

# LEAP!

leadership | effectiveness | accountability | professionalism

# Resilience!

ADAPTING TO THE CHANGING NEEDS OF HUMANITY





## WHO WE ARE

LEAP Africa is a youth-focused leadership development organization that is committed to raising leaders that will transform Africa; through interventions for young people, that bridges the gap in leadership, education, employability and entrepreneurship. As a mission driven organization, we recognize that youth leadership and inclusion is critical to nation building and wealth creation.

Our cutting-edge programmatic thrust inspires and equips young people, including students and budding social entrepreneurs across different social strata to lead ethically while implementing initiatives that transform their communities and organizations; sustaining livelihoods and contributing to social and national development.

As a foremost youth focused non-profit, LEAP Africa actively contributes to the body of knowledge leveraging our strategic direction of ecosystem building, thought leadership and advocacy. Our extensive research forms the basis for our books, articles, research papers and reports; our books are action-oriented guides to creating positive and lasting change in individuals, organizations and communities.

## 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 VALUES



**R – Respect:** We respect the diversity of our society, remain committed to creating inclusive opportunities and working at the highest level of professionalism in all our interactions with different stakeholders.



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

## OUR BOARD MEMBERS

### Mr. Udemé Ufot

Board Chair, LEAP Africa; Co-founder and Group Managing Director, SO&U

### Mr. Charles Anudu

Managing Director/CEO, SWIFT Networks

### Mr. Seyi Bickersteth

Chairman, Anderson Tax and Legal Africa

### Dr. Nadu Denloye

Director, CDNet Ltd/Gte

### Ms. Rabi Isma

Former Director, Leadership and 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 programmatic thrust is captured under three pillars:

**Youth Programmes:** Changing the mindset of youth, equipping them to lead ethically and motivating them to deliver positive change in their communities.

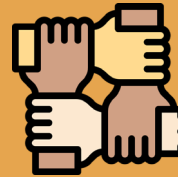
**Enterprise Programmes:** Supporting social entrepreneurs in instituting systems and structures that are crucial for business sustainability.

**eLearning:** Creating an online resource centre with technology enabled tools for developing innovative, dynamic and ethical leaders.

With over 1 million direct and indirect beneficiaries; footprints in over 26 states in Nigeria and five other African countries; 11 published books; LEAP Africa is poised to continue to add value to the society, enhancing and empowering the youth agency across the continent to build the Africa of our dream.

## 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.



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



**E – Excellence:** We are result-oriented, innovative and go the extra mile to deliver the highest standards in our programmes and activities.



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Do you want to contribute? **Email your requests and submissions to [info@leapafrika.org](mailto:info@leapafrika.org)**







*iLEAD Fellow engaging in the "Tower game" during the Training of Trainers (ToT) in Abuja.*

## BRIDGING YOUTH UNEMPLOYMENT GAP IN NIGERIA

Sub-Saharan Africa is set to return to stronger, and less volatile, economic growth over the next couple of years. The economy is projected to grow by 3.7 per cent in 2019 and by 3.9 per cent in 2020, up from an average annual growth rate of 2.2 per cent over the period

– World Employment Social Outlook: Trends 2019– ILO 2016–18. (IMF, 2018c and 2018d).

This recent report published by the International Labour Organization suggests a rather positive posture of economic growth for the sub-region and especially for young people. However, the reality of this is gloomy for a 'recourse-intensive' country like Nigeria because even though employment rate is expected to grow by 3.1% within the Sub-Sahara region, it is projected not to match the vast growth in the labour force – as a result, the number of unemployed persons in Sub-Sahara Africa is projected at 1.9 million in 2020.

The good news is that the employment rate within the region will keep growing and younger people will have the opportunity to find decent jobs or create an enterprise. But the responsibility to create decent jobs and equip young people to be relevant for the available jobs is dependent on the active participation of public, private and the third sector.

This hard facts are what is influencing LEAP Africa's programming to access work-based learning opportunities that will enable the effective transition into meaningful employment or enterprise.

One of LEAP Africa's 5-year strategy pillar is 'Raising Talents for the actualization of the SDGs' and the iLEAD programme is its programmatic approach in bringing this to reality; identifying and equipping young people in Nigeria for personal and national economic prosperity.

Between 28th – 31st January 2020, it organized the second phase of iLEAD Programme training for 19 Fellows, a group of recent University graduates in Abuja.

The programme, which comprised of two sessions – training and panel session- featured activities that equipped participants with 21st Century employability skills such as problem-solving, productivity, collaboration/teamwork, leadership, lifelong learning, professionalism, and social responsibility from LEAP's leadership curriculum. It also exposed Fellows to CV building, writing business proposals, business modelling and so on.

The panel were drawn from both the digital and social development sector (Odeh Friday, Country Director, Accountability Lab; Adekola Adeoye; Co-founder, Kilomomedia; Manre Chritau, Youth Development Specialist, PLAN International) and focused their conversations around available economic opportunities in the labour market and unveiled working strategies to approach such opportunities.

The iLEAD programme has been designed to provide youth drawn from the National Youth Service Corps in the Federal Capital Territory, Abuja with leadership, life and employability skills to achieve personal success and transition into entrepreneurship or paid employment. This training is part of activities lined up for the year-long iLEAD fellowship programme.



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# MAKING ENTRY TO WORK SEAMLESS FOR SECONDARY SCHOOL GRADUATES

Hope Obamwonyin

## Introduction

The current demographic statistics of Africa has made the continent a focal point for discussions on youth development and demographic transitions. Not only does the region house the highest number of young people aged between 15 -29, it is also projected to double in 2050. This means that if the continent is to reap the benefit of the youth bulge and the prospect of a very young working population, there is need to prepare, equip and nurture them to adequately tackle the challenges of the future.

The world development report of 2007 reveals that young people must be adequately prepared to lead productive adult lives. They must be given access to quality education capable of helping them transition to productive adult life where social mobility is a possibility while living healthy lifestyles and actively engaging their agency as citizens towards purposeful advocacy.

One of such efforts towards helping young people transition to better and productive adulthood birthed the MDG's and the Universal Basic Education. Although the 2015 target was not achieved in its entirety, there was a significant improvement in the number of children in primary schools. The implication is that more children were churned out of primary schools for post-primary education although the quality of primary education has been called to question.

Since learning is cumulative, investments in learning during childhood and adolescence have larger returns than later investments because they increase the productivity of those later investments. A deliberate attempt must be made to invest in the quality of education young people are exposed to as opposed to measuring quantity as impact outcomes.

## The Big Question – Should Secondary School Students Exit to the Labour Market?

Learning occurs for many people at their entry into the world of work, therefore initial experiences can have long-lasting effects. This means that young people find it easy to enter the world of work to the degree of the technical expertise and employability skills that they possess. The implication of which is that the lesser level of education, the more difficult it is for them to find jobs.

Findings from LEAP Africa's work in equipping secondary school students with leadership and life skills reveal that most students exit the system directly into the workforce. Although further education is a desirable pathway for transition, the lived realities and social contexts of these students often force them into the labour market earlier than they are prepared for. The implication of which is an emerging young workforce that is often ill-prepared

to take on available jobs. If difficulties in entering the labour market persist, poor youth outcomes such as child labour, school dropout rates, and joblessness are a few consequences that will emerge.

Given this reality, emerging questions remain: how can secondary school students be adequately prepared to enter the workforce? What skills do they need to fit into entry-level roles as they attempt to make ends meet for themselves?

## Making Entry to Work Seamless for Secondary School Graduates

Secondary school education is pivotal to the effective transitioning of young people. Through this institution, young people learn more advanced and technical knowledge-based skills that prepare them for various career pathways. Given the African reality, secondary school students must be adequately equipped with skills and competencies that will enable them to exit effectively. This means an approach to youth development that is strength-based, entrenches the use of psychology to foster educational engagement and achievement. Efforts are directed not just on students' academic development but also on their vocational, social, and emotional development.

This approach, positive youth development is in sync with LEAP Africa's efforts towards strengthening secondary school education by providing support through leadership and life skills training as well as exposure of students to their first internship experience to help them familiarize themselves with the realities of the workplace. The pieces of training help to shape student's mindset, raise their aspirations to alternative pathways to progress and awaken them to the realization to become employers of labour. There is, therefore, an urgency for an approach to secondary education that prioritizes learning for work and life. This will mean a conscious attempt that transcends the traditional approach of focus on academic outcomes only.

Making an entry into the labour market seamless for secondary school students requires multiple stakeholder involvement to achieve. Public-private sector partnerships and collaboration are highly encouraged as it will ensure that solutions are scalable. Other considerations include curriculum review, policy change (including labour laws), advocacy action by social sector organizations as well as teacher training and motivation.

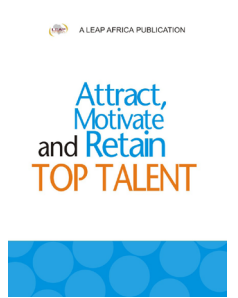

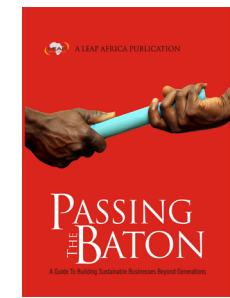
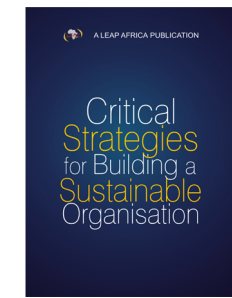
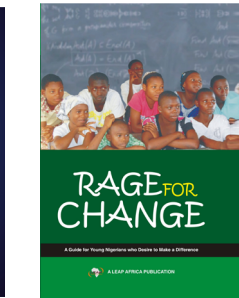
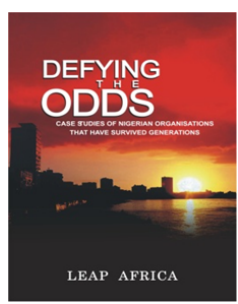
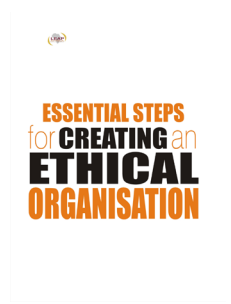


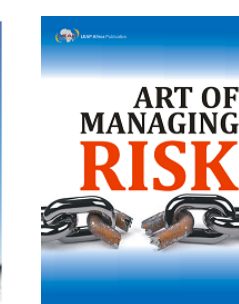
With these efforts in place, secondary school students who enter the labour market under their social reality or choice are well equipped to negotiate better and comfortably exchange their skills with a decent wage.



# LEAP Africa's BOOKS

From case studies on business sustainability in the Nigerian landscape to inspiring content on community development and leadership, our publications provide a step-by-step guide on entrepreneurship and social impact initiatives.

Have you considered adding LEAP Africa's resource materials to your 2021 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!

 <p><b>N1000</b></p>	 <p><b>N1000</b></p>	 <p><b>N1,500</b></p>	 <p><b>N1000</b></p>	 <p><b>N1000</b></p>
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- **Terra Culture:** Plot 1376, Savage, Off Ahmadu Bello Way, Victoria Island, Lagos.
- **B & B Bookshops:** 107a, Adeniyi Jones Avenue, Ikeja.
- **L'aterna Ventures:** 13, Oke-Awo Street, 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.
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- **Roving Height:** 28 Ogunlana Street, Surulere, Lagos

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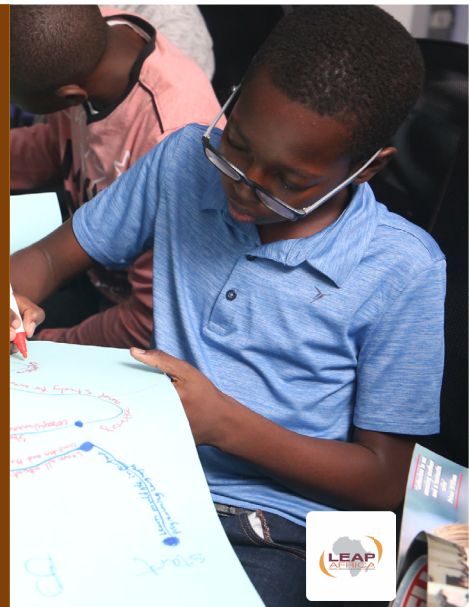
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# MEET TEACHER MENTOR MARY WHO WILL NOT GROW OLD.

Madam Mary is a teacher in Tamale Girls High School, Tamale, Ghana who like many other teachers in public schools across Africa is struggling with identity issues and how to live a decent life. Again, like every other teachers in the region, she is not teaching for fortune, but for the passion to see many of her students excel and have a meaningful future; for her, this is her pride and her dream. Every day, Mary goes to school to teach students as her daily routine has been over the years but she still feels there is more to teaching than the regular classroom sessions. She has a burning desire to work more with her students to see them become better people in society, but she hardly knows how to bring this dream to reality.

According to Mary: “Being a teacher is sacrificial – you are paid little, but then you do more”. With smiles she describes how being a Teacher Mentor is a different experience entirely. When asked what the distinguishing factor is between the two, she said “I never knew I could become so aware of myself enough to lead others. Being a Teacher Mentor allows you to acquire new skills and knowledge to impact the lives of others and the community. You learn every day and learning never makes you grow old, rather it makes you younger”.

Mary also feels very excited and proud of herself because she can now support her family by generating positive attitude that her children could emulate. Affirming this she said “Being a Teacher Mentor is the most exciting thing that has ever happened to my family. I never knew I could lead until I was given the opportunity to lead others. Now, my family is more organized and exciting things are beginning to happen”.

Transformation begins from self-awareness and this is the primary experience of Mary. She is not only confident of herself; she is constantly inspiring her students (Scholars) likewise. She now has a clear vision for the future and focused on achieving her goals. Now, she believes she can inspire others to become change agents in their community and the world as a whole.

For Teacher Mentor Mary, the opportunity to be a teacher selected to be part of the Transformative Leadership Program (TLP) is life transforming for her, her family, her students (Scholars) and the community where she lives.

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**Madam Mary**  
Tamale Girls High School,  
Tamale, Ghana





# Group Activity

Time Allowed – 7 minutes for activity, 2 minutes for presentation to the team with the highest points.

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## TRANSFORMATIVE LEADERSHIP PROGRAMME:

# BEYOND THE CLASSROOM

In the next five years, one of LEAP Africa's aim is to see secondary education working within the continent. LEAP and Mastercard Foundation are on a 3-year journey to create a vibrant ecosystem of agile change agents in Africa through the agency of Teacher Mentors in the Mastercard Foundation Scholars Program using LEAP Africa's leadership model in Nairobi, Kenya.

Communities have the capacity to grow and develop if proactive steps are taken to intentionally continue to train the dispensers of knowledge – Teachers. Abundant reports and facts bear credence to the fact that teachers have vital roles to play in the development of the community even as they interact with students daily. Averagely, students spend a minimum of five hours within the school premises, viz-a-viz their teachers, this amounts to a total average of 25 hours per week. Imagine if every teacher is trained to be intentional about raising students for the society, we would have less problems within our communities and there is most likely going to be a rapid growth in our economy and political system.

Between February 11th – 14th, 2020, LEAP Africa held a leadership development training for over 300 Teacher

Mentors in the Transformative Leadership Program in Nairobi Kenya. Teacher Mentors from different schools across different counties gathered at the United States International University Africa (USIU), Nairobi Kenya for a 3-day Training of Trainers (ToT). The ToT offered participants the opportunity to gain the skills and knowledge relevant to the 21st century Teacher and how to apply the same in their daily teaching assignments in order to bring the best out of their scholars.

Speaking after the training, Mr. Boaz Odera said, "I came to this training as a Teacher, but now I am leaving as a trained Mentor. I feel whole and energized to go back and train my scholars to transform their society".

LEAP Africa's partnership with Mastercard Foundation on the Transformative Leadership Program (TLP) demonstrates its commitment to making secondary education work and working with relevant partners and organizations across board to ensure that we can collectively achieve quality education that is capable of transforming societies.

### Teacher Mentors speak about their experiences.



**Daniel Morre** ✓✓

It has been a moment of transformation. I have learnt how to balance my class activities and emotional intelligence so that I can reach my students better



**Mary N'juguna** ✓✓

This training has made me to realize I need to craft a vision and mission statement for myself because if you do not have a vision in life, you are merely dreaming and not living.



**Mwanhihi Sinyoko** ✓✓

I have learnt how to creatively engage my students to bring the change that is required in them and their communities



**Susan Aiyera** ✓✓

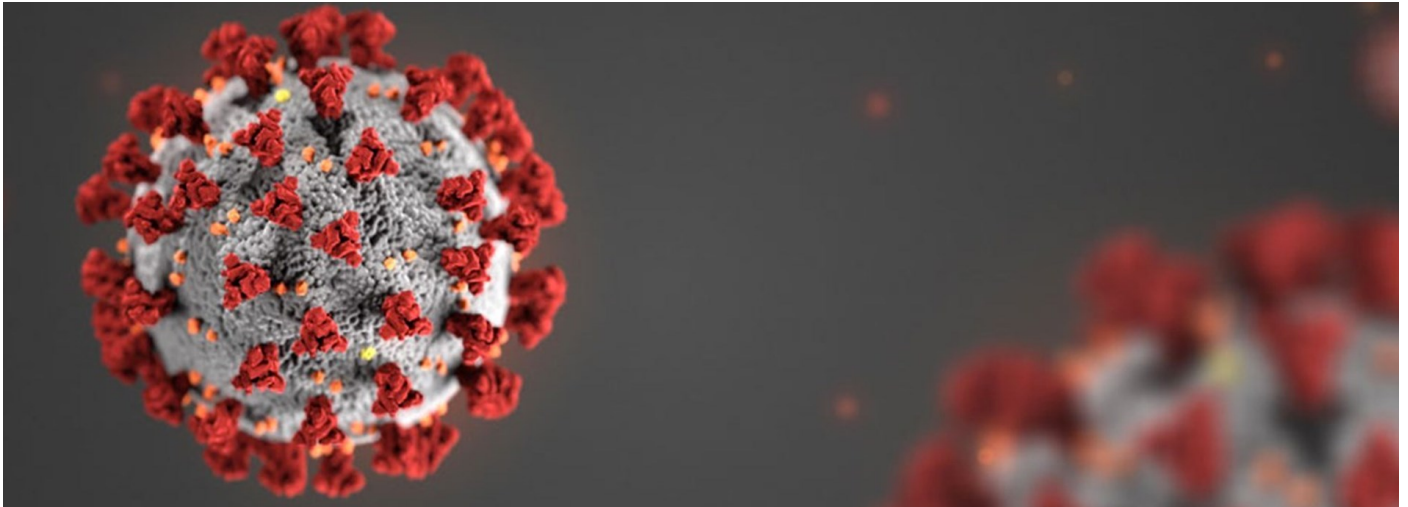
I am now convinced that I am a leader. I have learnt how I can mentor my students well and how we can together be agents of change in our communities



**Juliet Mongoye** ✓✓

This workshop has taught me how to be creative and how to apply my creativity to solving social problems in my community. I will show my scholars too

# PANDEMIC OF A DECADE: THE SILVER LINING IN A DARK CLOUD



By Hope Obamwonyi

The recent outbreak of the COVID19 pandemic is generating stress globally; people around the world are facing increasing mental health issues due to uncertainties of the future. The world has been taken by storm by a virus almost non-existent one year ago; its devastating effect has had a global reach with 1,172,889 reported cases and 62,829 deaths. The pandemic which was first detected in December 2019 in China has spread across Europe, America, Asia and Africa in a rage forcing national governments to enforce lock downs, compulsory self-isolation and physical (social) distancing.

Global economies are witnessing a downward curve with trades coming to a halt without warning and movements of goods and people restricted abruptly. Business have suffered unprecedented losses; employees are uncertain about their jobs and the future of work for them; and families fear for their loved ones who live in high-risk areas. There is global panic and anxiety attacks is on the rise as more cases are reported daily without symptoms. The contagious nature of the virus leaves many in fear of how long it will take to contain it. Despite these headlines, how do we not lose hope? How can we maintain our mental health? How do we look to the future with optimism instead of pessimism?

## Managing Vulnerabilities – Mental Health and Wellbeing

Although much focus has been on tackling the pandemic and ensuring that things are restored to what was normal, there is need to pay attention to the psychological and emotional impact of the pandemic. Stressors such as uncertainty about the future, financial constraint, abuse resulting from proximity with abusers as well as other forms of vulnerabilities may cause a strain in mental health and wellbeing if left unchecked. This means that deliberate attempt must be made to ensure that optimism is maintained in these times and vulnerable persons are protected.

The lockdown in affected countries means that mental health has become the responsibility of everyone. Deliberate efforts in self-leadership must be made to manage stressors in a way that they do not affect the mental well being of individuals. This can be done by refocusing energies and thoughts on positive things rather than negativity.

Although COVID19 has claimed lives in its ruthless wake, it is essential to remain positive and spread thoughts that are mentally empowering and strengthening. This means the pandemic is not a terminal disease without any known solution; hence, one must stay positive and hopeful regardless of status. Stigmatizing and name-calling of reported cases and victims may trigger stress and poor mental health. Therefore, efforts must be made to show

empathy and concern for their plight.

## The Silver Lining

It is true that the world will never be the same again, however, it is better to see this change with positivity. History has revealed countless times that behind every disaster, there is a silver lining; humanity can rest assured that no disaster however terrible is without redeeming social content. Never forget that all change is good; hard at the beginning, messy in the middle but beautiful and worthwhile at the end.

More than ever, now is the time to spread hope and not fear. Look to the future with great optimism. Train your thoughts to focus its energy on positive things and seek out same. Take advantage of any avenue you come across to spread positive energy, the world has seen ugly and all must be done to keep hope alive. Use this period of solitude to rediscover yourself and gain personal mastery. Check your goals and plans to see if they still align with your strengths and weaknesses. No better time than now to renew your commitment to self-leadership.

Futuristic plans are useful, but it is better to be present and savour moments as they occur. Don't be in a hurry that you miss the little joys of the moments. Live intentionally and purposefully to the end that you do the very things that sets your soul on fire. Spend more time in personal contemplations and know what truly makes you come alive.

Rekindle old and meaningful relationships and let empathy be at its core. Research has shown that empathetic people have better relationships with themselves as they are able to put other people's feelings and perspectives into consideration before they act. While maintaining healthy physical distance, invest in relationships that are devoid of the usual hustle and bustle of life, reassess the basis of your relations and decide the ones worth investing in.

Be a source of hope to others, there is always a silver lining in every cloud.



# REDEFINING EDUCATION, PROSPECTS AND OPPORTUNITIES



By Dr. Aderonke Folorunsho

## Introduction

In the early months of 2020, the corona virus changed how students are educated all over the world. It gives a glimpse of the future of education focusing on how e-learning could enhance learning experience outside the classroom. The corona virus also known as COVID-19 is spreading at an alarming rate across Europe, Asia, the Middle East, United States and Africa. Although countries have taken swift actions to curtail its spread by imposing lock downs and movement restrictions, the death toll is still on the rise. As at March 2020, the virus has killed over 37,000 people and infected about 780, 000 worldwide. This infectious disease is able to spread from person to person, with infected people experiencing mild to moderate respiratory illness.

By March, the OECD estimated that 421 million students could be affected due to the closures of schools in over 30 countries. Many countries are on a lock down and people are advised to practice social distancing or stay indoors. Millions of people have become dependent on the internet to keep in touch with friends, work and learn. The need for the online space has again been demonstrated in times of global crises such as this. Work is still ongoing as people are working remotely and having meetings online and teachers are administering learning to students through alternative e-learning platforms. This pandemic has led to compulsory home schooling and therefore prompts more innovations in education.

## The Wake of An E-Learning Revolution

Educational institutions around the world have begun to respond to the lock down and social distancing by shifting towards e-learning. In fact, the pandemic has necessitated a boom in online education. It became a catalyst for educational institutions

to rethink and redesign innovative ways to administer teaching and learning. Many years ago, there were concerns about the impact technology could have on young people's learning and development, especially through constant usage in the home and school. Ironically, technology is now being used to ensure that education is not disrupted, and learning continues. Interestingly, current studies have shown that technology can be used to support learning.

The pandemic is testing the readiness of educational institutions to deal with a crisis that requires remote learning. Many educational institutions in the global south seem to be prepared for this eventuality. For instance, In the United States, a national online platform was launched for primary and secondary school students at home and free online courses for higher education were made available.. Some schools in Nigeria are leveraging online learning platforms like Google classroom, a platform where the teacher provides reading resources and explanatory videos that the students can watch anytime. Online games and applications are now being used to engage and interact with students to keep them busy at home.

The need for e-Learning in times like this cannot be over emphasized as it offers highly effective learning environments where students are in control of their learning and can learn at their own pace with flexible scheduling and the possibility of use of any device available such as computers, tablets, phones, and laptops. Teachers can give direct feedback on assessments and discussions can occur between students and their teachers. e-Learning has become an invaluable resource for teachers who can use this medium to share knowledge with their students. It encourages a student focused approach whereby teachers can tailor their teaching to the individuality of the students. There are many online resources that can be used to support learning in

primary and secondary education level. For example, a Learning Management System (LMS) like Moodle helps teachers to keep track of their students' progress while students learn new concepts at their own pace and gain ownership of their experiences. In these times of social distancing, the LMS has proven itself useful for teachers and students.

### Exposing Nigeria's Educational Digital Divide

The need to digitalize work and learning due to COVID-19 is driving digital transformation and exposing the differences between people and communities at an incredible rate. A compulsory lock down enforced by Nigerian Government from 30th March 2020 to manage the pandemic within major metropolises has refocused conversations on eLearning. With schools shut down, some have easily transitioned to e-Learning as teachers have begun to use online resources to continue students' learning. However, for schools located in the rural areas who do not have consistent access to technology, continuing learning have proven difficult. There are therefore concerns about how students in rural areas can continue learning if the pandemic goes on for an extended period.

This brings to fore the issues that surrounds the digital divide in education in Nigeria with problems such as inadequate technological facilities and equipment, lack of trained teachers who are digitally literate, lack of electricity, high cost of data plans and so on. It is disheartening that the digital divide will disrupt learning for most students in Nigeria because the quality of teaching during this pandemic will be heavily dependent on the level and quality of digital access by both the students', parents and teachers. For some students, e-learning will be easy on personal tablets and computers, while students in rural areas will rely on learning via WhatsApp or email, or nothing at all.

As classes are transitioning online, students could be exempted from learning opportunities because of lack of access to digital devices or cost of data plans. A pro-active government would provide hi-tech and low-tech solutions to ensure the continuity of learning for all students, with special focus on low-tech solutions for under privileged students because no child should be left behind. In the future, if quality education is dictated by access to the latest technologies, the digital divide could be more extreme.

### A Call for Collaboration in The Right Direction

For e-Learning to be effective, schools must consider whether all students have access to internet, an electronic device such as a computer and parental supervision in their homes. Also, partnerships between educational stakeholders – including government, school administrators, education professionals, Social sector organizations and technology providers is crucial in ensuring the continuity of education in a crisis. COVID-19 has shown the devastating effects that the digital divide can have on education. Educational innovation goes beyond government-funded or non-profit projects; corporations heavily invested in providing innovative solutions to the education sector can contribute to providing opportunities for the underprivileged during pandemic situations, for example Microsoft and Google. However, is this enough to curtail the digital divide in education? Unless the Nigerian government is willing to implement policy changes to reduce the digital divide, it could become more extreme if there is a reoccurring pandemic in the future. E-Learning is not just worthwhile during the CONVID-19 lockdown, it can contribute greatly to overturning severe structural weakness within society. The versatility of e-Learning can transform the quality of education and may become the key to lifelong learning.

## LEVERAGING DIGITAL LEARNING IN UNCERTAIN TIMES

It is often said that when life gives you lemons, you make lemonades out of it. COVID-19 is obviously a part of life's lemon that brought a halt to activities across every facet of society including education.

Our iLEAD Fellows who work in underserved communities in Akwa Ibom State, Nigeria have had to adapt to the times and re-strategize to keep the learning going for their students in Senior Secondary School (class) 3.

Our strategy was to take learning online using digital channels. For a lot of the students, Facebook was the best option as other channels/Apps require much internet data and an android phone which most of them do not have. Facebook was generous enough to create a free feature that enables many of the students to participate with small phones without internet data.

So the students were added to a group chat where they hold peer learnings on their core subjects including English, Mathematics, Chemistry, Biology, Civic education and others with support from our fellows. With this digital opportunity, we were able to revisit other modules in the curriculum such as values, time management, pathways (post-secondary school); and we are supporting them to apply these learnings for their personal and community development.

Considering the realities of the lockdown occasioned by the novel Coronavirus, this online learning is indeed pertinent for the students as it helps to refresh their memories on all that

they have been learning and to help them prepare for their final examinations.

Our students are excited to be learning online; Abasifreke said "virtual learning is a dream come true"; instead of chit-chatting with friends online.

Fola said "we have been coming together to share knowledge";

Matilda said it has helped her revisit her old notes.

Although the pandemic is gradually revealing that education in Nigeria is becoming a privilege rather than a right as it ought to be, we are putting in efforts to make this work for the underserved youth.

You can join us to beat the virus by supporting us to increase the number of students who have access to this platform, provide more digital tools thereby exposing students to more opportunities to learn.



# HOW iLEAD FELLOW, KINGSLEY IS APPLYING ROBOTICS IN KUJE, ABUJA.

“it is essential to remember that these students being supported by the iLEAD fellow represent less than a percentage of the 42% of enrolled secondary school students in Nigeria. How we continue to contribute to the successful learning experience of students in underserved communities and bridging the technological gap is imminent”.

--Kingsley Dollah (iLEAD Fellow)

Kingsley goes to school to teach students as his daily routine but is discontented with the academic growth level of the students. He is passionate about his students becoming better and productive people in society but the first step is by earning good grades in school. In his ten months of the fellowship year, Dollah taught physics in a more elementary and exciting way and used his engineering expertise to revamp the robotics Lab and Club in the school. He raised funds through his network to purchase robotics tool kits to support the learning process of the student’s club activities. , the learning experience and lives of his students have been tremendously transformed and influenced. Their confidence has grown in leaps and bounds as they have participated in robotics competitions where they also showcased their gadgets to visitors

Supporting these students to apply their scientific knowledge from the classroom helps them develop their soft skills in tandem with 21st-century careers. This opportunity also encompasses engaging subjects being taught in school and exposes the mind to creativity, innovation, problem solving and analytics, and the ability to face challenges.

Kingsley is a fellow in the Citi iLEAD Fellowship programme where he served as a Secondary School teacher and taught Physics at the Government Secondary School, Kuje, Abuja, Nigeria.

Like very few Nigerian youth, Kingsley had the rare opportunity to experience international education in Europe through a scholarship and he holds this mantra about life - To live is to serve and to serve is to live. Therefore, success and progress in life for him is service to humanity.



**Kingsley Dollah**  
(iLEAD Fellow)



Kingsley Dollah with iLEAD students during a curriculum delivery session

# COVID-19 RESPONSE: SOCIAL INNOVATORS ON THE FRONT LINE



A recent estimation by the World Food Programme indicates the lives and livelihoods of 265 million people in low and middle-income countries will be under severe threat during the COVID-19 pandemic. In April 2020, the Nigerian Federal Government announced a total lockdown of major cities across the country to curb the spread of the deadly virus. However, this raised another concern, how will people who depend on daily income survive?

The LEAP Africa COVID-19 Response launched out with a goal; to work through our network of social innovators and alumni members and reduce the impact of the pandemic on the most vulnerable communities across Nigeria. Mamamoni is a Fintech social enterprise in Lagos with the objective to empower low-income rural and urban women with instant money loans to support/start small businesses. According to Nkem Okocha, the founder of Mamamoni, as soon as the news of an imminent lockdown became public knowledge, she started receiving calls from her network of women and their major concern was about survival and this is because, majority of the women depend on daily income to support their family, and their families would be at the risk of

starvation if there was a total lockdown. Hope behind bars Africa provides access to justice for undeserved inmates in Abuja. At the on-set of the virus in Nigeria, the authorities had

placed a ban on visits to prison as a proactive measure to protect prison inmates. Funke Adeoye, the founder, said the news created anxiety amongst inmates.

The story is similar in Ilorin, Kwara state where Vicfold Recyclers, an indigenous incentive motivating waste recycling social enterprise. Vicfold captures value from waste while empowering women and youth in low income neighbourhoods. According to Victor, the spread of the pandemic meant their workers could be susceptible to infection and asking them to stop work would also mean they had to go hungry. Dreams from the slum initiative in Ajegunle is an initiative committed to making the dreams of vulnerable persons living in remote and desolate communities a reality through Education, Empowerment and Mentorship. Ajegunle is a slum in Lagos with people who barely struggle to survive even without a lockdown.







These were some of the propelling triggers behind the actions of the social innovators and alumni members. They decided to take on the responsibility of supporting and being the bing of hope for the women, widows, prisoners, and almajiri children, at a time when they desperately needed help. They decided to take personal leadership and lead the way. There could not have been a better time, especially in a country like Nigeria with no safety net or limited social protection programmes for its citizens. In the words of Mother Teresa, do not wait for leaders, do it alone, person to person.

With twelve social innovators across different states in Nigeria; sharing hope and love in bags of goodies and ensuring families do not go hungry, the vision for LEAP Africa COVID-19 was being fulfilled. Mrs. Agnes Nwachukwu is a 65-years old widow who depends mostly on gifts from people to go through the day. Of course with the lockdown, the hope of getting anybody to drop by and gift her anything was almost impossible so she had resigned herself to fate. However, during one of the outreaches, she happened to be a beneficiary. On sighting the COVID\_19 Response team, she began to smile as she headed towards the distribution area. After she received

her package, with the help of her grandson, she placed the food box on his head; almost moved to tears, she prayed fervently for the sponsors. Her grandson was very excited and told the team that her grandma will not have to depend on anyone in the next few weeks before they can feed again.

The echoes were the same everywhere the team visited; Lagos, Kwara, Abuja, Kano, Nasarawa, Osun, Ondo, Delta, and Rivers states. Many of the community dwellers said they were weighed down not just by the fear of the virus itself but the uncertainty of where their next meal would come from. They were happy to welcome the team, and grateful for the bags of goodies. Mrs. Victoria Gbadamosi; a pregnant woman with two children, thanked the team profusely after receiving the food items. She narrated how her husband (who has not gone to work for weeks due to the lockdown) and her children had barely had any decent food to eat for some days. According to her, prioritizing what the children would eat was more important and even that, was becoming nightmarish. She said the COVID-19 response team were God sent and the food supply she received was a miracle just in time.



## When information is truly power...

What was the place of sensitization and awareness? Information they say is power. With news going around some quarters that the virus is an elitist disease, while some believed it was a total false alarm. Some of our social innovators were at the fore front of creating awareness and sensitizing the people. Almajiri Child Rights Initiative is an advocacy and educational support platform that amplifies the call for social inclusion of vulnerable children in Northern Nigeria. Mohammed Sabo Keana, founder and his team were on ground to educate and sensitize almajiri children in Abuja and its suburbs while also providing them with food and safety materials.

At one of the outreaches to Oke Aro Community, in Lagos State, the Chairman of the community expressed his appreciation and noted that the sensitization would go a long way in empowering his people to understand the true and authentic stories about the virus and the right guidelines to follow. He also noted that the relief materials will serve as an incentive for the community dwellers to always remember to uphold the guidelines and reflect on the dangers in non-adherence in the fight against the deadly virus.

## Alone we can do so little, together we can do so much... Hellen Keller

Five weeks, nine states, over 2,000 households and more than 8,000 individuals spread across different communities; all of these would not have been possible without the collaboration and support from Citi and Dow Chemical. Thank you to all the social innovators who are working tirelessly on the frontline; Lagos Food Bank Initiative, Cato Foods, NATAL Cares, Ashake Foundation, RUDERF, 100,000 Smiles Project, Vicfold Recycling, ACRI, Sonocare healthcare, Mamamoni Limited, Dreams from the Slum, Hope Behind Bars Africa.

No time in the history of the world has collaboration across sectors - public, private, development mattered the most than now, when we have all come to understand the true meaning of the world being a global village. There is no better time than now to also take on the mantle of personal leadership. If each one can reach one... no effort is too small. You can join us to do more because we believe that together we can beat this. Please visit, [www.leapafrika.org/covid19](http://www.leapafrika.org/covid19) to contribute.

Ref report: World Food Programme Report :<https://www.wfp.org/news/covid-19>

# COVID-19 IN PRISONS: A STORY FROM INSIDE

Locked up in a cell with 58 inmates - with an original capacity to house only 10, having to wait hours before being able to use the bathroom due to the strain congestion has brought on the prison facilities, eating cassava flakes and pap without sugar or any form of supplements, going on weeks without bathing with soap and having to use wrappers as sanitary towels, coupled with restrictions on visits to prison due to COVID-19, Rahila stands between the harsh realities of the prison environment and the emerging challenges caused by COVID-19.

Rahila is 18 years old, she was charged with murder and has been in prison since she was 15. Rahila grew up in a village in Nasarawa state; Northern Nigeria. Brought up by uneducated parents, she never had the privilege of getting formal education herself.

At 13, Rahila lost her father to an unknown disease and a few months later, she was married off to a man thrice her age by her father's brother. For 2 years, Rahila suffered the anguish of being sexually violated by her betrothed husband; beaten and dehumanized. Amidst these, Rahila became pregnant, had a child who later died at 4 months.

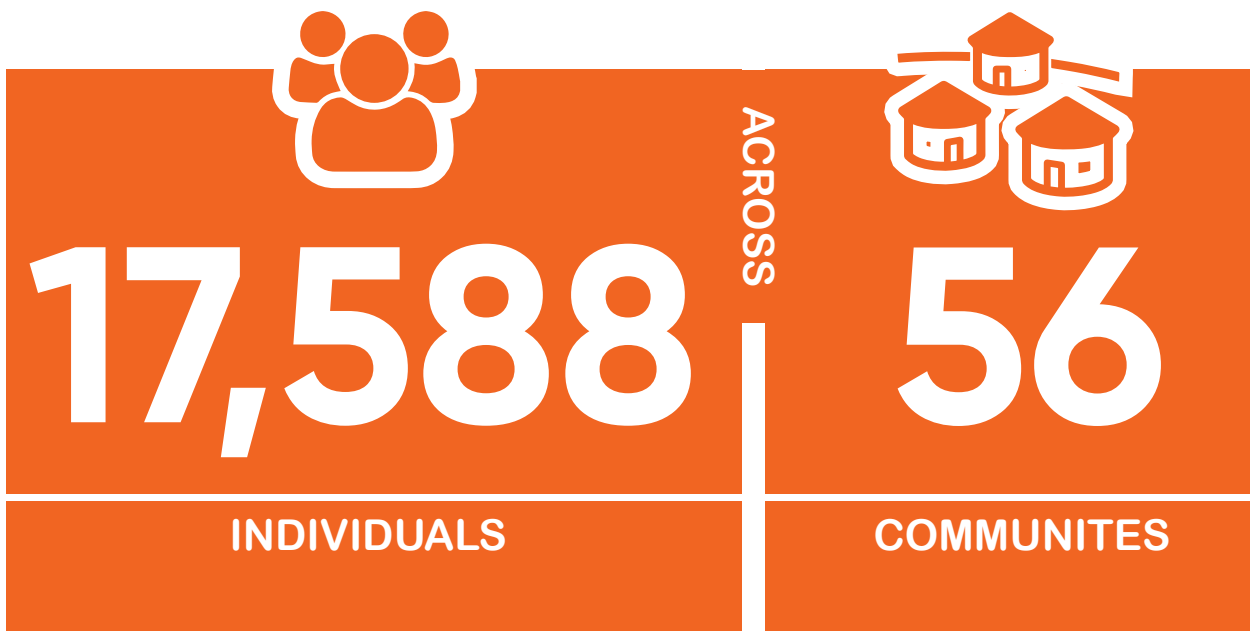
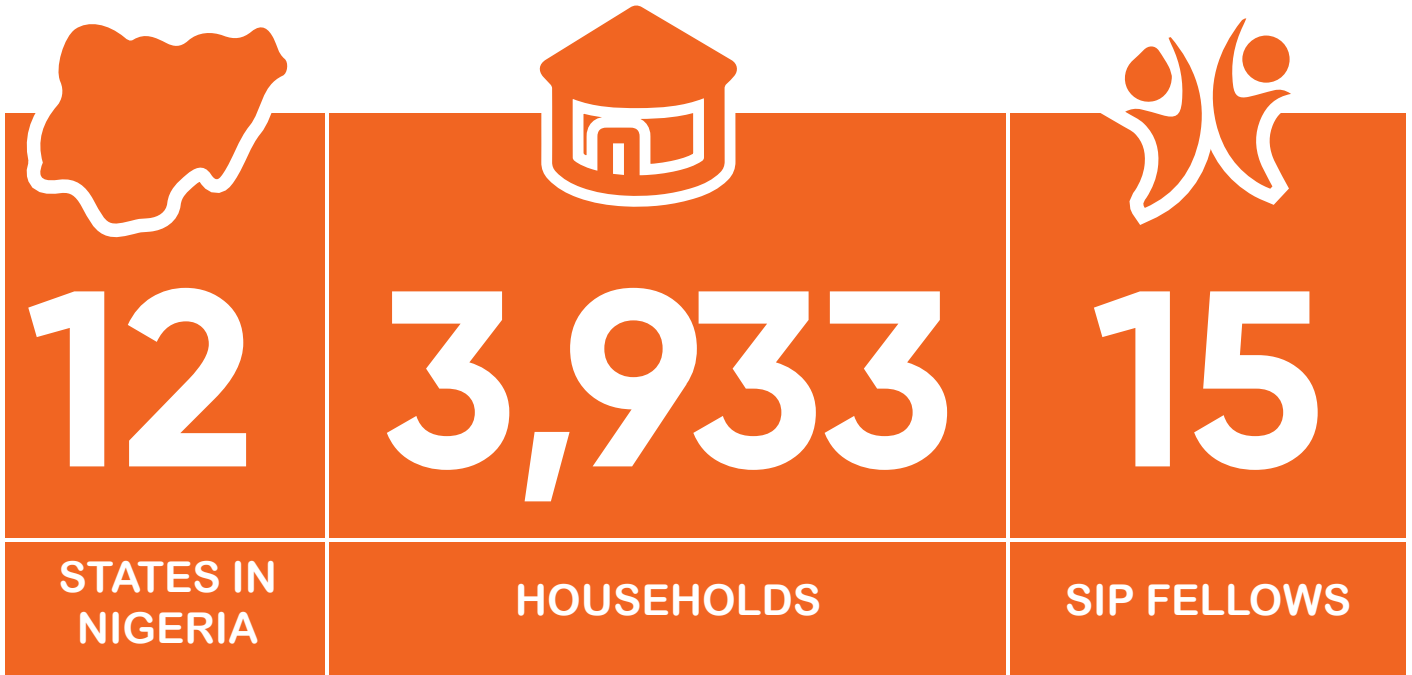
A fight that would see Rahila sent to prison broke out with her betrothed husband's first wife. Rahila ran to a neighbour's house after the fight and on her return, her rival's child had fallen into a well and drowned. Unfortunately, Rahila was



accused of the crime and in one fell swoop, she was taken away to face the law. 3 years later, Rahila is still awaiting trial for culpable homicide punishable by death.

Rahila is one of the beneficiaries, through the generous donations of food and sanitary items to the Keffi prison by Hope Behind Bars; a LEAP Africa social innovator, who is breathing fresh air of hope in detention, believing that she would find justice one day. She can now use sanitary pads rather than old wrappers for her monthly cycle. Rahila and 269 other inmates now have more food options available to them just because LEAP Africa cares.





These individuals included 4,496 incarcerated persons reached with sanitation materials, and a diverse group of women, children and senior citizens who were provided food supplies.

# CATCHING THEM YOUNG FOR THE GOALS

Far from being mere beneficiaries of the 2030 Agenda, the active engagement, development and involvement of young people are very central to achieving sustainable development goals. Hence, the need and commitment of several institutions and organizations to develop development programmes that strengthen the agency of these young people to be at the forefront of economic, entrepreneurial and sustainable development.

Tertiary universities have a pool of young people and provide a great opportunity to “catch them young”, develop their human capital and harness their agency to provide solutions to problems in their communities and contribute to the achievement of the SDGs. These pool of young people in these higher institutions can be harnessed more strongly by implementing more leadership, innovative, entrepreneurial and development programmes to equip them with the tools, resources and skills needed to drive change.

In July 2020, LEAP Africa relaunched the Youth Development Programme (YLP), to equip young people between the ages of 18 and 30 in higher institutions across Nigeria with life and leadership skills for personal and community development. This programme is designed to equip youth with a better understanding of leadership, ethics and community development - change project implementation and the Sustainable Development Goals (SDGs) to improve their society. This time, due to the restrictions caused by the COVID-19 pandemic, the programme was fully virtual.

The call applications had over 800 undergraduates apply in teams of 3-5. After a rigorous selection process, 100 participants (26 teams) were shortlisted to participate in the Youth Leadership Programme. During the programme, the participants were trained by seasoned professionals and thought leaders from several organisations on skills such as; Transformational Leadership, Self-Leadership, Ethics & Social Values, Sustainable Development Goals: The Goal, The Target and Your Role, Sustainable Development Goals: The Goal, The Target and Your Role 2, Story Telling and Social Media for Social Change, Introduction to Project Management, Advocacy: Lending your voice to a cause, Stakeholders Engagement & Strategic Partnerships, Effective Communication, Research & Writing, Community Organization: Implementing Change Initiatives, Upskilling for the future of work, Social Innovation and entrepreneurship.

A key component of the Youth Leadership Programme is the implementation of community change projects. These projects seek to address core problems in the community by developing innovative services, products or advocacy tools to contribute to the solution of the problem. At the end of the training, the participants were required to implement change projects in line with the Sustainable Development Goals. 18 teams implemented various change projects in education, health, technology, leadership, clean energy, skill acquisition and gender equality. These projects had a direct impact on 5,100 beneficiaries across different states in Nigeria.





# LAUNCHING THE MAIDEN EDITION OF YOUTH DAY OF SERVICE



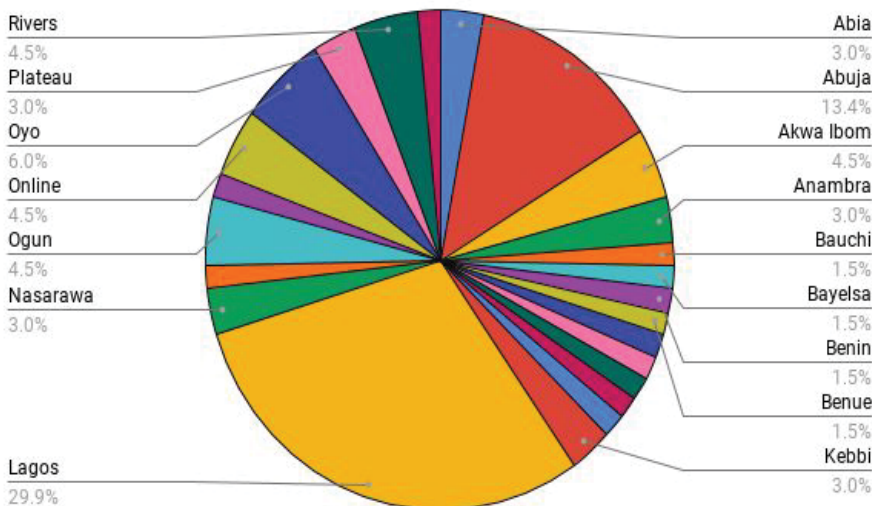
With 10 years to the actualization of the Sustainable Development Goals (SDGs), and inspired by the need to mobilize like minded organizations and individuals to rally the ecosystem for collective action with the SDGs as a framework; this year, in commemoration of International Youth Day on August 12th, 2020, LEAP Africa launched the Youth Day of Service campaign.

The Youth Day of Service (YDoS) is an annual youth-led social impact campaign with the 'Sustainable Development Goals' (SDG) in focus; it is an opportunity to convey young people to action and activate the agency of youth across Africa. It is Youth and Personal Leadership in Action!

The event was a week-long train of activities centered around 'SERVICE' with the theme, 'Youth4SDGs'. It showcased different projects championed by young people in communities across Nigeria. The maiden edition recorded huge success with over a hundred registered projects and thousands of young people volunteering to make their communities better in a week.

It was exciting to see the level of participation from young people from across Nigeria, awakening the spirit of active youth citizenship with emphasis on spreading the culture of service and collective responsibility. We look forward to having you on board in 2021.

Spread of YDoS 2020 Projects Across Nigeria



Total no of Registered Projects  
**115**

Total no of Actual Projects  
**81**

Total number of Volunteers  
**1271**

Total SDGs represented  
**8**

Total no of Beneficiaries  
**11,465**













## EMPOWERING SOCIAL ENTREPRENEURS FOR A DECADE OF ACTION

Did you know the decade of action is upon us? Think of it this way – We have just 10 years to transform our world. The Decade of Action aims to create an unstoppable force to reach the Sustainable Development Goals by 2030. Around the world, hundreds of development organizations are actively exploring options within the purview of their goals to ensure the actualization of the global goals. Private and public sector players have also been seen to show active participation in actualizing these global goals through various Corporate Social Responsibility (CSR) initiatives in Health, Agriculture, Education, Technology, Law & Justice, Nutrition, and so on.

the Social Innovators Programme (SIP) is one of many expressions LEAP Africa is raising talents for the SDGs. Over the years, LEAP Africa has been in the vanguard of empowering and equipping bright young Nigeria social entrepreneurs through the SIP. The programme provides skills and knowledge for organizational sustainability. With the support of Union Bank of Nigeria, LEAP has equipped over 120 young social innovators – changing the narratives of African youth and making lives better.

The fellowship for the 2019/20 class started with the Enterprise Sustainability Workshop Feb 10 through 14, 2019) brought industry experts from finance, people management, fundraising, storytelling, leadership, networking, media and other fields. It is a fact that real impact are made on the field but very few non-profit have the skills and resources to tell these stories of impact in a rather compelling manner. Storytelling for impact was therefore

one of the main milestones at the workshop. With a partnership with Canva – a multimedia design platform that allows users to create social media graphics, presentations, posters and other visual content for impact, LEAP Africa equipped these young social innovators with resources and empowered them with skills that will continue to enable them articulate and demonstrate their impact stories across platforms.

Fellows left the workshop with a renewed and sustainable approach to running a social initiative and a commitment to strive for excellence and collaborate with other social innovators in order to hasten the actualization of the global goals.

“I am leaving this workshop with a transformed mindset on how to run a social enterprise for sustainability. I feel ready for the next phase of my initiative”

– Funke Adeoye (SIP Fellow 2019/20)

Across Africa, young people are drivers of some of the most brilliant innovative ideas which are changing lives and making our planet worth living in, but not all of them have the capacity to sustain their ideas and grow. The Enterprise Sustainability Workshop fills this gap and ensure practical ways our fellows’ enterprises are sustained in the long term. Going forward, LEAP Africa will continue to provide technical support to the fellows as they embark on the journey of transforming Africa.

**It’s time to deliver the Sustainable Development Goals for people and for the planet!**

Pledge your commitment to support our work today. Visit [www.leapafrika.org/donate](http://www.leapafrika.org/donate)



# #SIPA2020: LEADING ACTION FOR THE RACE TO 2030



On Friday 2nd and Saturday 3rd October 2020, LEAP Africa hosted its first Virtual Social Innovators Programme and Awards (SIPA) 2020. The virtual edition was necessitated by the emergence of the global pandemic which restricted movement and large gatherings of people. The conference attracted young people, social innovators, impact investors, thought leaders, global leaders, tri-sector industry leaders.

The Social Innovators Programme and Awards (SIPA) is an annual event which seeks to identify, develop and support young Nigerians who are creating social change in different communities with their social ventures or enterprises. Since the launch of the event in 2013, SIPA has directly impacted over 150 young social entrepreneurs with funding, mentorship and a support system in addition to indirectly impacting the lives of over 100,000 people through the social ventures of the Fellows.

This year, the theme which centered on Mobilising Collective Action for Systemic Change: Countdown to 2030 offered valuable perspectives on how to actualize the SDG's on the wings of social entrepreneurship.

In her opening speech, Ndidi Nwuneli, Founder of LEAP Africa emphasized the need for collective responsibility and the power of partnership to address the challenges facing the continent. Ndidi further stressed that organizations and individuals must move away from isolated project implementation to forging partnerships and building a cross-sectoral ecosystem approach to achieving the Sustainable Development Goals (SDGs) with our hearts, heads and hands on deck to achieve collective impact.

Speaking at the conference, Femi Taiwo, Executive Director, LEAP Africa highlighted the relationship between SIPA and the organization's new 5-year strategy. He stated that the strategy is designed to position LEAP Africa as an Ecosystem builder, a Thought leader and an Advocate for youth. He further stated that SIPA is also an offshoot of one of the organization's big bets, which is to inspire and enable young talents for the actualization of the SDGs. Welcoming the inaugural class, he pointed out that among other initiatives of the organization like the Youth Leadership Programme and Youth Day of Service, the Social Innovators programme is designed to harness the capital and community of young change agents.

Delivering the keynote, Pamela Nathanson; Executive Director, World Connect, dedicated her speech to advocating for grassroots social entrepreneurs. Sharing stories and celebrating young Africans who have "triumphed in the face of hardship", Pamela said that, "...shifting powers to grassroots local leaders in communities of colour is essential on the pathway to sustained success". Among these are the stories of fellows of LEAP Africa's Social Innovator Programme; Rita Idehai (Ecobater), Tony Joy (M.A.D) and Dr. Abiodun Adereni (HelpMum). Pamela also highlighted the need for multi-sectoral support for new regime of leaders who will drive brilliant models with blazing energy to solve the urgent challenges in Africa.

The event which featured two main panel sessions, six breakout sessions also had a fire side chat by Melanie Perkins, co-founder of Canva and hosted by Joseph Mojume. Melanie Perkins discussed the role of collaborative efforts in maximizing impact. She stated that when a group of people do not share a strong vision, people would roll their boats in different directions. In her words, "Do as much as you can and find people who share the same vision with you".

To get full details of the conference and watch a replay of the sessions, kindly visit [www.sipa.leapafrika.org](http://www.sipa.leapafrika.org)

# INTRODUCING SIPA2020 AWARD WINNERS



**DR. PAMELA HARTIGAN  
AWARD WINNER!**

**Mohammed Sabo Keana** is the founder of the **Almajiri Child Rights Initiative (ACRI)** which is providing quality shelter, healthcare, nutrition, education and dignity of life to Almajiri children in northern Nigeria

## OUTSTANDING FELLOW AWARD WINNERS



**Uche Kenneth-Udekwe** founded **NATAL CARE** to improve maternal and infant mortality in Nigeria. Having distributed 5,020 delivery kits to pregnant women, sent customized healthcare messages to over 7,000 pregnant women and nursing mothers in six different Nigerian languages, Natal Care has helped to ensure safe births.



**Egbuna Obianuju** founded **Joppa Foundation** to improve access to affordable quality education for women and children in Nigeria. With thriving partnerships, Joppa Foundation has raised over \$5,000 to train 211 Teachers and provided educational intervention and food support for 225 children below the age of 16 living in orphanage homes.



**Aziken Lucky** founded **Vision Care Givers International Initiative** to take quality and affordable eye care services to underserved and neglected communities in Africa. To date, VCGI has reached over 6,894 patients across three states in Nigeria including inmates and officers in four correctional facilities in Nigeria.

## CANVA BRAND AWARD



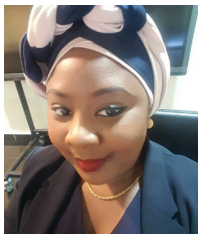
**BABAJIDE OLUWASE** founded **Ecotutu Limited (formerly RenewDrive)** to solve the problem of food security and access to cold storage for farmers and vendors that deal with perishables. We design, develop and deploy affordable cold value chain technology using the internet and solar energy.



**OGHENERUONA ONOTHOJA** founded **FUTUR (Formerly FARI AFRICA)** which is focused on supplying learning and teaching aids to marginalized communities in order to improve academic commitment and a culture of lifelong learning through an academic excellence reward system for children aged 10 - 17. Since launch in 2017 till date, FARI Africa has supported over 4,000 children across Oyo state, Kogi state and Jigawa state in Nigeria with learning aids and tuition subsidies. They hope to scale their work with an integration of technology in the coming years.



# UNVEILING THE INAUGURAL WEST AFRICAN COHORT OF THE SIP 2020/21



**Mariam Eluma**  
HoBeei



**Believe Obafaiye**  
Young Women In  
Farming



**Velveeta Viban**  
Image Nation



**Amanda Obidike**  
STEMi Makers  
Africa



**Mohamed Alpha**  
Network For  
Next Generation  
Innovators



**Ngunan Ioron**  
Ka –Awaambe



**Muhammed A.  
Muhammed**  
A Tree In  
Paradise



**Joshua Idiong**  
Josult Oil  
Processing  
Company



**Omowumi  
Ogunrotimi**  
Gender Mobile  
Initiative



**Kenneth  
Okonkwo**  
Irritech Nigeria  
Limited



**Mabel Suglo**  
Dignified Wear



**Gbenga Adeyemi**  
Agribility



**Emmanuel  
Danso**  
BD Waste  
Recycling



**Bright  
Kemasoude**  
Edusort Consults



**Seyi Oluyole**  
The Dream  
Nurture  
Foundation



**Abdullateef  
Lawal**  
Dixcoat Paints and  
Agrochemicals



**Bayode Ibronke**  
TechBridge  
Consulting



**Olaseni Cole**  
Young  
Empowered  
Programmer



**Kelvin Jiraji**  
Agritech and  
Social  
Innovation Hub



**Precious Isola**  
Ileemore



**Toheeb  
Ojuolape**  
Tell! Africa



**Shaibu Fuseini**  
AgricConnect



**Mohamed Alieu**  
Information For All  
Sierra Leone



**Isatu Bundu**  
Tesmaraneh



**Henry Ngale**  
AIT Group  
(Poultry Farmers  
Management  
System)



**Gift Muoneke**  
Greenera  
Technologies



**Boluwatife  
Arewa**  
Scrapays



**Oluwatomisin  
Kolawole**  
Vinsighte



**Omotoke  
Olugbode**  
The Autism  
Awareness  
Foundation

YOU ARE A LEAP ALUM  
YOU MATTER TO US

**ACTIVATE  
YOUR LAAN  
ACCOUNT  
TODAY**

VISIT: [WWW.ALUMNI.LEAPAFRICA.ORG](http://WWW.ALUMNI.LEAPAFRICA.ORG).





# ALUMNI ENGAGEMENT

## LEAP Africa announces new President and Vice President for its alumni Network



### David Lanre Messan (DLM)

President, LEAP Africa Alumni  
Network

**David Lanre Messan (DLM)** is a multiple award-winning idea strategist, entrepreneur and investor with key interest in entrepreneurship and technology, highly skilled in startup development, brand strategy, disruptive strategy and fundraising.

DLM is committed to raising disruptors to create wealth and jobs through entrepreneurship and through this has developed over 250 thriving business ideas and has raised over \$7million investment for small businesses.

His works have been recognized by the World Economic Forum, Global Shapers Community, World Bank, Taking IT Global, African Business Leadership Forum, and European Research Council. He has spoken in over 100 conferences on key economic and social topics, major amongst them are the Grow Africa Investment Forum and World Economic Forum on Africa. Some of DLM's key recognitions are; 2006 - One of 100 Best Authors of the World Bank International Essay Competition, 2007 - One of 101 ABLF Young African Leader, 2008 - LEAP Africa/Nokia Youth Leadership Award. DLM worked as a Senator of World Business Angels Investment Forum (WBAF), a global advisory board member (West Africa) for Innovate Africa and Scalabl international advisor (Africa) and now the WBAF International Partner (Nigeria). He is a Harvard Business School credential holder and Nexford University alumni where he studied Disruptive Strategy and Marketing Strategy respectively.

**Adewale James Salami** is a leader, youth development expert and community organizer with years of experience working in military and private-sector roles. Wale is a recent MBA grad who is passionate about Tech Sales, private equity and venture capital. He is renowned for strategic planning and execution, process improvement, training & development. Wale recently served in the U.S. Army as a Maintenance Engineer.

In November 2009, Wale was awarded Best Alumni from LEAP programmes, for his contributions to the vision and mission of LEAP Africa while serving as pioneer LEC Coordinator; for teaching leadership, facilitating relationships with key project stakeholders, and monitoring over 100 community development projects throughout Ogun State.

In 2013, he received a professional recommendation from the former President of Zambia, Micheal Charles Chilufya Sata, for his contributions as a Fellow at the Youth Affairs Division of the Commonwealth Secretariat in Lusaka, Zambia, for partnering with governments across 21 commonwealth nations in Africa and Europe & program stakeholders and engaging young people to enhance their contributions in infrastructure and development. While in Zambia, I served as the youngest and only foreign technical Board member of the Zambian Youth Fund.

In 2018, he was selected by Hewlett-Packard Enterprise to participate in a specialized veteran's program, initiated by the U.S. Chamber of Commerce and aimed at empowering transitioning military personnel with a valuable corporate American experience.

Wale holds a BSc. in Mechanical Engineering from Lagos State University and an executive MBA from the University of Texas at Arlington.



### Adewale James Salami

Vice President, LEAP Africa  
Alumni Network

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# ALUMNI INTERVIEW

## MY JOURNEY AS A FELLOW, INTERN AND STAFF AT LEAP AFRICA

I found out about the iLEAD Fellowship while I was on camp, I applied and I was chosen. Little did I know that it was the beginning of my journey into the development sector.

As a fellow, I got the opportunity to access the quantum of information and knowledge on leadership and life skills, network with young, dynamic graduates and professionals in the development sector through series of training engagements. I learnt teamwork, problem-solving,

and taking responsibility. This spurred me to action as I carried out my duty at my primary place of assignment diligently. - I led my CDS group to execute a community change project tagged "Catch Them Young". The training widened my horizon and opened my eyes to the several opportunities that abound in the development sector. In short, being an iLEAD fellow marked the beginning of my journey to purposeful living.

After NYSC, I was privileged to intern with LEAP Africa as an interim Project Officer on the iLEAD project in Akwa Ibom state. This period was an opportunity for me to hone my skills in project management. It was an apt time to build a network with professionals in the development sector which has proven mutually beneficial over the years. The internship provided me with the relevant experience for my growth as a professional and aided an effective, efficient and smooth transition into the development space. In September 2019, I was employed in the Abuja office as a Project Officer on the iLEAD project.

I would say my journey with LEAP Africa is hinged upon selfless service, volunteering, learning and value creation. Through the series of training and activities I have participated in, I have developed the relevant skills as a youth development professional and a positive change agent.

**"**Just like any other Nigerian University graduate, my dream was to get a call-up to go for NYSC, flaunt my Khaki, enjoy Allawee and hopefully get a job somewhere**"**

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**Haruna Godiya**  
Project Officer, LEAP Africa





# LEADING AND FOLLOWING: UNDERSTANDING THE NEED FOR SHARED POWER

Amina Ayodeji-Ogundiran

The overemphasis of the successes and failures of organizations, systems, and communities on leaders and the leadership process creates a large level of forgetfulness and lack of attention for followers and the followership process. While leadership is a significant determiner of the becoming of an organization or community, the significance of followers should not be undermined however, this is the case both theoretically and practically. Robert Kelley, popularly known for his works on followership pointed out this misconception when he posited that followers are responsible for 80% of organizational task accomplishment while leaders are responsible for only 20% yet, the needs and importance of followers are ignored.

Leading and following are two sides of the same coin. Where there are no followers, there are no leaders. While there are no factual or theoretical pieces of evidence that posits that followers are incapable of being leaders themselves, it is important to state that the term 'follower' connotes passivity, obedience, or simply put, someone who is only a receiver of instructions. For example, one would probably feel more worthy when called a leader, than a follower, even though following is an essential quality of leading and vice-versa.

Critical to the discussion and analysis of leading and following are the concepts of power and influence. Contemporary leadership thoughts encapsulated that influence has a two-way dimension, signifying that both leaders and followers are capable of influencing the other. When leaders emerge, either by appointment, growing through the ranks, election, or otherwise, there is often a command of power associated with the seat of leadership, which offers them some upper-hand over their followers.

Additionally, leaders tend to have more access to organizational resources, information, and hold a significant amount of authority that followers depend on for effective functionality. Because of these, leaders come across as more powerful.

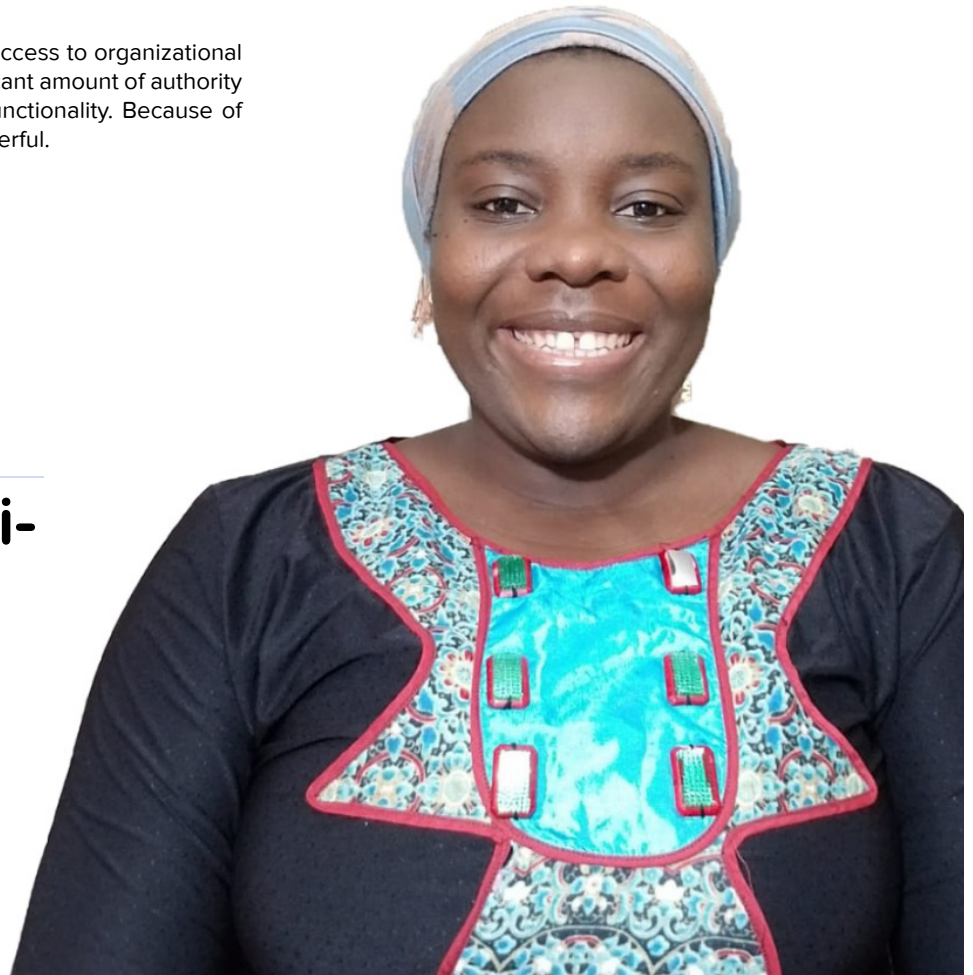
Researchers and subject matter experts such as Barbara Kellerman discussed the significance of shared power as a key ingredient for effective organization and organizational processes. By sharing power, it does not take away the desired levels of authority from a leader, rather, it provides a safe environment where both leaders and followers feel mutually responsible and accountable for their system. Shared power fosters a more collaborative and inclusive work environment. With shared power, comes a shared vision, and when vision is shared, there is a clear and collective path.

**Amina Ayodeji-Ogundiran** is a writer and researcher from Kogi State Nigeria. She holds a Bachelor of Arts Degree in English Language from Bayero University Kano, a Masters of Arts In Human Resource Development from Bowie State University in Maryland USA, and is currently pursuing her doctoral degree at The Chicago School of Professional Psychology, Washington DC.

She attended LEAP Africa Integrity Institute, Abuja in 2007 and has since maintained a high ethical value of operating with maximum standards of integrity. She is also a Certified Life Coach helping young adults navigate tough life situations and becoming their best selves.

Amina is passionate about family, and when she is not schooling, writing or working, she is home making delicious meals.

## Amina Ayodeji- Ogundiran



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# LEAP AFRICA APPOINTS A COO

Kehinde Ayeni has over 11 years of experience in the social development sector. She is responsible for developing and driving operational strategy; translating strategy into actionable goals for optimal performance, growth and sustainability. Kehinde provides leadership and support in resource planning and optimization, corporate communications and organizational development. She is committed to social and related issues bordering on national development.

Prior to her appointment, she was Manager, Communications and Public Relations where she handled internal and external communications. Kehinde Ayeni is currently studying for an executive MBA at Lagos Business School; she has a first degree in Geography and Education from the University of Ilorin and a certificate in Advanced Skills Programme from School of Media and Communications, Pan African University (now Pan Atlantic University) and a Certificate in Sustainability Workshop for NGOs and Corporate Organizations from the same University. She is a Global Affiliate of the Chartered Institute of Public Relations, UK.

Kehinde is an advocate for social good and promotes debates and causes related to leadership development, social entrepreneurship, economic and youth development.

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## Kehinde Ayeni

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