nigerian Companies that have Survived Generations is the first of its kind in Nigeria -**N1000**
- Passing the Baton: A Guide to Building Sustainable Businesses -**N1500**
- Attract, Motivate and Retain Top Talent -**N1000**
- Essential Steps for Creating an Ethical Organisation -**N1000**
- Critical Strategies for Building a Sustainable Organisation -**N1000**
- Art of Managing Risk -**N1000**
- Corporate Culture: The Essence of Winning Companies -**N1000**
- Rage for Change: A Guide for Young Nigerians who Desires to Make a Difference -**N1000**
- How to Get A Job -**N1000**

Available at these locations

- **Debonair Bookstore:** 294, Herbert Macaulay Street, Sabo Yaba, Lagos.
- **B & B Bookshops:** 107a, Adeniyi Jones Avenue, Ikeja.
- **Laterna Ventures:** 13, Oke-Awo Street, Victoria Island, Lagos.
- **CIBN Bookshops Pie:** 19, Adeola Hopewell, Lagos.
- **NIIA Bookshops:** 13/15, Kofa Abayomi Street, Victoria Island, Lagos.
- **Terra Kulture:** Plot 1376, Savage, Off Ahmadu Bello Way, Victoria Island, Lagos.
- **CSS Bookshop, Bookshop House:** 50/52, Broad Street, Lagos Island.
- **Florence & Lambard Bookshop:** 202/204, Ikorodu Road, Palmgroove, Lagos.
- **Veritas Books:** 16, Oluwole Fadojutimi Street, Apples Estate, Amuwo Odofin, Lagos.
- **Options Book House:** 142, Oyo Road, Ojo, Ibadan North, Oyo.



Appreciation

Sponsors & Partners



Organizations

- AIMCARE
- Akwa Ibom State
- Association for Reproductive and Family Health (ARFH)
- BabyMigo
- Beats Fm
- BRAC Uganda
- Brokline Foundation
- Budgit
- Camfed (Campaign for Female Education) Ghana
- Camfed (Campaign for Female Education) Malawi
- Camfed Community Development Committee
- CASPEM Feeds
- Citi Bank
- Citi Foundation
- Disability and Social Welfare - Malawi
- Educate!
- Equity Group Foundation (EGF)
- Excellence Community Educational Welfare Scheme
- FAWE Ethiopia
- FAWE Rwanda
- Ford Foundation
- Hartford Green Consulting
- Initiative for Health and Education
- Inoyo Toro Foundation
- Inspiration FM
- Kenya Institute of Curriculum Development
- Kenya Secondary Schools Heads Association
- Kenya Universities and Colleges Central Placement Service
- Kenniz FM
- Malawi Ministry of Gender
- Mapemond
- Lagos Business School
- Mapemond
- Mastercard Foundation
- Metamentis
- Ministry of Education - Akwa Ibom State
- Ministry of Education, Science and Technology, Kenya
- Ministry of Education - Kenya
- Ministry of Education - Lagos
- Ministry of Education, Science and Technology, Malawi
- Ministry of Education and Sports: The Republic of Uganda
- Ministry of Education -Malawi Ministry of Education - Uganda
- Ministry of Gender
- Motive Development Group,
- National Youth Service Corps,
- Rhythm FM
- Sahel Capital
- Silverbird Group
- Smart Innovation Hub-Tech
- Smartmothers Foundation (SMF)
- Society for Family Health
- Start Innovation Hub
- Templars
- The Real Woodpeckers Enterprises
- Third Sector Development Solutions
- Tilos Consulting
- Union Bank
- United States International University, Kenya
- Women United for Economic Empowerment
- Youth Alive Foundation

Individuals

- Mrs. Biodun Adefila
- Mr. Damilola Adekale
- Mr. Olanrewaju Adeloye
- Mrs. Olamide Adeosun
- Ms. Fatimah Adeyekun
- Mr. Jide Adeyemi
- Mr. Samuel Adu
- Mr. Victor Ajila
- Mr. Ntefon Moses Akpan
- Mr. Adebayo Akinwunmi
- Mr. Ahmed Alaga
- Mr. Oluwadamilola Alokun
- Mrs. April Anazodo
- Mr. Charles Anudu
- Mr. Kingsley Atang
- Ms. Fatimah Adeyekun
- Ms. Tolani Akadiri
- Ms. Faridah Bakare
- Ms. Emem Basse
- Mrs. Linda Bembatoum
- Ms. Tamunotonye Setima-Benebo
- Ms. Faridah Bakare
- Mr. Seyi Bickertsteth
- Mrs. Crystal Chigbu
- Ms. NNeoma Chikeka
- Dr. Nadu Denloye
- Ms. Emem Dominic
- Mrs. Nathalie Eboh
- Mrs. Juliet Chiazor Ehimuan
- Mr. Michael Ejeh
- Mrs. Ogochukwu Ekezie-Ekaidem
- Mrs. Adaku Ekpo
- Ms. Cynthia Elijah
- Mr. Osagie Enohonofoh
- Mr. Teri Eyenike
- Mr. Olufunbi Falayi
- Mrs. Iniobong Frank
- Ms. Ojonuga Ichaba
- Ms. Etiemana Idaresit
- Ms. Mofoluwaso Ilevbare
- Ms. Rabi Isma,
- Mr. Hanson Johnson
- Ms. Tolani Kadiri
- Mr. Simon Kolawole
- Dr. Femi Kuti
- Dr. Dabesaki Mac-Ikemenjima
- Mr. Chike Maduegbuna
- Mr. Joe Mbulu
- Mr. Africanfarmer Mogaji
- Mr. Chukwuemeka Ndulue
- Ms. Ndifreke Nkosi
- Mrs. Helen Nwaba
- Dr. Ijeoma Nwagwu
- Mrs. Katja Schiller Nwator
- Dr. Rose Ogbече
- Ms. Ehi Ojeh
- Mr. Adamove Osho
- Mrs. Obiagheri
- Ms. Ngozi Okeke
- Mr. Gabriel Okeowo
- Mrs. Ndifreke Okuegbunam
- Mrs. Busola Oladunjoye
- Mr. Oluwadamilola Olawole
- Mrs. Clare Omatseye
- Mrs. Uche Pedro
- Ms. Uzoma Pamela
- Mrs. Ndidi Okonkwo Nwuneli (MFR)
- Ms. Tamunotonye Setima-Benebo
- Mr. Gbenga Totoyi
- Mr. Sifon Udo
- Mr. Harry Udoh
- Mr. Udeme Ufot (MFR)
- Mr. Ugochukwu Stephen Ugwudi
- Ms. Ngozi Okeke
- Mr. Oluwadamilola Olawole
- Mrs. Uche Pedro
- Mr. Idowu Taiwo
- Mr. Udeme Ufot (MFR)

Contact Us:

LEAP Africa 13 Omorinre Johnson Street Lekki Phase 1,Lagos **Tel:** 01 4537120 **Email:** info@leapafrika.org **Web:** www.leapafrika.org

Follow/Like LEAP Africa

