BUILD-in-a-Box: A Replicable Model for Youth-led Learning
African Leadership Academy

BUILD-in-a-Box is a programme of African Leadership Academy (ALA). ALA is an organisation that seeks to enable lasting peace and prosperity in Africa by developing and connecting the continent’s future leaders. Africa’s greatest need is ethical and entrepreneurial leadership. Too often, we only invest in addressing the symptoms of poor leadership in Africa: we give blankets, food, and medicine to those impacted by war, poverty, and famine. But these efforts will never stop unless we develop leaders who prevent wars, entrepreneurs who create jobs, and innovators that develop lasting solutions to the root causes of Africa’s problems. We aim to develop the future Nelson Mandela, the next Wangari Maathai, and the African Bill Gates!

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Introduction

African Leadership Academy (ALA) aims to create a pipeline of leaders for Africa through entrepreneurial leadership. ALA students undergo a two-year educational program that trains them to create workable models to capture opportunities and develop solutions to problems in their communities. The Academy seeks to support ALA students who would like to share these learnings with youth in their home countries through entrepreneurial leadership camps across Africa. BUILD-in-a-Box (BIAB) is a portable toolkit that provides content and teaching materials that allow a team of youth facilitators to run a professional two-day entrepreneurial leadership camp aimed at 15-22 year olds.

The programme, developed and delivered by ALA in partnership with The MasterCard Foundation and Blackstone Charitable Foundation was borne out of the recognition of one of the greatest challenges facing Africa today: the urgent need to address youth unemployment across the continent. The camps aim to empower students to embrace an innovative approach to problems and opportunities so that they can take initiative and make decisions that create positive changes in their communities and their personal lives. The curriculum is based on BUILD, a unique framework for teaching youth entrepreneurship as a way of fighting unemployment and engaging youth to lead solutions to local problems.

This document outlines our approach to peer-led learning camps for entrepreneurial leadership aimed at youth across the continent. We detail the BIAB unique model for creating change and the camp structure for delivering that model to youth. We hope that the model we detail, as well as our experiences and outcomes from running these camps across 23 African countries in 2015, will provide lessons for youth development organisations and educational institutions who are seeking to train youth in a peer-to-peer model.

This report provides an overview of the mission and objectives of BUILD-in-a-Box, the structure and delivery model of the camps, and our specific outcomes and lessons from the 2015 July/August camp season in which we ran 27 camps across 23 different African countries. We specifically highlight the curriculum adopted, programme activities, programme partners, and programme participants and facilitators.

Ultimately, our goal is to share our data and research on the power of youth-led programmes that have high impact. We would like to share the success of ALA students and how they are key players in developing the next generation of African Leaders, outside of ALA, through peer learning.

BUILD-in-a-Box Programme Mission

African Leadership Academy (ALA) seeks to transform Africa by developing a powerful network of over 6,000 leaders who will work together to address Africa’s greatest challenges, achieve extraordinary social impact and accelerate the continent’s growth trajectory. ALA identifies young leaders between the ages of 16-19 from across the continent with demonstrated leadership potential, a passion for Africa, an entrepreneurial spirit, and a track record of community service. These young leaders are then brought together for a two-year pre-university programme centred on a unique Entrepreneurial leadership and African Studies curriculum at our world-class boarding institution in Johannesburg, South Africa.

As part of their leadership journey, ALA students and alumni often take the initiative to run Entrepreneurial leadership camps in their home countries, embedding them in the practice of leadership through applied learning, and enabling access to networks of opportunities and resources that will further their growth, learning, and impact.

1 The BUILD process is fully explained on page 7.
A programme we call BUILD-in-a-Box has been designed as an avenue to facilitate this entrepreneurial leadership journey. It allows our students to execute peer-led entrepreneurial leadership training camps throughout Africa. This programme creates powerful developmental experiences for our top young African students, builds critical entrepreneurial mind-sets and hands-on opportunities for young people to design and lead social or business ventures within their communities.

**Why BUILD-in-a-Box?**

Young Africans in poverty are not transitioning into the workforce fast enough, and the youth population is growing. Formal employment systems do not have the capacity to absorb a growing pool of job seekers. Though entrepreneurship presents a viable option for youth livelihoods, they lack access to tools and models for defining workable business models and solutions to the problems that they see in their communities. They therefore do not see their own latent power as change agents.

As of 2014, around 65% of the total population of Africa were below the age of 35 years, and over 35% between the ages of 15 and 35 years. The International Labour Organisation (ILO) estimates that between 2000 and 2008, only 16 million jobs were created for young people between 15 and 24, demonstrating the limited opportunities available. According to the Global Entrepreneurship Monitor, young Africans are three times more likely than adults to be unemployed, as shown in Figure 1: Youth Unemployment in Africa.

As an avenue to address the employment issue faced by the continent’s youth, BUILD-in-a-Box is developed for groups of un- or under-employed African youth, designed to build and strengthen Africa’s youth-level entrepreneurial ecosystem by igniting an entrepreneurial mind-set among youth and facilitating concrete opportunities for first-hand experience designing and leading a social or business venture. Participants are exposed to the BUILD model – a human-centred design thinking approach to problem solving – encouraging them to find solutions to the everyday challenges that they face. They are encouraged to practice entrepreneurship in ways relevant to local contexts and opportunities.

**Figure 1: Youth unemployment in Africa**

- **550 million**: African working age population (15 – 64 years of age)
- **200 million**: Working age youth population (15 – 24 years of age)
- **93 million**: Un- or under-employed youth (15 – 24 years of age)

Sources: International Labour Organisation; Africa Economic Outlook; PopulationPyramid.net
Why We Focus on Youth Entrepreneurial Leadership

The Build-in-a-Box camps serve a unique need in the educational value chain in Africa. Existing extra-mural programmes for school-going children focus largely on areas like improving grades in school subjects, sporting activities, or community outreach. However, very few focus on youth development, entrepreneurship or creating new community projects, and none of the few currently on offer do it with a pan-African ‘flavour’. ALA therefore provides a unique service offering with Build-in-a-Box camps, offering the youth an opportunity to learn the concepts of entrepreneurship, leadership and social development, which they would ordinarily not be exposed to through the school system or any other extra-curricular organisation.

Entrepreneurship has also been proven to be a viable employment avenue for young people who have been precluded from entering the formal workplace either through inadequate skills or a lack of experience. It presents an opportunity for wide scale upliftment at a pace faster than the evolution in the formal sector will allow. However, it is incredibly challenging to start and grow a business, much less when you are under the age of 22. The entrepreneurial support ecosystem in Africa is nascent and of greater concern in that there is very little focus on youth, i.e. those who are greatest in number and on whom the future rests. BUILD-in-a-Box focuses on this age group in which Africa is strongest in numbers.

Rationale for a Peer-led Model for Youth Learning

The Academy’s Centre for Entrepreneurial leadership has developed and tested BUILD, a unique curriculum framework for teaching youth entrepreneurship as a way of fighting unemployment and engaging youth to lead solutions to local problems. Students are immersed in entrepreneurial ways of thinking through several learning programs that ALA offers to its students within the two year entrepreneurial leadership curriculum. An example of one if these programs is the Original Idea for Development process which is an in-depth entrepreneurial leadership learning module to help students think through their own passions and skills, and aligns them to a community need they have identified in order to design an original big idea for Africa.

Students emerge from this process with actual ventures that they commit to developing. For example, Mariem Bchir, an ALA student from Tunisia who worked on her Original idea for Development during her school term went on to pilot her project Show Me How You Teach, a teacher training program aiming to instil passion, emotional intelligence and teaching skills into high school and middle school educators in Tunisia, during the long break between her first and second years at ALA. Experiences like these prepare our students to facilitate high impact sessions with youth in their home countries due to the impacting activities they have already done in their communities that make them suitable to both join our programme and facilitate the peer camps.

This youth-led approach is important to us because we believe youth have the ability to teach and inspire other youth as a powerful tool for igniting peers. In our experience, youth have responded well to learning from the experiences of their peers. They are better able to see their own potential when they hear what another who is their own age and has a similar background can achieve. Peer driven entrepreneurial leadership training has the ability to engage participants on a relatable level. Previous BIAB camps have shown that youth engage well with the content when it is delivered by facilitators who they can relate to. Facilitators are also able to translate content in ways that they know to be interesting to their peers.

Peer to peer training has positive outcomes for both facilitators and participants!

Facilitators:
- Develop, refine and practice their entrepreneurial leadership skills
Experience making a change in their communities and are empowered as community leaders

Participants:

- Are encouraged to feel safe and learn new content
- Receive positive peer influence that encourages them to explore what they are capable of.

We therefore utilise this peer-learning model as a powerful vehicle for galvanising youth into becoming change agents in their communities.

BUILD-in-a-Box Programme Delivery Model

BUILD-in-a-Box Programme Structure

Some basic components are essential for peer-led education. ALA’s model for carrying out BUILD-in-a-Box can be distilled into the following four essential components:

1. **A simple and compelling curriculum:** Our curriculum is simple enough for youth to deliver the contents to other youth compellingly. It is constantly tested and updated for relevance and is heavily refined through feedback from participants and facilitators. We believe it is necessary to innovate and improve lesson plans and materials through our student’s experiences. For youth to be effective in a peer-learning environment, it is essential that the content is packaged clearly for them to learn and delivery easily.

2. **Capable facilitators:** We utilize our young African students with a high potential and passion for entrepreneurial leadership as facilitators. They are recruited through a process in which they motivate for why they should participate in order to ensure buy-in and willingness. Each facilitator runs a BUILD-in-a-Box camp in their home countries or region in order for them to bring some local knowledge to the delivery of the camp.

3. **Training for facilitators:** Once selected, the facilitators are trained in how to deliver the content. They understand the content from their studies, and so the training focuses on enabling them to teach and share the content with other youth. They are trained in teams of three or four in the areas most crucial to executing a high quality camp based on their experience of the entrepreneurial leadership curriculum. They are also trained in the practical components of managing the camp including budgeting, partner relationship management, time management and logistical planning.

4. **Local partner organisations:** Given the multi-national nature of our camps, we work with local partners to convene youth participants for the camps. Partner organisations are typically youth development organisations that are mission-aligned and deeply invested in the development of youth in their communities. We work with them as a host as they provide 30 participants to our facilitators within each country and provide logistical support. This process fosters a mutual relationship that provides access to networks of opportunities and resources that will enable further growth, learning, and impact.

This process allows us to deliver efficient, high impact camps that are beneficial to both our facilitators and participants.
The BUILD Model and BUILD-in-a-Box Curriculum Explained

Within the structure explained above the curriculum in incorporated into the programme.

BUILD-in-a-Box is a highly practical opportunity for ALA students to implement some of their learnings from the ALA Entrepreneurial leadership curriculum, by facilitating and teaching a group of participants what they have learned during their time at the Academy. For the camp participants, it is a ‘taste’ of ALA curriculum, an introduction to the BUILD model, and an opportunity to develop solutions to address needs within their communities. The BUILD model is a process that always evolves as a tool of encouraging young change agents to identify problems in their surroundings and develop pragmatic and context related solutions for themselves.

The curriculum is built in the context of the Pillars of Entrepreneurial leadership that ALA has adopted, shown in Figure 2. These are:

**Figure 2: ALA’s entrepreneurial leadership pillars**

- **Communication** – communicate for impact: Participants are encouraged to communicate throughout the camp, by making their ideas understood and ultimately presenting these back at the Ideas Festival which follows the camp.
- **Self** – realise the power (potential) within: self-awareness, proactivity and resilience are some of the key lessons of the camp, as well as improved self-confidence in many of the participants.
- **Others** – engage with others: cultivating relationships, understanding and relating to others, finding common ground and working within a team structure are all built into the camp programme.
- **Practice** – practising the habits of practice: by going through the iterative process of refining ideas at the camp before presenting them.
- **Africa**: The participants are exposed to pan-African facilitators who run the camp, and the ideal of creating a lasting impact within their own communities is also upheld.

As shown in Figure 3, the BUILD model comprises the following:

**Figure 3: The BUILD Process**

<table>
<thead>
<tr>
<th>BELIEVE</th>
<th>UNDERSTAND</th>
<th>INVENT</th>
<th>LISTEN</th>
<th>DELIVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dream big and take calculated risks with curiosity and determination while seeking to initiate positive change</td>
<td>Seek to understand the affected individuals and the systems in which they operate.</td>
<td>Engage in creative process of identifying and anticipating needs and rapidly inventing and testing possible solutions</td>
<td>Actively listen to feedback from potential stakeholders to improve my initial efforts</td>
<td>Evaluate solutions for long term viability and deliver these solutions with careful planning, testing and mobilization of resources</td>
</tr>
</tbody>
</table>

The curriculum enables participants to **believe** that they have the power to change the world around them, and they learn to embrace a mind-set of continual improvement. They then learn to build empathy and **understand** the community they intend to serve with an entrepreneurial venture. Our young entrepreneurs then **invent** a wide range of possible solutions, prototyping and testing their ideas by **listening** to feedback from their peers. After a process of iteration and improvement, they **deliver** impactful new ventures and solutions by mobilising resources and leveraging networks.
Using BUILD, peer-based, cooperative learning and experiential learning, participants of the programme work in teams to conceptualise a project that would have a positive impact in their respective communities.

**BUILD-in-a-Box Camp Schedule**

The camp programme is structured around the BUILD process explained in the previous section. It is delivered over two days with the first day focused on understanding the context, defining the problem and prioritising a solution for the problems identified. The second day then focuses on refining the solution and receiving peer feedback on it in order to strengthen it. Participants also package the solution in a Business Model Canvass in order to think practically on how to make the solution they have prioritised into reality. The content is delivered through a mix of formats including lessons, experiential activities, working sessions and plenary sessions. This ensures ongoing engagement from participants.

The content covered in Day 1 is outlined below:

**TABLE 1: DAY ONE SCHEDULE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Day 1. Believe, Understand and Invent</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-camp participant and facilitator survey &amp; permission form</td>
<td>Worksheet</td>
</tr>
<tr>
<td>8:00 AM</td>
<td>Introduction to camp, objectives, schedule and expectations, setting up teams</td>
<td>Plenary</td>
</tr>
<tr>
<td>8:50 AM</td>
<td>Team formation: Marshmallow challenge and debrief</td>
<td>Activity</td>
</tr>
<tr>
<td>9:30 AM</td>
<td>BELIEVE lesson on proactivity, individual skills and interests – Inspiring self-belief as change agents using case studies and individual reflection</td>
<td>Lesson</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Introduction to BUILD and application</td>
<td>Lesson</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>10:50 AM</td>
<td>UNDERSTAND lesson on identifying challenges and needs within communities</td>
<td>Lesson</td>
</tr>
<tr>
<td>11:20 PM</td>
<td>Problem and challenge identification, mapping and prioritisation</td>
<td>Work time</td>
</tr>
<tr>
<td>12:10 PM</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:15 PM</td>
<td>INVENT lesson on creative problem solving</td>
<td>Lesson</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>Brainstorming multiple solutions to problems previously identified, and grouping solutions into categories / themes</td>
<td>Work time</td>
</tr>
<tr>
<td>2:30 PM</td>
<td>Solution filtering and prioritisation</td>
<td>Work time</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>Individual team feedback on solutions from facilitators</td>
<td>Work time</td>
</tr>
<tr>
<td>3:30 PM</td>
<td>Solution filtering and prioritisation, cont. to select top idea per team</td>
<td>Deliverable</td>
</tr>
<tr>
<td>4:00 PM</td>
<td>End of Day 1</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>Facilitator debrief</td>
<td>Team</td>
</tr>
</tbody>
</table>
The primary outcome of the first day is an idea that each team has prioritised to solve a key need in their communities. The second day focuses on crafting a detailed practical delivery model for the idea. Table 2 outlines the second day of the BUILD-in-a-Box camps.

**TABLE 2: DAY TWO SCHEDULE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td><strong>Day 2. Invent, Listen and Deliver</strong></td>
<td></td>
</tr>
<tr>
<td>8:00 AM</td>
<td>Introduction to Business Model Canvas, and team initial development</td>
<td>Lesson and Activity</td>
</tr>
<tr>
<td></td>
<td>of canvas for their solution / idea</td>
<td></td>
</tr>
<tr>
<td>9:00 AM</td>
<td>Individual team feedback on Business Model Canvas from facilitators</td>
<td>Work Time</td>
</tr>
<tr>
<td>9:30 AM</td>
<td><strong>LISTEN</strong> - Broken Telephone experiential to highlight importance</td>
<td>Activity</td>
</tr>
<tr>
<td></td>
<td>of communication and listening</td>
<td></td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Lesson on pitching to instill presentation skills in participants</td>
<td>Lesson</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>Participant preparation to deliver pitch</td>
<td>Work Time</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>11:15 AM</td>
<td>Individual team feedback from facilitators on idea delivery model</td>
<td>Work Time</td>
</tr>
<tr>
<td></td>
<td>and presentation</td>
<td></td>
</tr>
<tr>
<td>12:00 PM</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Individual team feedback from facilitators on idea delivery model</td>
<td>Work Time</td>
</tr>
<tr>
<td></td>
<td>and presentation, cont.</td>
<td></td>
</tr>
<tr>
<td>2:00 PM</td>
<td>Information Session on ALA Programs for Youth</td>
<td>Lecture</td>
</tr>
<tr>
<td>2:25 PM</td>
<td><strong>LISTEN &amp; DELIVER</strong> - Ideas Festival: Team presentation on</td>
<td>Event</td>
</tr>
<tr>
<td></td>
<td>refined top idea</td>
<td></td>
</tr>
<tr>
<td>4:00 PM</td>
<td>Post-camp participant and facilitator survey and clean up</td>
<td></td>
</tr>
<tr>
<td>4:30 PM</td>
<td><strong>End of Day 2</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Diversity of Engagement Models and Tools**

This schedule is delivered using different engagement methods in order to increase participant attention and interest. A mix of facilitated workshops, case studies, group presentation, sector-focused discussions, etc. are all aspects that make the two day process a dynamic and engaging process.
Some of the components of the engagement models and tools utilised are:

1. **Facilitated lessons and workshops**: smaller classes with a high student facilitator ratio covered the theoretical topics included in the BUILD Model as shown in Figure 4.

2. **Sector focus**: The participant teams are encouraged to think of their businesses/ideas/solutions within the four sectors of Retail, Construction, Manufacturing and Agriculture which have been identified by The MasterCard Foundation Economic Opportunities for Youth report as the sectors on the continent with the highest potential for youth employment.

3. **Business Model Canvas**: Participants are encouraged to develop their ideas into businesses through an ALA Business Model Canvas that has been developed with an African youth centred focus.

4. **Case work**: In these sessions, participants work as a team to develop a solution to a social challenge. Participants are given their own curriculum pack to use and reference both during and after the Camp.

5. **Team activities**: these include practical experiential leadership activities which serve to provide participants with practical and engaging ways of learning key aspects of the leadership curriculum. An example of such an activity is the Marshmallow Challenge, developed by Peter Skiller. The Marshmallow Challenge has been developed further by Tom Wujec, who has run hundreds of challenges with thousands of people participating from students to CEO’s of Fortune 500 companies. Figure 5 shows an example of a team activity.

6. **Ideas Festival**: This is the culmination of the Camp in which participants are required to present their idea for social innovation before a panel of judges. Figure 6 shows the certificate giving ceremony during the
BUILD-in-a-Box July/August 2015 Season

Programme Activities during the July/August 2015 Season

In 2015, we embarked on an ambitious plan to widely expand the BUILD-in-a-Box camps programme to reach far more youth than in prior years. To accomplish this, we recruited more facilitators, scoped more countries, and deployed more resources.

In the months preceding the camps, 91 of ALA's audacious current students and alumni formed small peer ALA facilitator teams of three to four students each. Building on ALA’s experience, participant groups were identified via outreach to 27 organizations providing services to relevant groups of learners (Non-governmental organizations, schools or skills programmes, etc.). Camps were therefore planned and executed in 23 countries. All 27 camps were run successfully with an average of 25 participants during each camp. Though 20 camps were initially scoped, more were conducted due to high demand from facilitators, partners and participants. The programme impacted participants from each region, creating a firm foundation of participant and partner organisations for camps that will follow. Figure 7 shows the countries in which camps were hosted during the camp season. This far exceeded initial plans and was an exciting period for students and staff alike.

Description of Programme Partners

A thrilling new aspect of the programme was ALA’s collaboration with different partner organisations who are actively invested in the growth and success of youth across the continent. Partner organisations assisted ALA in accessing participants, in their countries, who have the potential to be young entrepreneurs and young leaders.

The 2015 cohort of partner organisations range from Joshua Nkomo Scholarship Fund in Zimbabwe, Jump Start Academy in Cameroon and Nigeria, Scouting 4 Peace in Egypt to Angels Initiative in Uganda. Table 3 shows the list of all partners that we worked with from every region.

ALA expects that the engagement with this wide range of key stakeholders within the African youth entrepreneurial support ecosystem will influence an increase in the support of the youth and their ability to contribute to the growth of Africa and its many opportunities!
### Table 3: List of Country Partners

<table>
<thead>
<tr>
<th>Name of Organisation</th>
<th>Country of operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perex CV</td>
<td>Democratic Republic of Congo</td>
</tr>
<tr>
<td>Global Education Fund Kenya</td>
<td>Kenya</td>
</tr>
<tr>
<td>Awesome Treasures Foundation</td>
<td>Nigeria</td>
</tr>
<tr>
<td>JumpStart Academy Africa</td>
<td>Cameroon/Nigeria</td>
</tr>
<tr>
<td>Joshua Nkomo Scholarship Fund</td>
<td>Zimbabwe</td>
</tr>
<tr>
<td>Instituto Angolano de Lideranca</td>
<td>Angola</td>
</tr>
<tr>
<td>The Bridge program</td>
<td>Nigeria</td>
</tr>
<tr>
<td>The Goddess Foundation</td>
<td>Botswana</td>
</tr>
<tr>
<td>Scouting4peace Foundation</td>
<td>Egypt</td>
</tr>
<tr>
<td>Youth Capacities Development</td>
<td>Algeria</td>
</tr>
<tr>
<td>Sadili Oval Sports Academy</td>
<td>Kenya</td>
</tr>
<tr>
<td>iEARN Côte d'Ivoire</td>
<td>Côte d'Ivoire</td>
</tr>
<tr>
<td>Ubuntu Education Fund</td>
<td>South Africa</td>
</tr>
<tr>
<td>ICE Club Madagascar</td>
<td>Madagascar</td>
</tr>
<tr>
<td>Valuraha Group</td>
<td>Kenya</td>
</tr>
<tr>
<td>Angels Initiatives</td>
<td>Uganda</td>
</tr>
<tr>
<td>Junior Achievement Togo</td>
<td>Togo</td>
</tr>
<tr>
<td>Rotary Club of Polana</td>
<td>Mozambique</td>
</tr>
<tr>
<td>GEN Namibia</td>
<td>Namibia</td>
</tr>
<tr>
<td>SOS Children's Village Lesotho</td>
<td>Lesotho</td>
</tr>
<tr>
<td>Springboard Roadshow Foundation</td>
<td>Ghana</td>
</tr>
<tr>
<td>Jokkolabs</td>
<td>Senegal</td>
</tr>
<tr>
<td>School of St Jude</td>
<td>Tanzania</td>
</tr>
<tr>
<td>Union Academy</td>
<td>Ethiopia</td>
</tr>
<tr>
<td>JumpStart Academy Africa</td>
<td>Cameroon/Nigeria</td>
</tr>
</tbody>
</table>

### Description of Programme Facilitators

The population of youth facilitators that led the BUILD-in-a-Box entrepreneurship camps were ALA students and alumni with significant training and experience with the BUILD framework and curriculum. All of the youth facilitators were trained in a common core workshop module. In addition to their attendance at the African
Leadership Academy, and their exposure to the Entrepreneurial leadership curriculum through experiential learning and practice with the fields of entrepreneurship, the facilitators received extra training. The training consisted of 10 hours of training over the course of one month. Topics covered varied from relationship management, project planning, piloting to facilitation.

**Figure 3: Sakaiza Rajery (third from right) facilitating a camp in Madagascar**

“I applied to run a BUILD-in-a-Box camp, because it was a great opportunity for me to develop myself and my community, not only as a leader but also as an entrepreneur. Besides, I love teaching and helping others. Through BUILD-in-a-Box, I had the chance to explore a classroom from the side of a teacher and face the challenges they are going through. I got to experiment new ways of teaching while having a lot of fun. And most importantly, I got to interact a lot with my friends and also make new friends.”

**Description of Programme Participants**

The target population for the participants were un- or under-employed youth from ages 15-22 in communities across Africa (may be urban, peri-urban or rural, in or out of school). This demographic is often left out of the conversation of entrepreneurship and is broadly lacking opportunities to practice entrepreneurship in ways relevant to the local context. Our goal was to trigger an entrepreneurial mind-set in this group by influencing the development of skills and values of young change makers. The majority of participants fell within the target age range (85%) and a balanced gender mix was achieved, as shown in Figure 9 and 10 below.

**Figure 9: Participant age distribution**

The participants were all youth eager to have an impact in their communities and seeking to engage with other likeminded youth, as well as to be equipped with tools to go from seeing faults in their community to defining and being part of creating solutions to those problems. Much like the participant shown in Figure 11 below, they are looking to proactively drive change.
Outcomes Achieved for July/August 2015 Season

The success of a peer learning model is evident in the outcomes achieved during the camp season. The specific outcomes for participants, for facilitators and for partner organisations are outlined below. Program lessons for further refinement going forward are also outlined.

Programme Achievements

27 CAMPS EXECUTED SUCCESSFULLY AND SAFELY IN 23 AFRICAN COUNTRIES

ALA student facilitators delivered and executed a standardized and rigorous camp season with excellence in 27 different locations across 23 African countries. Teams were able to over-deliver in the number of camps at reasonable cost due to support from partner organizations who were willing to utilize their own resources at the benefit of participants within their networks.

FACILITATORS GAINED ESSENTIAL KNOWLEDGE AND COMPETENCIES THROUGH PRACTICE

Facilitators who ran the camps learned from the process and developed the following hard and soft skills:

- Built competency in how to manage and plan an effective entrepreneurial leadership camp with measurable objectives.
- Reinforced their understanding and knowledge of the BUILD model for increased effectiveness in teaching it to others.
- Learnt and practiced the key competencies of being a good facilitator such as public speaking, objectivity, listening and effective questioning.
- Gained the opportunity to practice their leadership skills such as the ability to communicate effectively and stakeholder management as they engaged with the partner organizations directly.
- Learnt reporting skills as they were required to document and collect data from the camp so as to account for the process and their personal learnings.
- Trainers also reported their most rewarding experience as the gained confidence in their ability to effect change by motivating and empowering participants.
CURRICULUM FURTHER REFINED TO ENABLE THEMATIC DEEP DIVES INTO SOLUTION DEFINITION

The BUILD curriculum framework was designed to be adaptable and applicable to any industry, social problem or growth sector in any context. For the July/August season camps, ALA leveraged partnerships to develop four replicable BUILD-in-a-Box sector focused modules tied to key growth and priority sectors across the continent (agriculture, retail, construction and manufacturing) evolving the curriculum to economic opportunities for youth to improve their livelihoods. Along with the sector modules, this version of the curriculum included an ALA adapted Business Model Canvas, allowing participants to ask themselves the necessary questions to evolve ideas into businesses. The Business Model Canvas was supported by a Case Study incorporated into the curriculum to inspire participants to develop past the ideation phase of thinking.

REPORTED CHANGE IN MIND-SETS, SKILLSETS AND ATTITUDES FOR PARTICIPANTS

In order to assess the participants, pre-camp and post-camp surveys were distributed for each camp. The statistics shared in this report includes those who have participated in the BIAB camp over the course of the entire two days and completed both surveys. Some attrition of between 1% and 10% was experienced across camps. Though 654 participants took part in some portion of the camps, there were 522 participants who attended both days and completed both surveys. Some participants may have attended both days but not completed both surveys.

1. Participant view of entrepreneurial leadership as a tool for solving societal problems increased, and their view of themselves as a vehicle through which this change can be achieved was solidified. From a base of 77.5% of camp participants who reported that they believe that entrepreneurial leadership is useful for solving the problems of life after the camp, the rate reported after the camp was 93.4%. Similarly, camp participants who reported that they believe they are equipped to serve humanity through entrepreneurial leadership increased from 66.7% to 83.6% after participating in the camps. See Figure 12 and 13.

2. Participants also reported an improved skillset and belief in their ability to utilize these competencies to solve problems in their communities. For example, public speaking and listening skills were reportedly improved upon as shown in Figures 14 and 15 below. Participants’ reported confidence also increased from 76.4% of participants reporting that they believe they have the necessary skills and cleverness before the camp, up to 89.6% after the camp, as shown in Figure 16.
3. The participants also experienced a mindset shift towards viewing themselves as a critical participant, it not driver, of the positive change they aspire to in their communities. Though the baseline was high, there was a positive shift illustrated by their responses to survey questions on their perspective of their role versus the role of conventional community leaders such as politicians, as in Figures 17 and 18 below.

**FIGURE 14: REPORTED PARTICIPANT PUBLIC SPEAKING SKILLS**

300
250
200
150
100
50
0

Number of Participants

Rating Scale: 1-5

- Pre-Survey: Public speaking is easy for me.
- Post-Survey: Public speaking is easy for me.

**FIGURE 15: REPORTED PARTICIPANT LISTENING SKILLS**

250
200
150
100
50
0

Number of Participants

Rating Scale: 1-5

- Pre-Survey: I am a good listener.
- Post-Survey: I am a good listener.

**FIGURE 16: PARTICIPANT CONFIDENCE IN OWN SKILLS**

300
250
200
150
100
50
0

Number of Participants

Rating Scale: 1-5

- Pre-Survey: I believe I have the necessary skills and the competence to challenge social issues, be heard and continue on the leadership journey.
- Post-Survey: I believe I have the necessary skills and the competence to challenge social issues, be heard and continue on the leadership journey.

**FIGURE 17: VIEW OF PARTICIPANT AND PEER ROLE**

314
266
185
135
66
22
17
11
5
0

Number of Participants

Rating Scale: 1-5

- Pre-Survey: It is more important for my peers and I to ask challenging questions in our community than to remain comfortable and popular among others of our age group.

**FIGURE 18: VIEW OF YOUTH ROLE versus CONVENTIONAL LEADER ROLE**

343
234
202
93
44
33
28
13
5
0

Number of Participants

Rating Scale: 1-5

- Pre-Survey: I believe that tackling social issues can be done by anyone in the community and is not only the responsibility of the politicians, leaders and elders.

**REGIONAL DIVERSITY ACHIEVED IN COUNTRY REACH**

Conducting a pan-African programme of this scale was successful and ensured that the curriculum was deployed in a wide range of contexts in order to sufficiently test the efficacy of the Program against the hypothesis that
participant-level and peer-trainer-level entrepreneurial leadership outcomes can be universally achieved across diverse contexts through this methodology. Camps were run in all 5 regions of the continent, resulting in a rich and valuable dataset, sourced from francophone, lusophone and arabophone Africa.

**ABOVE EXPECTATION INTEREST AND OVERSUBSCRIPTION FROM PARTICIPANTS**

The first round of teams delivered and tracked results of a two-day entrepreneurial leadership workshop in their home community or region to a group of local participants. The target facilitator: participant ratio was projected to be 1:7 (e.g. three facilitators for a group of 20 participants per camp). As the number of participants per camp varied across the continent, with a majority of camps having more than 20 enthusiastic participants who were recruited by the partner organization. The facilitator: participant ratio changed to an average of 1:9 which was a welcome change as this ensured far more reach and impact without significantly reducing the amount of input and attention that each participant received.

**MOBILIZED AND ENERGIZED PARTNER ORGANIZATIONS TO DELIVER THE CAMPS, WITH INTENT FOR FOLLOW-ON ENGAGEMENT**

27 partners were recruited across the continent. Partners that have similarly aligned values as the academy and are deeply invested in young Africans and their ability to change the world. As a result of the success of the camps and the impact on the participants, strong relationships were established and partners are eager to see more camps executed in their location and will assist as a key vehicle in following up on the development and growth of participants.

**Lessons Learned**

Learnings from the camp implementation process were collated both as part of operational process, and as part of a formalized due diligence process. Prior to the camps, eight observers were identified, trained and participated in the systematic collection of anthropological data on delivery and execution of the camps. The trips were made to Angola, Botswana, Mozambique, Zimbabwe, Namibia, Cameroon, Morocco, and the Democratic Republic of Congo. Learnings included the following:

**UNANTICIPATEDLY PRONOUNCED LOGISTICAL COMPLEXITIES EXPERIENCED**

1. Transferring funds across the continent
   The complexity of safely disbursing cash to support the budget for each camp was exceptionally challenging. To avoid students travelling with cash, funds were sent via wire transfer and other foreign exchange transfer services. This led to delays as amounts took longer than expected to clear, and challenges such as daily transfer limits were faced. Secure alternatives will be reviewed and tested for later camps.

2. Coordination of 27 teams across the continent
   The logistical demand of managing, coordinating and supporting 27 teams across 23 countries with different contextual needs and language proficiencies was unexpected. Additional people resources were required to ensure safe delivery of camps and enable troubleshooting for process as necessary. The ALA team now has a good understanding of the requirements of the different countries and has developed methodologies on how
to support each region effectively. Sufficient training and empowerment of facilitators should enable this challenge to be better managed in the future and for other organisations seeking a peer learning approach.

3. Time-management at camp level
Camps often commenced behind schedule due to participant late arrival, driven by local constraints such as long commutes and unpredictability of public transportation. Going forward, camp schedules will be amended to enable ample time for participant arrival. In addition, local transportation will be supported for camps as deemed essential.

**SECTORAL FOCUS NOT FULLY ADOPTED**

Thematic focus areas were selected to include manufacturing, retail, construction and agriculture, selected to reflect economic opportunities for African youth to improve their livelihoods. The refinement of the curriculum was a success as it enabled directed conversation and in-depth definition of solutions to be implemented by participants. However, based on feedback from facilitators, it was evident that the curriculum has to be further nuanced to be highly effective across regions. The context of each country is important and the sectors chosen need to be wide enough to meet the specific needs of each country targeted in the next phase of camps.

**FURTHER WORK REQUIRED TO INCREASE LOCAL CULTURAL RELEVANCE OF CURRICULUM**

The curriculum has to be further refined to a level which is suitable and understandable to participants within the specified age range. Further to the age range, the curriculum needs to be translated into a version that is adaptable to more African languages by reducing the usage of jargon and terms that are more specific to English. The next phase of the curriculum will go through a rigorous training process, ensuring participants across every region will understand terminology used.

**LESS LABOUR INTENSIVE DATA COLLECTION PROCESSES REQUIRED**

ALA was required to collect all the participant and trainer surveys from across the continent. The method used for data collection was paper surveys that were returned to the South African campus by ALA trainers at the commencement of the new school term in September. This proved to be inefficient as a number of surveys were not returned, and the turnaround time for data processing was fairly condensed. The next round of camps will explore more advanced methods of data collection that is easily transportable and shareable.

**Where To From Here?**

At the end of the July/August 2015 season it was clear that the BUILD-in-a-Box model is one that can create great impact. ALA plans on growing the programme based on lessons learned and outlined in this report through the following ways:

- Increasing logistical efficiencies
- Refining the curriculum
- Following up with participants and partners
- Increasing partner reach, impact and engagement

Our greatest hope is that youth who are participants of BUILD-in-a-Box programme will gain access to the entrepreneurial leadership content which will open up opportunities for them in education and entrepreneurship programmes with other youth development organizations.
ALA hosts some such programmes; BUILD-in-a-Box participants can develop into applicants of the Anzisha Prize that celebrates, nurtures and scales the continent’s youngest entrepreneurs.

The Anzisha Prize is a programme created by ALA that seeks to award young entrepreneurs between the ages 15-22 who have developed and implemented innovative solutions to social challenges or started successful businesses within their communities. (www.anzishaprize.org)

ALA will ensure that BUILD-in-a-Box camp participants receive additional relevant information on complementary opportunities to further enhance their entrepreneurial skills.

ALA also plans on ensuring that we continue to work with various organisations across the continent who will assist in developing young entrepreneurial leaders!

**How to Get Involved?**

Become a partner! BUILD-in-a-Box partners are organisations and institutions that are passionate about developing and supporting youth on the continent. BUILD-in-a-Box Partners are dynamic organisations that have ground breaking programmes, collaborations and initiatives that have a positive impact on African youth in various ways.

Every year we would like to work with these partners across Africa to join hands in the development of underprivileged youth to create promising social and business entrepreneurs.

Together we will work to build a powerful eco-system to accelerate youth entrepreneurial activity in every corner of Africa. The BUILD-in-a-Box partners will gain the opportunity to work with African Leadership Academy students and their full potential to influence other youth, but above all they will gain the ability to make an impact in their communities through this exceptional curriculum.

We also believe that these organizations will add great value to the BUILD-in-a-Box programme as they introduce ALA to their networks and communities.

**What is the role of a partner?**

Our partners are important catalysts of the BUILD-in-a-Box programme. They achieve this by working with ALA students in enabling youth in their communities to participate in this remarkable opportunity. It is our partners who create awareness, excitement and support for BUILD-in-a-Box. This can be done in a number of ways.

These include but are not limited to:

1. **Engagement and Support:** Partners should have the ability and capacity to work with ALA students through the logistics of planning a BUILD-in-a-Box camp. They will work directly with the ALA students as a touch point while the ALA students are still going through training on campus in South Africa. This allows partners to mentor students and coach them through some of their decisions as this will be some of the students’ first time working with an external partner and managing a relationship of this nature.

2. **Engage communities:** It is our hope that partners have a strong presence in their communities and can therefor encourage participants to be a part of the BUILD-in-a-Box program.
3. **Capacity to provide a minimum of 30 participants:** Partners should have the capacity to provide a minimum of 30 participants from their communities between the ages of 16-22, allowing the impact to reach a group of motivated youth.

4. **Ability to provide a camp venue:** A key logistical component is that partners should have the capacity to host a Build-in-a-box by providing a venue for the 2 day camp which allows for 30 participants and 3-4 facilitators.

5. **A collaborative approach:** Partners should be willing to take a collaborative approach in planning camps. Thereby allowing ALA students to take ownership of the program but still play an active role in the execution of an amazing camp!

Contact us through the details provided at the end of this report to become a BUILD-in-a-Box partner.

**Conclusion**

It is our hope that other organisations seeking to drive learning for youth through a peer-driven model may learn from our experience in this space.

We will continue with the efforts of planting the seed of entrepreneurial leadership. It is now important for the our team to work with the partner organizations that hosted camps across the continent to be our core source of contact to ensure that we can create a follow up process. This will allow us to track the growth and development of the young entrepreneurs across the continent.

Having access to youth who have been exposed to ALA through the BUILD-in-a-Box program allows us to create a pipeline of entrepreneurs that can continue to grow through the various programs that ALA has to offer. BIAB participants can develop into applicants of the ALA 2 year program or the Anzisha Prize that celebrates, nurtures and scales the continents youngest entrepreneurs.

**This programme has further motivated our belief in the power of youth. Young people can dream big, take action and change the world!**

We encourage you to reach out to us to talk about our views on entrepreneurial leadership and youth led programmes as we continue to develop and grow the programme.
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With their generous support, our young ALA leaders led and facilitated 27 BUILD-in-box camps for over 600 of their peers in cities including Port Elizabeth, Nairobi, Harare, Bamanda, Kinshasa, Lagos and Cairo.

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