PART FIVE: TOWARDS THE ANZISHA ECOSYSTEM

Workshop Report

July 2019
The Anzisha Prize’s *Scenarios for Young African Entrepreneurs* explores what the future might hold for very young entrepreneurs (VYEs) in Africa, how entrepreneurship can offer exciting alternatives to drive employment and economic growth in Africa, and what the required inputs from each of the major stakeholders should be to facilitate employment growth. Since its inception, the project has explored what it calls the ‘Anzisha Scenario’, which proposes accelerating youth employment in Africa through economic growth, higher levels of education, and investment in entrepreneurs of all ages, but with a focus on VYEs.

Anzisha held its third workshop on 16 April 2019 – the day after the Very Young Entrepreneur Education and Acceleration Summit. The Summit was a full-day conference that explored and celebrated excellence and new approaches in entrepreneurship education as well as support for VYEs. As many workshop participants also attended the Summit, discussion points in the former were likely shaped by the latter. This report summarizes discussions and lessons emerging from the workshop. A list of the workshop participants is appended to this report (Appendix One). The aim of the workshop was to build on the preceding work that Anzisha had undertaken in exploring the Anzisha Scenario. The objectives were that, by the end of the workshop, participants would be able to:

- Explain the purpose of the Anzisha Scenario campaign;
- Identify opportunities, drivers, and challenges in pursuing the Anzisha Scenario;
- Articulate steps they can/will take towards fulfilling the Anzisha vision.

**WHAT FUTURE DO WE IMAGINE?**

Participants were first asked how they saw Africa’s future. Below is a sample of their responses, followed by a description:

*Figure 1 Timeline for Africa’s future*

<table>
<thead>
<tr>
<th>Present day</th>
<th>2025</th>
<th>2030</th>
<th>2035 and beyond</th>
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<tbody>
<tr>
<td><em>Genuine support for divergent creativity</em></td>
<td><em>Visa-free travel for Africans on the continent</em></td>
<td><em>Youth are able to find dignified and fulfilling work</em></td>
<td><em>World’s most prosperous continent</em></td>
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<td><em>African solutions by Africans for Africans without external interference</em></td>
<td><em>Network of informal traders that share their experiences whilst maintaining their identity in the African context</em></td>
<td><em>Self-sufficient energy, food, water, homes</em></td>
<td><em>One Africa, one currency</em></td>
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<td><em>Sustainable support for the private sector</em></td>
<td><em>Education that is tailor-made for each child</em></td>
<td><em>Entrepreneurship as a main career</em></td>
<td><em>Haven for justice and equal opportunities</em></td>
</tr>
<tr>
<td><em>Leaders reflect the average age of the population</em></td>
<td><em>Fewer young people leaving the continent in search of opportunities</em></td>
<td><em>World-class education with emphasis on essential skills in critical thinking, problem solving and leadership</em></td>
<td><em>Women are empowered in all sectors within the economy</em></td>
</tr>
<tr>
<td><em>Trade of ‘homegrown’ excellent quality goods at accessible prices</em></td>
<td><em>Vibrant entrepreneurial ecosystem with relevant policies and support</em></td>
<td></td>
<td><em>More online education (e-learning)</em></td>
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Within the near future, there will be an increase in trade of local and excellent quality goods at accessible prices, as well as greater African autonomy and support for divergent creativity. Leaders will better reflect the average age of the population.
By 2025, it will be easier to travel around Africa and there will be better infrastructure on the continent for trade, along with easier trade and labour exchange between African countries. There will also be strong and transparent institutions, an absence of poverty and crime, and cheap air travel on the continent. With regard to education, there will be educated leaders who have empathy, an increase in personalized education and more online education (e-learning).

By 2030, there will be self-sufficient energy sources and youth will be able to find dignified and fulfilling work on a corruption-free continent. Entrepreneurship will be a prominent career on the continent and there will be more enterprises owned by young people. Africa will enjoy world-class education with an emphasis on essential skills in critical themes, including problem solving and leadership. We will be able to use technology to promote transparency of data and embrace a data-driven age.

From 2035 and beyond, participants painted a highly positive picture of the continent. From a social point of view, there will be fewer young people leaving the continent in search of opportunities. Women will experience greater empowerment in all areas of society, and Africa will be a haven for justice and equal opportunity. Technology will penetrate all demographies and there will be stable infrastructure and greater mobility between African countries with visa-free travel.

The vision that participants laid out aligns well with the Anzisha Scenario. As noted in Part Three, the Anzisha Scenario sees VYEs as being a core enabler of socio-economic progress. Implementing support structures that nurture VYEs such as entrepreneurial education, social support, and legal, regulatory, and governance mechanisms that allow VYEs to start businesses in a more conducive environment, is a significant step towards achieving the vision for Africa outlined above.

**THE ANZISHA ECOSYSTEM**

Having explored these visions of Africa’s future, workshop participants were divided into groups and asked to draw out a blueprint of an entrepreneurial ecosystem that could enable successful attainment of the Anzisha Scenario vision. While developing this blueprint, the participants were asked to consider the following:

- What do VYEs need to be successful in their ventures?
- What empowers them?
- What does the system that they navigate look like?
- What does ‘support’ mean?
- What elements of their environment (e.g. economic, social, technological, political) would naturally enable their entrepreneurial paths?

Participants developed three ecosystem blueprints, which are presented below.

**MODEL ONE: THE CYCLE**

The first model envisions the Anzisha ecosystem as a cyclical process where VYEs receive support from various actors at different stages of development. There are two diagrams. The first diagram (below) shows seven actors who play a role in influencing VYEs. The education system provides curriculum support that equips them with the necessary skills to take their businesses forward. The government provides policy and infrastructure development. Family gives VYEs emotional and sometimes financial support, as does the community. Investors provide patient (long-term) and impact capital, as well as giving VYEs greater accessibility to the market. Mentors create a sense of accountability and information for VYEs, while the private sector, through advocacy and patrons, encourages VYEs to grow their businesses.
The second diagram (below) illustrates the cycle that a VYE would experience when coming into contact with the aforementioned actors. When they are starting out, VYEs receive crucial validation from their families, which influences their confidence in pursuing their ideas. With support from their communities and cultural stimuli, VYEs will be able to further increase their confidence and develop discipline. Education will also play an important role in guiding VYEs, as would mentors, who would provide early-stage guidance to VYEs in order to increase their chances of success. Investors allow VYEs to access capital, therefore increasing their capacity and allowing them to connect with the private sector and to reach their customers.
Figure 3 VYE's experiential cycle

[KEY]

F  Family
C  Community
E  Education
M  Mentors
I  Investors
PS Private Sector
MODEL TWO: THE TRANSPORT MODEL

The second Anzisha model likens entrepreneurial development to three modes of transport. In the first mode, entrepreneurs begin their journey and start learning how to navigate within a system of multiple actors. They face headwinds, which include a lack of trust and government strategies and policies that do not support them, but are assisted by family, education, religion, and cultural stimulants. As they become more experienced, they advance. Here, the participants used a model of an airplane to demonstrate that the entrepreneurs would gain altitude and grow their businesses. Their products and services start gaining momentum. Government policies and strategies improve and education systems start redefining themselves to fit the needs of VYEs. By the time they reach the third mode of transport, the rocket, VYEs are ready to scale their businesses and are in a position to support government policies. They also start to develop skills associated with more advanced businesses such as growth management.

<table>
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<th>Transport method</th>
<th>Description</th>
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| Ship             | - VYE begin navigating the ecosystem  
                  - As they start navigating, they learn from their environment  
                  - Government strategies and policies provide challenges  
                  - Religion, family, education, cultural elements assist them |
| Airplane         | - VYE begin gaining altitude and momentum  
                  - Their businesses grow  
                  - Education systems redefined to suit VYE’s needs  
                  - Religion and family support enables them  
                  - Government policies and strategies improve and become more supportive of VYE

Figure 4 Participants’ sketch of Model One
Rocket

- VYE are prepared to scale
- Meet market demands → market growth
- VYE actively support government policy and strategy development
- Growth management
- VYE can provide financial support to others

**Figure 5 Participants’ sketches of Model Two**

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**MODEL THREE: THE NATURAL ECOSYSTEM**

In the final model, the group likened the entrepreneurial ecosystem to a natural ecosystem. Participants used natural elements to explain the kinds of support structures that would be necessary to nurture VYES.

The group explained these elements as follows:
1. Roots: Parents, educators, educational institutions, communities, value systems, and friends who provide support
2. Rain: Access to money for VYE and support organizations
3. Trunk: Training academies, early stage mentors, funders, incubators
4. Leaves: Community
5. Fruit: VYE
6. Sun: Possibility, inspiration, potential needs, ideas
7. Compost: Traditional jobs using VYE to grow their business
8. Farmer: Monitoring and measuring the system
9. Bees: Catalyst, technology
10. Worms: Bad influences, risks, discouraging political system

Figure 6 Participants’ sketch of Model Three

Having considered how these ecosystems would function, participants highlighted potential threats to a balanced ecosystem. These included the following:

- Contextually inaccurate behaviour metrics;
- Outdated regulations;
- Stubborn parents;
- Inability to execute;
- Lack of education on entrepreneurship training;
- Gap between learning and real life experience;
- Misunderstanding of the role of entrepreneurs;
- Culture not supportive of action; and
- Unrealistic funding expectations.

**KEY TAKEAWAYS AND CONCLUSION**

From the second workshop¹, Anzisha developed a framework that examined how to realise the Anzisha Scenario. The framework included six focal points: 1) Finance and Market; 2) Education; 3) Infrastructure; 4) Social Considerations; 5) Approaches to Knowledge; and 6) Legal, Regulatory, and Governance Mechanisms. One of the key insights that arose from this workshop was that the Anzisha Ecosystem can only be developed by ensuring that all of the aforementioned actors within

¹ 15 March 2019, See [https://www.anzishaprize.org/scenarios/](https://www.anzishaprize.org/scenarios/)
the framework complement one another. Finding harmony between potentially dissonant actors will contribute to ensuring that the Anzisha Ecosystem is sustainable and produces desirable results.

From a policy and education point of view, a credential system for entrepreneurship education could be a useful way of standardizing entrepreneurship education and mainstreaming it into the curriculum. This would also allow for creating a reward system that incentivizes those who do well in entrepreneurship education, as well as providing useful metrics to measure the success of interventions.

Moreover, there should be no disparity between fostering entrepreneurship as a trade in comparison to nurturing entrepreneurial mindsets. Both elements are significant and are not mutually exclusive. Just as it is necessary to promote entrepreneurship as a career path through schooling, policy mechanisms, and funding structures, so too is it imperative to develop entrepreneurial thinking in youth by creating a culture that values ideas, empowering people to find solutions to problems, and celebrating cognitive diversity. The education system is a core enabler; schools need to develop a culture of entrepreneurship that permeates all aspects of learning.

The tendency for people from different industries to work in silos is one of the main inhibitors of tangible progress. Keeping a common goal in mind and cross-pollinating ideas and resources will enable achievement of a more holistic vision of the Anzisha Ecosystem. As well as collaboration, this also requires a commitment to telling success stories to feed into the ecosystem and bringing in those who might sit outside of the ecosystem.

Although the focus here is on VYEs, people should be able to enter and contribute to the Anzisha Ecosystem at any age. Building an entrepreneurial ecosystem does not occur within a finite timeframe; it takes continuous work. The ecosystem can leverage the experience of those who have been part of it for an extended period, building a network that will allow it to flourish.

This workshop provided valuable insights into the key actors and forces that need consideration when developing an ecosystem that supports attainment of the Anzisha Scenario. Ultimately, the ecosystem will rely on inputs from all concerned, as well as innovative approaches to developing entrepreneurship and entrepreneurial thinking.

Figure 7 Participants working in groups to outline their visions of an entrepreneurial ecosystem
APPENDIX ONE
LIST OF CONTRIBUTORS

The Anzisha Prize Team would like to thank the following people who have generously given their time and knowledge, which has made an invaluable contribution to this project.

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