



# 2022 LEAP AFRICA REACH REPORT

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# Acronym

CTIP – Countering Trafficking in Persons

LTW – Lead the Way

MCF – Mastercard Foundation

NYFF – Nigeria Youth Future Fund

SCALE – Strengthening Civic Advocacy and Local Engagement

SIP – Social Innovators Programme

TLP – Transformative Leadership Program

YLP – Youth Leadership Programme

FGD – Focus Group Discussion

TM – Teacher Mentors

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# 2022 Reach Summary



**22,965**

Students and  
Participants reached



**34**

African  
Countries

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**874**

Teachers



**47**

Fellows

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**364** Change  
Projects

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**9,457,779**

Indirect persons reached

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# Introduction

Leadership Effectiveness  
Accountability Professionalism  
(LEAP) Africa is a youth-focused leadership development non-profit organization established in 2002 with its headquarters in Lagos, Nigeria and offices in Akwa Ibom and Abuja. With two decades of experience, LEAP is raising leaders to transform Africa through interventions for youth, that bridges the gap in leadership, education, employability, entrepreneurship and is enhancing youth agency for civic participation to demand good governance and contribute to social development and peace building.

Africa's youth remain one of its greatest potential resources for achieving peace, prosperity, and sustainable development. If inspired, engaged, empowered, and equipped, they can lead the continent out of poverty, inequality, and vulnerability into a steady path of progress and greatness.

To achieve this, LEAP Africa's programmatic efforts are focused on making secondary education work for young people so that they can transition successfully post-secondary and fulfil their potential and continue to develop and resource young change agents who will drive the realization the SDGs.

For 2022, LEAP Africa handled 9 projects that cut across all the regions in Nigeria as well as over 30 countries in Africa. This report contains the synthesized data from all reports published on LEAP Africa page. This analyzed data include disaggregated data of beneficiaries, key learnings and recommendations proffered.



# YLP- Youth Leadership Programme



## Brief Description

The Youth Leadership Programme (YLP) set out to empower, equip and support undergraduates with the skills, knowledge and thriving ecosystem required for them to become self-leaders. The goal for this year's YLP programme was to equip and empower 3000 students with the required resources to become transformative leaders and active citizens who will drive sustainable development in their communities.

### Project Reach

**504**

completed the LMS course

**1300**

active on the VCOP

**61.7%**

male participants

**38.3%**

female participants

**66%**

of the participants were between the ages of 18-25

**34%**

were between the ages of 26 – 35 years

Indirect beneficiaries

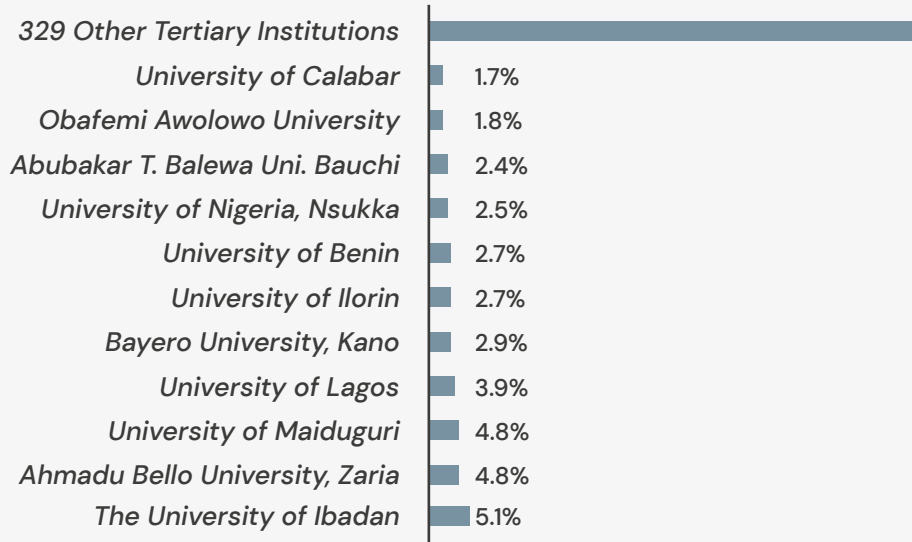
**27,163**



## Location

About 341 tertiary institutions (Universities, Polytechnics, Vocational Colleges) were represented in the youth leadership programme. Private universities had few numbers of participants in comparison with other tertiary institutions. The 3000 Participants comprises students from:

### Tertiary institutions ( Universities, Polytechnics, Vocational colleges)





# Key Learnings

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## Learning Management System

**91%**

percent of the respondents stated that they found the LMS easy to navigate.

**80% +**

rated the course delivery high on a five (5) pointer rubric.

This indicates that the LMS platform was helpful in delivering the curriculum. However, 24% stated that they experienced technical difficulties, network issues and data subscription. It might be useful in the long run to incorporate an LMS system that operates offline to mitigate the challenges faced by the participants.

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## Youth agency can be harnessed for community development

The change project which is a key component to the project provided a platform for young people to activate and utilize their agency. It is interesting to note that participants demonstrated a high level of motivation for community service before funding support was provided. This is an indicator that young people are interested in actively participating in community development if they are supported, equipped, and given a platform.

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## Incentives may be required to close the gender gap in leading community initiatives

The disparity between the male and female participants was significant as 61% of the participants identified as male while 39%, female. This also reflected in the leadership position for the change projects as majority (30 out of 46) of the team leads were male while the rest were female.

**However, this was compensated for as up to 70% of the deputy team leads were women.** This may be an indicator that females are not motivated to lead community development but are willing participate as members. Deliberate and intentional efforts should be made to motivate and inspire to lead change in their communities.

## Social media can drive social change

Evidence revealed that over 96% of the respondents indicated that social media could cause real change over time while 87% believed it can be used as an effective advocacy tool. This was witnessed in their change projects as majority of the groups relied on social media platforms to advocate for their causes. They leveraged the virtual platforms to share pictures and held insightful webinars.



# SIP- Social Innovators Programme



## Brief Description

LEAP Africa's Social Innovators Programme is a year-long fellowship programme that offers training and skills support to young social innovators whose ideas and initiatives offer innovative and practical solutions to challenges in their local communities in Nigeria. This programme seeks to provide these talented individuals with the essential skills and support to establish effective, sustainable, and scalable initiatives that could advance the transformation of their local communities and the nation at large.

### Project Reach

**25**

fellows indoctrinated at the start of the programme, 19 graduated

**8%**

social innovators between the ages of 18 -24 years

**80%**

social innovators between the ages of 25 -34 years

**77%**

male

**23%**

female

**12%**

social innovators between the ages of 35-44 years

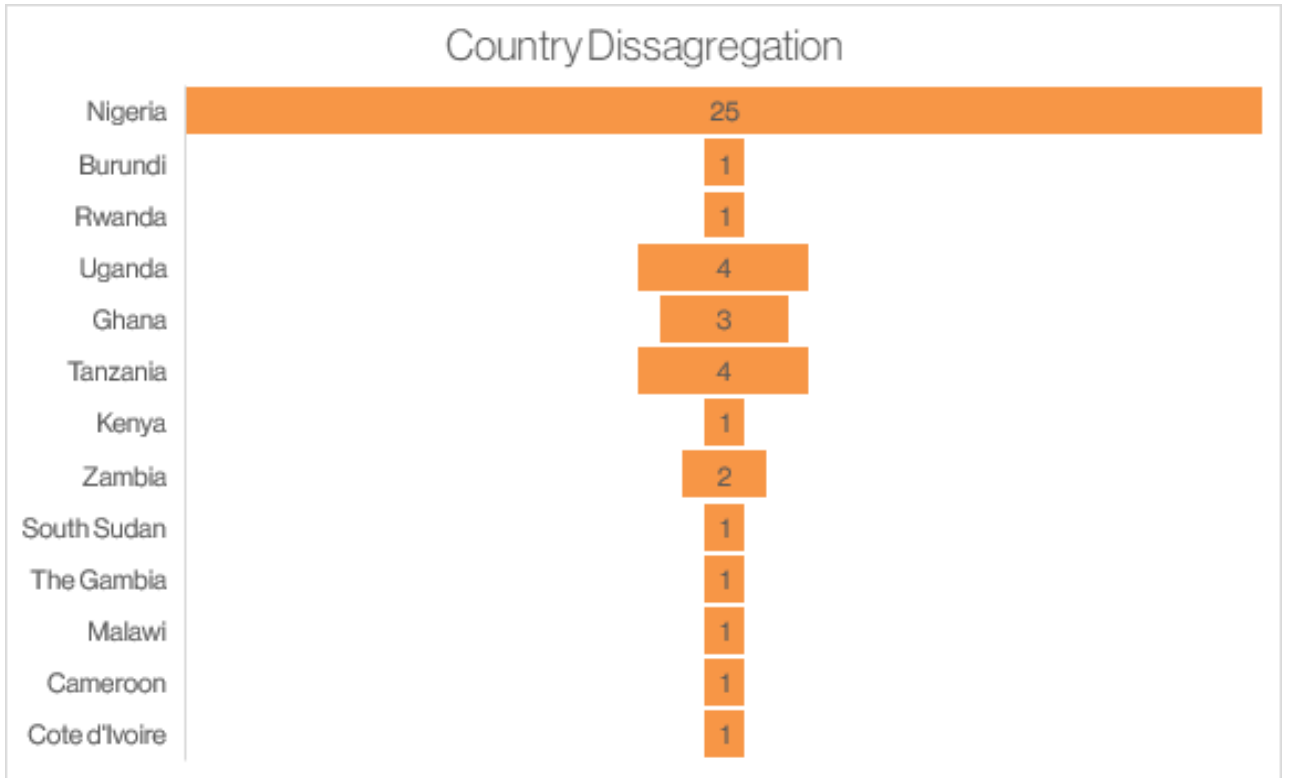
Indirect beneficiaries

**3,628,313**



# Location

12 African countries



# Key Learnings

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## Measuring and Communicating Impact for Change

Measuring social impact is important for variety of reasons. In many instances, establishing the effectiveness of the programs initiated can secure new or continued funding. A track record of success is also imperative to ensuring good ideas spread, allowing positive change to infiltrate more communities and improve more lives.

**56%** of fellows changed the way they measure impact since joining the programme. Some of these ways include engaging an M & E firm to deploy quantitative measurement: using numerical data (performance measures, indicators, etc.) to measure whether things are getting better or worse as well as hiring Monitoring and Evaluation personnel within the organization. About 72% of the fellows further indicated that they had theory of change. With this, the fellows shared that they have reached over 4 million beneficiaries direct and indirect combined, over the years.

## Curbing Africa's Unemployment Problem

**56%** mentioned that they had below five employees

**28%** had a least six to ten employees in their organisations

At the endline however, the data showed that there seems to be an increase as 44% of the fellows have six to ten employees working in their organisations. This signifies an upward growth of the capacity of these enterprises to upscale. Furthermore, this highlights the impact social enterprises have on Africa's economy. With the right guidance and support, social innovators contribute to curbing the issue of unemployment in the continent.

## Mentorship can inspire personal and professional growth

By closely analyzing these findings, the mentoring sessions has been able to continually improve the value it brings to the fellows. The fellows are motivated to engage their communities out of a desire to help and they feel one the main ways to achieve this is mentorship. They were excited about being able to learn from their mentors and learn and gain skills that further their enterprises. The mentorship also helped link the fellows to experts, essential information, and opportunities that spurred their business growth and development. The fellows with support from their mentors, mentioned that they made the most progress under the mentorship programme, especially with those with mentors who were in the same sector as them.

## Virtual Community of Practice dissolving boundaries

The VCoP created a sense of belonging among the fellows as they were willing to share their common problems and occasional wins with one another. With fellows scattered across Africa, a common platform created a boundary-less fellowship as fellows from Uganda, Tanzania among others were forming lifelong friendships with fellows from Nigeria, Burundi, Malawi etc. It also proved beneficial for dissemination of information from the team to the fellows.

## Financial Sustainability for Social Enterprises

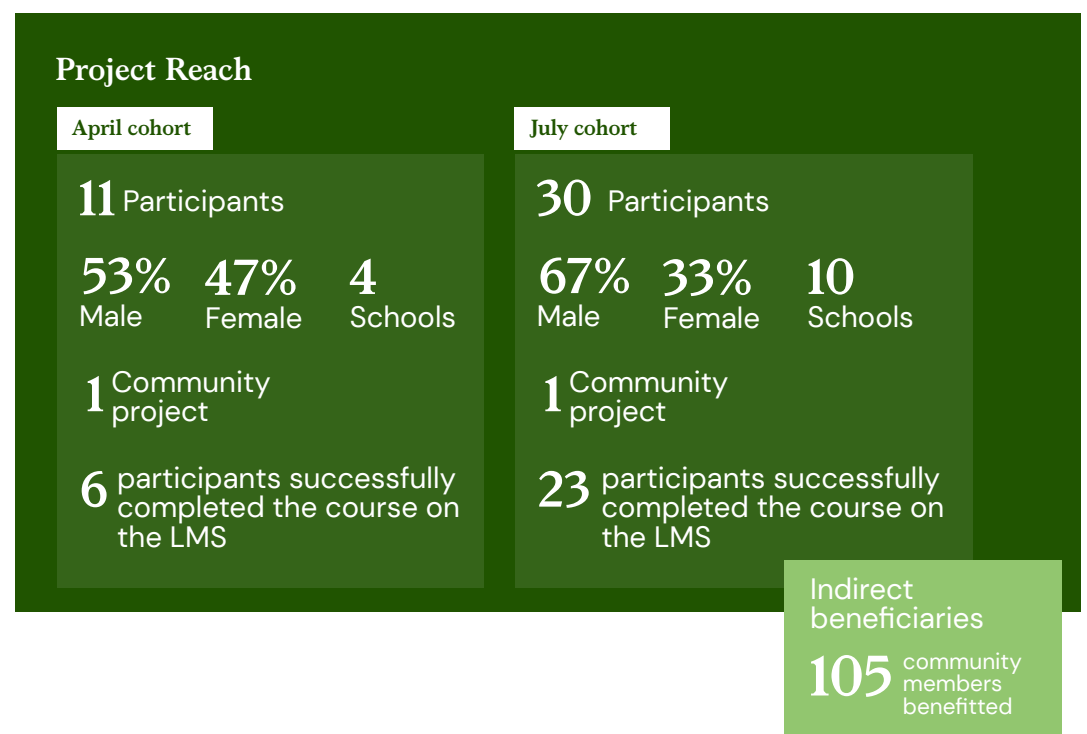
The workshop and webinars were opportunities for the fellows to learn best practices in financial management that can be applied in their contexts. 100% of the fellows shared that they had separate bank accounts for their enterprise while 50% had an audited financial report. Based on the findings in this report, the fellows have put systems in place to support their finance.

# LTW – Lead the Way



## Brief Description

The Virtual LEAD The Way is a leadership development programme, aimed at inspiring, empowering and equipping teenagers between the ages of 13–17 to understand and achieve their full leadership potential. This goal is hinged on the evidence from our work with young people which suggests that when given the opportunity to discover and understand their potentials, a mindset shift occurs; causing them to become positive change agents in the communities.



## Location

The programme took place in 12 private secondary schools in Lagos state. They include Green Springs School, CIS, Eternal Word Christian School, Loyola Jesuit College, Meadow Hall College, St Gregory College, Grange School, Chrisland High School, Gigatt International School, Stella Maris College, Barca Academy Lagos and Letourneau University Texas.



# Key Learnings

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## Usefulness of Programme

Overall, participants acknowledged how instrumental the programme was to their personal growth. This was realized as 100% of the participants who filled the surveys acknowledged that the programme was truly helpful to them as most of them shared that the courses met their expectations.

## Recognition of leadership abilities and potentials

Evidence suggests that the participants experienced mindset shift in their perception of self-leadership and transformative leadership. At the end of the programme, a significant number of the participants expressed that they now see themselves as leaders and a person must not necessarily be in a position of leadership to be a leader.

## Improvement in ethical behaviours and values

Overall, there was a general increase in knowledge as well as an evident reflection of a renewed sense of value which the participants expressed after the programme. This was also quite apparent as analysed data showcased an upsurge in the competencies at end line.

## Learning Management Systems

Using a rubric of 1-5 with 1 being poor and 5 being excellent, analyzed data showed that an average of 95% of participants across both cohorts rated the LMS between 4 and 5. However, qualitative data accessed through focus group discussions and interviews revealed some level of dissatisfaction among the participants regarding its interface and usability especially when watching the videos on the platform.

## Heightened career aspirations through mentorship

This was particularly evident as the students acknowledged how valuable the mentorship sessions and leadership workshops were to them. Collectively, there was a consensus that having a mentor enabled them to make good decisions regarding their career paths. Also, a significant percentage of participants admitted that they could work productively and efficiently if they were supported.

## Community change project as a catalyst for achieving SDG goals

This provided an excellent platform for the participants to develop problem solving skills and become positive change agents in their local communities. With the understanding that age was not a limiting barrier, the students voiced out the need to provide solutions and contribute positively to their communities in diverse ways.



# YDoS (Youth Day of Service)



## Brief Description

Initiated by LEAP Africa, Youth Day of Service (YDoS) is an annual week-long, pan-African youth-led social impact campaign that begins on August 12 every year which is also 'International Youth Day'. YDoS is designed to ignite the agency and creativity of young people across Africa towards sustainable development and promote a culture of communal support and community development. The week-long campaign fosters the spirit of volunteerism within the youth population and inspires them to be active change agents in their communities continuously. The campaign theme for this year is 'Youthful and Useful.'

### Project Reach

**4185**

individuals participated in the project.

**44%**

female participants

**56%**

male participants

**2%**

PWD participants

**66%**

of the participants were between the ages of 18-25

**34%**

were between the ages of 26 – 35 years

Indirect beneficiaries

**5,764,071**





# Location

24 African countries

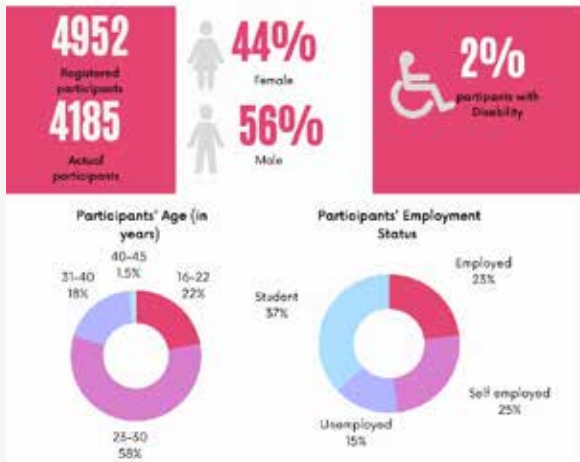
## Participants Age

16yrs – 22yrs had 22%  
23yrs – 30yrs had 58%  
31yrs – 40yrs had 18%  
40yrs – 45yrs had 1.5%  
Others had 0.5%

## Participants Employment status

Employed – 23%  
Self-employed- 25%  
Unemployed- 15%  
Student – 37%

## Youth Day of Service (YDOS) 2022 Key project insights



# Key Learnings

A total of 4185 young people across 24 African countries implemented 210 projects working in teams. This achievement emphasizes the positive agency of young people and their immense contribution to making the attainment of the SDGs a reality.

28%

projects were held virtually using digital devices

45%

implemented physically

33%

Hybrid

All 17 Sustainable development goals were covered in the YDOS 2022 implying that young people in the continent are aware of the goals and the importance of working towards achieving all goals.

33% of participants received support from mostly local groups (and organisations) and a few from international organisations during their projects. This demonstrates the ability of young Africans in mobilizing resources and striking partnerships with the government and private organisations and development organisations in the quest for attaining sustainable development in their communities.

99% of participants found their volunteering experience on the YDOS 2022 exciting and motivating. Young people in Africa indeed want to be involved in community transformation.

More than 98% of projects were implemented by a group of youth volunteers showing that young people are open to collaboration and teamwork.

# iLEAD



## Brief Description

The programme serves as a platform for teenagers between the ages of 13 -18 to acquire essential leadership, life, and employability skills to prepare them to take ownership of their success. The iLEAD fellowship curriculum encompasses leadership, life skills, employability skills, career development, entrepreneurship, and ethics.

Through the funding from Citi Foundation, the potential of young people is being harnessed and they are provided with more opportunities for personal development and community transformation. The programme has also built the capacity of selected NYSC members as change agents helping them lead ethically lives, equipping them with requisite skills for work, life after school and community development.

### Project Reach

Gender disaggregation of the participants revealed that

**72%**

of participants were female

**28%**

were male

Indirect beneficiaries

**6950**



## Location

Abuja

## Beneficiaries

<b>S/N</b>	<b>School</b>	<b>Project</b>	<b>Direct Beneficiaries</b>
1	Government Secondary School, Kuje	Renovation of the School Mini Mammy Market	1592 students, 92 teachers,
2	Government Secondary School Karshi	Provision of 14 Metal Outdoor Benches in the School	1500 students, 80 teachers
3	Government Day Secondary School, Gwagwalada	Renovation of the School library	2000 students, 80 teachers
4	Government Day Secondary School, Karu	Renovation of School Library and Provision of Books	1400 students, 146 teachers
5	Army Day Secondary School, Asokoro	Provision of 20 Wooden Desks in the School	60 students
<b>Total Beneficiaries</b>			<b>6950</b>

# Key Learnings

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01 Leadership and life skills training mold students into agents of community transformation and positive change. This was measured using changes in student non-academic outcomes (competencies) and engagement within the school community. There was an 8.5% change in student competencies from the baseline and endline survey. This is an indication that the training was useful in effecting positive behavioural change among the students.

03 Leadership and life skills curriculum creates a platform for bonding between teachers, fellows and students thus offering students the much needed guardianship in their formative years. Through the curriculum delivery, the fellows and teachers were able to model positive behaviours to students while also acting as their mentors.

05 The internship and mentorship were useful for the fellows as they are better prepared for the world of work.

02 There was a 66% overall improvement in the leadership skills of fellows and students. This was indicated from data from FGDs as they narrated their leadership journeys through the programme.

04 Student Competences such as visioning and goal setting as well as choosing a career path rated high at endline. An indication that the curriculum was useful in helping the students' set goals for their lives and choose useful career pathways in the future.

06 Involving youth in community development projects helps young people redirect their agency away from negative behaviors towards positive development as well as prepare them for enterprising ventures outside school.

07 Leadership and life skills development training is fundamental for building confidence, as well as satisfaction in oneself and this has implications for students' academic performance.

# SCALE CTIP



## Brief Description

In 2021, LEAP Africa was commissioned to co-implement the Strengthening Civic Advocacy and Local Engagement-Countering Trafficking in Persons (SCALE CTIP) project. The SCALE CTIP- a multi-year project funded by the United States Agency for International Development and implemented by Palladium. The project aimed to tackle the problem of trafficking which negatively affects a huge part of the Nigerian population - majorly the young population of the country. The overall goal of the project was "to strengthen the capacity of CSOs countering trafficking in persons (CTIP) through positive youth development to enhance public accountability, transparency, and sustainable service delivery in Nigeria"



### Project Reach

**29**

CSOs completed the training

**48%**

participants were female

**52%**

participants were male

Indirect beneficiaries

**17,113**

# Location

Akwa Ibom, Bauchi, Federal Capital Territory, Lagos, Edo, Borno and Adamawa



# Key Learnings

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01

Participants adopted the PYD framework in their project activities.

02

Secondary constituents who benefited from sensitization activities organized by participants, also sensitized other individuals on human trafficking.

3 state

clusters formed by participants have provided avenue for collaborative.

55%

participants implemented CTIP intervention activities in their communities; creating awareness on human trafficking.

90%

participants agreed that the Expert Coaching sessions enhanced their knowledge on trafficking and positive youth development.

2 joint CTIP projects were carried out by participants during the programme.

2 radio CTIP sensitizations were held during the programme reaching an estimated number of 5000 listeners.



# IHS Empower Project



## Brief Description

LEAP Africa implemented the 7-months project titled Project Empower. The project was designed to inspire, equip, and empower 100 constituents/persons from below-the-pyramid communities in Sokoto State with technical and vocational skills that are in high demand and economically relevant in Sokoto State.

### Project Reach

99

individuals participated in the project

67%

participants were female

33%

participants were male



## Location

3 Local Government Areas in Sokoto State: Sokoto North, Sokoto South and Dange Shuni Local Government Areas.



# Key Learnings

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**49%** participants started their businesses during the programme showing that the training and equipment provided helped them launch their enterprises.

**99%** participants have received training on loan acquisition and are favourably positioned to attract loans.

Participants have been certified and equipped to inspire other young people in their communities. Following the training phase of the programme, some participants have provided soft skills training to other young people in their circles thereby extending the reach of the programme.

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Participants have recorded a significant improvement in their entrepreneurial skills during the training following a rating score of 70%.

Participants revealed during Focus Group Discussions that their businesses have expanded following the training received from the programme.

One participant secured a decent job owing to the skills acquired from the programme.



## Brief Description

Nigeria Youth Futures Fund is collaboratively funded by MacArthur and Ford Foundation. NYFF project has the objectives to equip, empower and engage the Youth. The project rests on three pillars: The national visioning process, Youth leadership development, and online and media engagement.

### Project Reach

**104**  
students  
registered for  
the debates

At the start of the programme, 25 tertiary institutions were recorded from the responses at baseline, with more participants shown to be from Nnamdi Azikiwe University. This was closely followed by Ahmadu Bello University, Modibbo Adama University, University of Maiduguri and Babcock University in second, third, fourth and fifth position respectively.

**130**  
grantees  
funded across  
the 6 Nigeria  
geopolitical  
zones

The tertiary institutions were further categorized into federal universities (16), state universities (6), private universities (2) and training institutes (1).

Indirect  
beneficiaries

**6,800**

**60%** male    **40%** female

## Location

The programme was well represented across the six (6) geopolitical zones in Nigeria. However, the South-West region (32%) was shown to have more tertiary institutions participate on the programme. This was followed by the South-South region (16%), North central (16%), Southeast (12%), North West (12%) and North East region (12%).

### National Visioning Process

**38**

National Working group members

**108**

Imaginative Futures Working Group Members plus 12 PWDS

**36**

states plus FCT of Nigeria covered

**4** Thematic experts

**6** Regions covered

### National Visioning Process

**130**

Sub-grantees Selected

**60**

Individual Sub-grantee

**64**

Youth-led and Community based organisation Sub-grantee

**6**

Catalysing Sub-grantee which covers the six geopolitical zones

**45%**

Female Individual grantee

**55%**

Male Individual grantee

**6%** of the entire grantees are the PWDS



# Key Learnings

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01 The participants shared how the project provided a platform for young people to speak on critical issues centred on challenges young people face in the economy. This was evident from the observation of the passion by which they lent their voices to speak on fundamental national issues in the country.

02 It was also revealed and agrees with the narrative that young people are indeed solution providers. They offer a unique perspective to certain matters thus the current advocacy for the inclusion of young people in demystifying and designing plans to improve the state of the country.

03 The need for adopting this participatory approach and including young people in utilizing their agency through their voices has never been more imminent in these times. This was evident as the debaters vibrantly proffered inimitable and strategic plans to solve a myriad of existing issues plaguing the country.

04 It was discovered that the capacity building component also played a huge role in reigniting and strengthening the skills and intellectual capacity of the participants relevant to governance.

05 A significant number of the debaters also agreed that the debate not only required them to speak, but also forced them to hone different skills they learnt on the programme such as the ability to research deeply to amass critical information to speak from a depth of knowledge.

06 The debaters demonstrated enthusiasm regarding utilizing the leadership knowledge and skills they had gotten from the programme to mobilize others to action as their next steps after the programme.

# Mastercard Foundation Transformative Leadership Programme



## Brief Description

The entire project spotlights the need for leadership training for teachers to improve professional and personal competence a way that translates to positive influence on their students. In understanding the learning questions for this project, three (3) action research were conducted using the same cohorts of teachers as participants. Although not all teachers participated in the research, the findings may be useful for making general statements on teacher motivation, the use of Virtual Communities of Practice (VCoP) as well as the need for scaling teacher training to improve secondary education in Africa.

### Project Reach

**860**  
Teachers

**16,329**  
Scholars

**105**  
Change projects

Indirect  
beneficiaries

**27,163**



## Location

Kenya, Malawi, Ethiopia, Uganda, Ghana (5 Schools per country)





# Key Learnings

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## **Leadership and pedagogical training can enhance teachers' competencies**

This was evident in the data collected as participating teachers echoed the usefulness of the training. It is interesting to note that some teachers were attending a capacity building workshop for the first time since their recruitment into the profession. This means that more attention should be given to retooling, equipping, and supporting teachers to build professional and practical competence to do their jobs. Interestingly, teachers echoed that professional training and development serves as a source of motivation.

## **Digital skills and tools are useful in enhancing teachers' competences in the 21st century labor market**

Outcomes from analysis revealed that there is a huge digital divide among participating teachers. This was exacerbated by the global pandemic which forced many schools to adopt online learning. It is important to add that the program provided for the use of no-tech, low tech, and high tech prior to the breakout of the pandemic. Evidence shows that most of the teachers lacked basic digital skills needed to leverage the digital resources provided. Access to smart devices and broadband internet was inadequate in some cases. It may be useful to include basic digital skills in subsequent trainings for teachers to help them leverage available resources optimally.

## **Local partnership and collaboration are useful for successful implementation of interventions**

The partnership with secondary partners in all the countries made implementation easier as the relationship was leveraged to organize, reach, and work with teacher mentors. These partnerships also proved useful during the pandemic as LEAP Africa was able to maintain constant contact with teachers and scholars through the help of secondary partners. Although nuances exist to the level of support provided, however, the usefulness of collaboration and local partnership for implementation cannot be over-emphasized.

## **Supportive teachers are influential in the lives of students**

This was evident in the interaction with scholars as they echoed how helpful the support from teachers has been in having raised aspirations and better perception of self. In navigating the precarious terrains of adolescent life, a support system and safe space is required.

## **Intrinsic motivation as the highest motivating factor for teachers**

The evidence suggests that teachers are motivated by intrinsic satisfaction as they reflect on their profession and roles. However, there was evidence of dissatisfaction with remuneration and rewards which are extrinsic in nature. It is interesting to add that the awards and dinner component of the program had intrinsic value for teachers as they affirmed that they felt seen and heard for the first time.

# Key Learnings

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## Language and communication gaps

In Ethiopia, there was an assumption that the general language is Amharic, hence all material and toolkits were translated to the language. However, in the south of Addis, scholars confirmed that they were unable to interact with the materials as they did not understand the language. They opted for a more generally spoken language in the south of Ethiopia – Oromo.

## Awards recognition are useful motivation for teachers

The award ceremony recorded over 100% attendance in all the countries as they reiterated that they were hardly recognized for their efforts and contribution in building young people. They expressed genuine satisfaction of the events which put them at center stage and the focus of celebration.

## Gender Inclusion and equality

There is evidence that female participants and secondary constituents benefited and were prioritized. A ratio of 2:1 female to male teacher participation was recorded on the TLP. Interestingly, the giveback projects championed by TMs also had more than 60% female community members who benefited. This is an indicator that the program offered an inclusive platform to teachers to harness their agencies without social and gender barriers.

# List of Publications by the MERL Unit in 2022

## Articles

**The rising trend in trafficking among children and youths: Causes and solutions**

<https://leapafrika.org/the-rising-trend-in-trafficking-among-children-and-youths-causes-and-solutions/>

**Nigeria's Gender Employment Gap: Securing the Future of Young Women**

<https://leapafrika.org/nigerias-gender-employment-gap-securing-the-future-of-young-women-by-agabo-terhemem/>

**How the ICT revolution is powering Positive Youth Transitions Across Africa**

<https://leapafrika.org/how-the-ict-revolution-is-powering-positive-youth-transitions-across-africa/>

**The Effect of Adolescent Pregnancy on Transition Outcomes For Girls**

<https://leapafrika.org/the-effect-of-adolescent-pregnancy-on-transition-outcomes-for-girls-by-uzoma-pamela/>

**Period Poverty Among Secondary School Girls**

<https://leapafrika.org/period-poverty-among-secondary-school-girls-by-pamela-uzoma/>

**Understanding The Intersection Between Conflict And Youth Employability**

<https://leapafrika.org/understanding-the-intersection-between-conflict-and-youth-employability-by-evi-etemire/>

**Unlocking Holistic Development Among Secondary School Students**

<https://leapafrika.org/unlocking-holistic-development-among-secondary-school-students-examining-outcomes-from-the-ilead-program/>

**Youth Employability: Rise in Underemployment, A Consequence of Lack of Investment in the Informal Sector**

<https://leapafrika.org/youth-unemployment/>

**BreakTheBias: 5 Effective Ways Useful for Promoting Gender-Sensitive Interventions**

<https://leapafrika.org/break-the-bias/>

**A Beginner's Guide to Active Citizenship By Chidera Okoma**

<https://leapafrika.org/a-beginners-guide-to-active-citizenship-by-chidera-okoma/>



# LEAP AFRICA

REACH REPORT

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