SHAPING THE FUTURE

2017

Annual Report
Our Values

INTEGRITY
We are a people of our word, with the courage to do what is right.

CURIOSITY
We challenge the status quo and take the initiative to pursue new ideas.

HUMILITY
We are thankful for opportunities and are aware of our limitations.

COMPASSION
We empathize with and care for those around us.

DIVERSITY
We respect all people and believe that difference should be celebrated.

EXCELLENCE
We set high standards for our own achievement and celebrate the achievements of others.
AFRICAN LEADERSHIP ACADEMY

Letter from the CEO

Dear Friend,

In June, I experienced one of the highlights of my career when ALA graduate Ngor Majak Anyieth of South Sudan was named an Echoing Green Fellow as one of the world’s most promising social entrepreneurs. Eleven years ago, Fred Swaniker and I won the same prestigious fellowship, which catalyzed our work to build African Leadership Academy. We have come full circle!

Majak has inspired me since he joined ALA as a first-year student from Kakuma Refugee Camp in 2011. Now at the University of Notre Dame, Majak has spent several years working to build high-quality schools in his home country. I believe that his venture, Education Bridge, is one of the most important efforts taking shape in South Sudan today. But Majak is not alone in shaping the future of his country and continent: he is one of many ALA students and graduates leading change in a range of sectors and countries across Africa and around the world.

In this Annual Report, we look back on the founding beliefs that adorned the first page of our business plan when we won the Echoing Green Fellowship in 2006. These founding beliefs have been posted on the walls of our classrooms and conference rooms in the years since, and have grounded many of the decisions we have made with respect to our model. It is wonderful to see so many of these beliefs come to life in the form of Majak and his peers.

We opened our tenth year on campus in September with a burst of momentum brought about by the success of our graduates, the expansion of our student body, and the opening of our stunning new Pardee Learning Commons. I look forward to welcoming friends near and far to the ALA campus for events throughout this special decennial year.

We are pausing this year to reflect on the learnings of our first decade, celebrate our shared achievements, and chart a course for ALA’s future. I look forward to shaping that future with you.

Gratefully,

Chris Bradford

AFRICAN LEADERSHIP ACADEMY

Founding Beliefs

ADDRESS THE UNDERLYING CAUSES OF PROBLEMS
Treat root causes, not symptoms, to create lasting positive change

THE POWER OF ONE
Individuals catalyze the actions of large groups and transform societies

THE POWER OF YOUTH
Young people can dream big, take action, and change the world

THE NEED FOR PAN-AFRICAN COOPERATION
Collaboration will stimulate growth and development across the continent

ENTREPRENEURSHIP IS FUNDAMENTAL TO GROWTH
Look beyond existing constraints and pursue opportunities to create value
A sophomore computer science major at Columbia University, Raphael Owino seeks to use human centered design to create platforms that can solve “billion person problems”. He has developed his capabilities in internship opportunities fostered by ALA’s Africa Careers Network, including working on Google’s search algorithm in summer 2017, and apprenticing with the engineers at mSurvey in Kenya and Clock Education in South Africa in 2015 and 2016.

While at ALA, Ghali Jorio from Morocco founded MyAfriTrip, a pan-African tour operating company that served over 50 customers in 2017 on trips in Morocco, Senegal and South Africa. MyAfriTrip seeks to grow the number of tourists on the African continent and promote tourism and understanding between African countries. Ghali is now pursuing his passions at Cornell University’s School of Hotel Administration, the top hospitality program in the world.

To raise sexual and reproductive health awareness amongst teenagers, ALA first year student Asha Abbas founded the website, AURATEEN. It allows teenagers in Tanzania to forward questions online to health professionals. She employs ten people and hosts seminars, and plans to reach over 100,000 teenagers in Tanzania in the next five years. Asha is a 2016 Anzisha Fellow and was named one of the Internet Society’s “25 under 25” in 2017.
Our Leadership Development Model

IN NUMBERS

Identify

- **23,526** applicants to ALA since 2008 with 46 African countries represented
- **983** young leaders in the ALA network
- **17** average age of enrollment at ALA
- **50%** average gender distribution
- **95%** of ALA students have received financial assistance to attend ALA with $40M+ in financial assistance granted to students on the basis of financial need

Develop

- **6** weeks over two years that our students spend in Seminal Readings, a core ALA programme in which they read and evaluate timeless texts
- **39** Original Ideas for Development (OIDs) presented to the Entrepreneurial Leadership Faculty team, the largest number of OIDs in ALA history. This year’s winner was X-Agriculture, a new irrigation technology
- **58** ALA students organized or served as delegates for ALA’s Model African Union in 2017. In total, 177 delegates from 27 schools in 24 countries gathered under the theme “Enhancing Capacity, Accelerating Progress”
- **41** independent research projects presented in the fields of Science, Humanities, Creativity, and International Studies in 2017, including a project by second year, Eniola Oladipo, on the Science of Ethical Decision Making: Implications for Leadership on the African Continent
- **77** students ran BUILD-in-a-Box camps in 2017, reaching 781 participants (47% female, 53% male) in 28 African countries

Connect

- **148** universities attended by ALA alumni in 31 countries around the globe
- **99%** of ALA graduates to date have enrolled in university, with 97% of them enrolling within 12 months of ALA graduation
- **$107M** value of university scholarship funding accepted by ALA students since inception
- **238** job placements secured through Africa Careers Network, with 62% of job placements for ALA’s first 4 cohorts of university graduates being in Africa
- **27%** of alumni report that they are running an entrepreneurial venture full or part-time, with 84% of the ventures in African countries
2017: Year at a Glance

July - August 2016: Global Scholars Program Continues to Grow!
Over 120 young leaders from 19 countries came to South Africa to participate in ALA’s Global Scholars Program, an international leadership summer program for teens aged 13 - 19.

September 2016: Hatim Eltayeb Begins Term as Dean of the Academy
After a global search, Hatim Eltayeb - one of ALA’s earliest African Studies faculty members and a Harvard University graduate - was welcomed as Dean of the Academy at Taalaw, our opening ceremony.

September 2016: LEAF Academy Opens in Slovakia
ALA’s sister institution, LEAF Academy, opened its doors in September to future leaders from across Central Europe. Five former ALA faculty members served on LEAF’s founding faculty, and ALA has supported the design of LEAF’s curriculum.

October 2016: Twenty-two year old from Madagascar wins the Anzisha Prize
At the annual Anzisha gala, we celebrated 12 young African entrepreneurs, selected from a pool of 550 applicants from 36 countries. The 2016 winner was Heritiaina Randriamanantahina, a 22 year old entrepreneur from Madagascar with an innovative agro-processing enterprise.

October 2016: Eddy Oketch announces run for Kenyan Senate
Eddy Oketch (Entry Class of 2008) declared his candidacy for Senate in Migori County, Kenya. While at ALA, Eddy founded Ongoza, an organization committed to ending civil violence by empowering young people to become economically independent and champion peace in their communities.

November 2016: The Harry Oppenheimer Wing Opens
In honor of Rebecca Oppenheimer’s unswerving support of ALA, we dedicated and opened the Harry Oppenheimer Wing of the Nelson Mandela Residence. Rebecca’s generosity has supported scholars in each ALA entering class, and has enabled transformational investments in our campus.

March 2017: SAIF Showcases the Potential of South African Youth
ALA’s Bezos Scholars ran South Africa Ideas Festival (SAIF), an event inspired by the Aspen Ideas Festival. Every year, SAIF brings together African youth to co-develop and showcase their ideas for addressing some of the country’s most pressing challenges.

March 2017: The Fourth Session of the ALA Model African Union
487 delegates from 54 nationalities and 48 schools around the world have participated in ALAMAU, a simulation of the African Union, since its inception. ALAMAU is a platform for youth to develop the tools to diplomacy and identify solutions to African development challenges.

April 2017: The Entrepreneurial Leadership for All Symposium
ALA hosted its inaugural Entrepreneurial Leadership for All Symposium, with seventeen educators from nine countries discussing how to create and deliver more entrepreneurially-minded, leadership-driven education models in their schools and regions.

May 2017: X-Agriculture Wins Enterprise Fest
Enterprise Festival, affectionately known as E-Fest, showcases ideas that our Year 1 students have incubated during their second term on the ALA campus. This year’s winner was X-Agriculture, an initiative started by three students passionate about irrigation technology.

June 2017: Majak Anyeth Named an Echoing Green Fellow
Majak Anyeth (ALA Entry Class of 2011) was announced as one of just 36 Fellows selected from over 3,000 applicants in 164 countries around the world. Majak is the Founder of Education Bridge, which seeks to create flourishing, peaceful communities through building and operating schools in South Sudan.

June 2017: 2017 Graduation: “Conclusion, Closure and Celebration”
Mr. Sizwe Nxasana, Chairman of National Student Financial Aid Scheme, offered useful entrepreneurial advice to ALA graduates: “It is the mindset you have in pursuit of excellence that is going to enable you to succeed in whatever it is you want to do. But remember that in pursuit of honey, you must expect to be stung by the bee!”

October 2016: Twenty-two year old from Madagascar wins the Anzisha Prize
At the annual Anzisha gala, we celebrated 12 young African entrepreneurs, selected from a pool of 550 applicants from 36 countries. The 2016 winner was Heritiaina Randriamanantahina, a 22 year old entrepreneur from Madagascar with an innovative agro-processing enterprise.
African Leadership Academy was founded with five beliefs that drove the design of our model. We believe that to create lasting change in Africa, it is necessary to make investments to treat causes and not just the symptoms of problems - and that the greatest root cause of Africa’s challenges is an undersupply of leadership. We believe that individual leaders can unleash massive positive change in society, and that many great leaders start on their journey at a young age. We believe that a pan-African approach is required to catalyze growth and development in Africa, and that Africa requires entrepreneurial leaders across all sectors who will throw off the constraints of existing institutions to enable lasting transformation.

As we enter our tenth year, African Leadership Academy alumni are embodying these beliefs. Our young leaders are putting the entrepreneurial capabilities they developed at ALA to work, boldly addressing pressing needs in their communities and on their continent. They are working together across countries and sectors, building a powerful network that will shape the future. Together, they represent a diverse youth movement that is moving Africa closer to its promise of lasting peace and shared prosperity.

Interviews with our Alumni

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it is the only thing that ever has.  
-Margaret Mead
Sparking Motivation in Education

Joel Baraka, Democratic Republic of Congo, Entry Class of 2015

Joel is originally from DRC, but along with his four other siblings and parents, has lived in the Kyangwali Refugee Settlement in Hoima, Uganda since 1997. Joel encountered the prevalence of teenage pregnancies and early marriages that led to rampant school dropout of students in the camp. To address this, he started sports programs for social community-building and physical fitness, ultimately reducing school dropouts in his community. He has since started an educational game to improve engagement with academic content. Joel recently received the Queen Young Leaders Award from Her Majesty Queen Elizabeth II for his community building work in the refugee camp. He graduated from ALA in June 2017, and is currently pursuing his undergraduate degree in Civil Engineering at the University of Wisconsin-Madison under the King-Morgridge Scholarship program.

What did you take away from your time at ALA?
ALA gave me self-confidence and the ability to believe in my ambitions, which is something I lacked before going there. Growing up as a refugee, it was hard to find people who believed that I could realize my dreams. I will never forget a moment when I was in grade 4; I shared my enthusiasm for soccer and how I wanted to be an international soccer player with one of my teachers. Rather than encouraging me, he looked at me and said, “Joel, you need to understand that you are a refugee; be aware of your limitations.” I grew up believing that. However, after my two years at ALA, particularly after going through the BUILD process, I now have much more confidence in myself and what I can achieve. My life changed because of ALA.

How did the BUILD program help you develop your educational games program?
School dropout rates in refugee camps are high, and I noticed that when you give children a game to play to understand a concept, versus a book to read, there was a huge difference in how they engaged with the content. I realized that combining education and play could make education fun and trigger engagement with the content, keeping refugee students in school. I started to see gaps in my idea that needed to be fixed. I realized that I could not immediately tackle the whole Ugandan education curriculum; it was too big! The BUILD process made me realize I needed to be more focused. It also taught me that even when an idea fails on delivery, you can still go back to fix it to achieve the desired results. Using the BUILD process, I am now piloting 5 STA-Z, a competitive board game covering the four core subjects taught in primary school. There are currently two schools serving 1600 students that are using the game!

As we went through the rest of the process (Understand, Invent, Listen, Deliver), I started to see gaps in my idea that needed to be fixed. I realized that I could not immediately tackle the whole Ugandan education curriculum; it was too big! The BUILD process made me realize I needed to be more focused. It also taught me that even when an idea fails on delivery, you can still go back to fix it to achieve the desired results. Using the BUILD process, I am now piloting 5 STA-Z, a competitive board game covering the four core subjects taught in primary school. There are currently two schools serving 1600 students that are using the game!

What is your vision for improving education for refugee children?
It’s a simple thing: despite our backgrounds and poor living conditions, we have great minds and can achieve a lot. We just need motivation; someone to guide and constantly remind us of our potential. This is what education systems fail to do. Refugee kids often drop out because we feel hopeless and overburdened with hardships. Education systems need to encourage us to continue going, rather than just pumping content into our heads.

When I came to ALA, I met incredible teachers and peers who constantly told me, “You can do something.” They never reminded me of the fact that I am a refugee. For example, in my second year, I won the Selassie Award at ALA, which is awarded to students who have demonstrated the greatest improvement in writing. I did not ever think such opportunities would come my way, but it did because of ALA. Teachers like Ms. Kyla who constantly told me that my writing could improve. I believe ALA is setting an example for the kind of education that Africa needs.

If teachers in refugee camps are trained to motivate their students, it can make all the difference. Like other students, refugees are meant for the stars. Labelling them as refugees and only reminding them of their limitations can negatively impact them psychologically. They need the right guidance, reminders of their potential and how far they can go.
Evolving Our Approach to Disability

Edward Ndopu, South Africa, Entry Class of 2008

“I wanted to commit myself and my life to human rights advocacy, and ALA was the catalyst for that.”

A member of ALA’s inaugural class, Eddie Ndopu lives with Spinal Muscular Atrophy and has been using a wheelchair since age seven. As a student at ALA, Eddie began to find his voice as a global advocate for the rights of young people with disabilities, founding the “Global Strategy for Inclusive Education” as his on-campus student-run enterprise. He has since graduated from Carleton University in Canada, headed Amnesty International’s youth programme for Africa, and served as a research analyst for the World Economic Forum with a focus on expanding opportunities for individuals living with disabilities. In 2017, Eddie completed a Masters Degree at Oxford University and founded Evolve Initiative, a global organization that seeks to influence public policy and popular culture by re-positioning disability as a source of transformative innovation.

I wanted an opportunity that would allow me to expand. It excited me more because it meant I had an opportunity to be part of building an institution that would benefit the people down the line.

Being part of the inaugural class was not easy, but the world opened up to me in a radical and expansive way. When I was only 19 years old, I got to speak at the World Economic Forum on a panel with Kofi Annan. I launched a campaign to push for the educational rights of children with disabilities and subsequently mobilized hundreds of students across the continent. It is so rare to be able to put leadership into practice at the age of 19, and I had a space to do that.

I realized that I wanted to commit myself and my life to human rights advocacy, and ALA was the catalyst for that.

What inspires you?

I don’t want to be ordinary. I think that too many people have sacrificed a great deal for me to be where I am today and I owe it to those people to be great. And I believe that greatness is the destiny of every young African.

I just finished my Masters in Public Policy from Oxford, where I was the first ever African with a degenerative disability to graduate in the institution’s almost 900 year history. It was not just a personal achievement, but it is a symbolic victory for Africans living with disabilities, who are the most marginalized segment of society. 90 percent of children with disabilities across this continent have no access to basic education whatsoever. So I think about that in relation to the fact that I just went to Oxford. The opportunity was a calling, and is an obligation. I have a political and a moral obligation to do something with the opportunities I have accessed.

To hear more about Eddie’s story, listen to his interview with the Centre for Public Impact, a Boston Consulting Group Foundation: https://www.centreforpublicimpact.org/podcast/conversation-eddie-ndopu/
Growing up in her parents’ clinic in Ghana, Julia developed a passion for taking away the pain of others, whether caused by disease or other menaces of society. Most recently, Julia pursued her interest in medical research by participating in the Rice 360° Global Health Design Competition to address health needs in under-resourced settings. Competing against over 100 students from nearly 20 universities in 4 different countries, Julia’s one-woman team at Duke’s TOpS (Tissue Optical Spectroscopy) Lab captured first place with her design for speculum-free cervical imaging. Her low-cost design addresses the fear many women have of painful and invasive cervical cancer screenings by focusing on user comfort. Julia graduated from Duke University with a Bachelor of Science in Biomedical Engineering and is now furthering her work as a Research Associate at the Global Women’s Health Technologies Center.

Why did you apply to ALA?
A lot of my prior education had been very science-related, and I realized to make an impact in communities, I needed training outside of pure academics. ALA’s mission is about training people to not only pass exams, but also work with others and make a difference in our communities. It was the translation and application of academic knowledge into actually helping people that drew me to ALA.

How do you envision the device being used in developing countries?
It has a lot of potential because a speculum is used for almost every cervical exam and for a couple of other gynecological exams. It could be used in every clinic. It could be pretty big if it works out and, potentially, also be used at home to conduct self-exams and reduce the number of times you have to go to the clinic. So it could have broad and significant implications, but we are still in the early stages.

How did ALA’s entrepreneurship curriculum help you in your research project and studies in Biomedical Engineering?
ALA changed my perspective on who I can be. It gave me not just tools to dream, but a toolkit to analyze problems, come up with solutions, recognize and deal with conflicts and see the potential that can come out of difficult situations. For example, to do good work in science, you need an understanding of human-centered design. I think there are a lot of really smart people in academia who make wonderful models that never actually help anyone or go anywhere. My studies at ALA set a strong foundation for implementing human-centered design. For example, the research project I’m involved in now is heavy on science, but it also involves thinking about the end-user in every step of the developmental process. ALA prepared me to think through multiple lenses at once which gave me a more disciplined approach to translating ideas into impact. ALA also helped me work through fear of failure. There were a lot of moments I didn’t think that things were going to work out, and I had the training needed to critically think through failures and problems.

Innovating in Health and Empowering Women
Julia Agudogo, Ghana, Entry Class of 2011

Cervical cancer is one of the leading causes of death among women in the developing world, and early diagnosis can contribute to higher survival rates. Screening for cervical cancer requires the use of invasive devices such as speculums or colposcopes that cause discomfort and discourages women from going in for an exam. I wanted to remove the barriers that prevent or discourage women from getting early cervical screenings done. Using latest obstetrical technology advances, our research team redesigned the traditional speculum in a way that allows for visualization of the cervix without expanding the entire vaginal canal, making the procedure much more comfortable for women. Some women are also uncomfortable with a male physician conducting exams and will cite that as the reason for not going to the clinic.

This is particularly unfortunate in conservative settings because that is where rates of cervical cancer tend to be the highest, particularly in African countries and India. One of our long-term goals is to further enhance the design of the device so it can be used for self-screening. We are trying to conduct a design cycle that keeps in mind the end-users, social and cultural norms, and regulatory issues.

Tell us about your research project in cervical cancer screening.

African Leadership Academy Annual Report 2017

“To do good work in science, you need an understanding of human-centered design.”
Linda currently works at African Leadership University (ALU), ALU’s sister institution in Mauritius. ALU seeks to transform tertiary education in Africa with world-class, affordable degree offerings that prepare each student for leadership and the world of work in the 21st century. The first two campuses of African Leadership Academy are in Mauritius and Rwanda, and across the campuses 12 ALU graduates and former staff work together to build the ALU program. At ALA, Linda co-founded Gindi, a project to teach entrepreneurial leadership to rural youth in Senegal, which was ultimately sponsored by President Macky Sall. She has also worked at Google and Dalberg.

*My experiences at ALA have helped me figure out how to build things from scratch...*

What lessons did you take away from ALA that you hope to share at ALU?

ALA gave me the desire and the courage to do something for Africa. Before ALA, I was sheltered from the realities of the African continent, both the political context and the historical context. You really can’t do anything unless you’re well-versed in the context of the places in which you’re trying to work. ALA gave me the context, courage and nuanced perspective on how I could contribute to the continent’s future. I’m very grateful for the opportunity to have gone to ALA because it gave me the sense that I could do anything.

I am also grateful for the network! Not only the peer network; but also the bonds that we created with faculty. Today, I work closely with a number of people that were staff, faculty, or students at ALA and are now my colleagues at ALU. The ALA family has been very influential in my life – and here at ALU!

**You are an ALA graduate who is now one of the founding staff at ALU. Tell us about your role!**

We were a very small team at the beginning so everyone did everything. I was initially hired to do marketing analytics because of my experience from Google. Once we realized we had a gap in the curriculum design, I stepped into a curriculum design role along with another ALA graduate, Fatoumata Fall (Class of 2008). We co-designed the Data and Decisions curriculum, which is a required Applied Statistics course for all ALU students. From there, I ended up teaching first-year students and also worked in Student Life, figuring out how we build an ALA-like culture amongst the student body.

At the end of ALU’s first year, I pitched a user experience research project to build a full picture of what the undergraduate experience was like for our students. What were the pain points? What were the big wins? What were the lingering questions we needed to address? I published a report, about 60 to 80 pages long, with data-driven user insights as well as with recommendations on what to do, and now we have a UX Design department! My experiences at ALA have helped me figure out how to build things from scratch at ALU; my job requires doing what my teachers at ALA had to do in the beginning years—build, test, improve and wear multiple hats at once.

**What makes ALU and ALA innovative education organizations for the continent?**

Their missions are what makes them game-changers: to develop young Africans who can be independent thinkers and problem solvers for their communities. And, we are doing that by combining cutting-edge education and learning models and bringing it all in one place. I also think it’s important that an African team is the face of revolutionizing African education. We now have this unique opportunity to apply learning models that respect our context and acknowledge our history.
Ellen is the founder of Tiwale – a community-based organization that empowers women in Malawi through leadership workshops, micro-loans, vocational skills training, and school grants. Tiwale has helped more than 40 women start small businesses and taught entrepreneurial skills to 150 people in Malawi. Ellen has received numerous awards and recognition for her work, including having been named Glamour Magazine’s 2017 College Woman of the Year and a member of Forbes’ Africa “30 Under 30” list.

She is a recipient of We are a Family Foundation Humanitarian Award from Bono, and has spoken on her work at leading conferences around the world. Ellen graduated from Mount Holyoke College majoring in Economics and Studio Art, and is currently pursuing a Global Health Fellowship in New York.

How did you hear about ALA?
I followed a student there: William Kamkwamba, a Malawian entrepreneur and one of ALA’s inaugural students. His story was everywhere – published in our newspaper and on the radio. I was fascinated and inspired by his story of building a windmill to power his village, so I started following him and his story. After learning he was an ALA student, I got curious and knew that I had to come to ALA.

How did your time at ALA impact you?
I became fearless after ALA. I wasn’t much of a risk taker when I was younger. After ALA, I became more willing to fail, which is a survival skill for any entrepreneur. When I initially started Tiwale, there were a number of things that didn’t work, but after going through ALA’s curriculum, I was equipped to take that failure as a learning experience. Another piece of the ALA experience that was transformational was learning from the speakers ALA invited to campus. I got to hear talks from successful entrepreneurs and leaders who talked about failing 10 times before they finally had an idea that worked. Hearing the journey of African entrepreneurs made me realize the possibilities that come with failing, and the possibilities on the continent.

Why did you decide to pursue social entrepreneurship?
The economic successes of Malawi were always told through the eyes and experiences of adults or the government. But at ALA, we also examined the failures of these so-called successes, such as developmental aid dependent on foreign powers, poor leadership, and government corruption. When I learned about entrepreneurship, I suddenly saw how the responsibility was no longer limited to the government or external forces; it could be shared by the individual. I started to ask myself, “What can I do to make a difference?” For me, social entrepreneurship was about creating something sustainable. I became really tired of the dependency story we hear so often. I wanted to create something that could operate on its own and make its own difference.

How has your organization, Tiwale, grown since you started it?
When I founded Tiwale, it was just going to be a summer program. In the first year, we were helping 12 women start businesses; now we are working with 40 women. When we started, we were focused on microfinance as the core offering. Gradually we evolved into more of a social business. We host vocation skills training mostly in tie-dying, and we sell our tie-dyed products and provide scholarships and stipends to people involved in the production process. All our merchandise can be bought online on tiwale.org.

What advice do you have for young people in Africa looking to pursue social entrepreneurship as a career path?
I look at things using the “chip away” model, which is about constantly asking yourself, “What little bit can I do today?” For anyone thinking about social entrepreneurship or thinking about any sort of activism, my advice is to keep researching the topic, keep reading about it, keep talking to people and asking questions. The more you’re thinking about it, the more you’re in touch with the idea, and the more likely you are to actually pursue it.

One of the most dangerous things about entrepreneurship is thinking of yourself as a savior who will solve everything. It’s important to recognize that you won’t always know everything. It can be a very lonely experience, but it’s important to pursue experiential learning and to be patient with your idea.
African Leadership Academy was founded 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.

In 2008, we opened our doors to our first crop of young leaders. In September 2017, we began our tenth year of identifying, developing, and connecting young African leaders, by welcoming our tenth cohort of students to our campus. Our Decennial year will center on reflecting on and celebrating our progress to date, while investing towards the impact we want to have in the next ten years. Join us as we celebrate 10 years of ALA and chart the course for the next 10 years!

ALÀ’s Decennial Year

**REFLECT**
We will take a critical look back at the past ten years to understand what we have learned – and design and share our next strategic plan, ALÀ2023.

**CELEBRATE**
We will celebrate what we have achieved and the impact that our students, staffulty, and alumni are already having on the continent.

We will honor those that have contributed to building ALÀ and have supported our students in their leadership journeys.

**INVEST**
We will invest in ALÀ’s long term sustainability. In February, we will kick off a capital campaign to raise multi-year commitments that will support ALÀ’s operating cost and capital projects.
In celebration of our Decennial and to support our growing student body, we completed construction of the Pardee Learning Commons for the Future of Africa. This new building includes our classrooms, library, and reading rooms – as well as quiet study space and collaborative co-working space. It promotes 21st century learning with its flexibility, transparency, and diversity of spaces for all types of learners, thinkers, and doers.

We engaged Mphethi and his firm, MMA Design Studio, in 2014 to develop ALA’s Campus Master Plan and new Learning Commons. Over the course of his career, Mphethi has been drawn to projects that have cultural significance or promote empowerment, healing and social cohesion. His portfolio includes heritage sites as well as downtown regeneration projects in Johannesburg. Mphethi founded his studio just after the advent of democracy in South Africa in 1994; it was one of the practices at the forefront of transforming cities and public architecture away from apartheid and a segregated past.

What inspired you to work with ALA?
My upbringing in different parts of the continent has influenced my outlook. I have always been a pan Africanist, committed to the development of the continent and its people. I believe developing contextually relevant education is fundamental to this development. I was excited to work with an organization which shares a similar vision.

How do you hope that the new Learning Commons will contribute to the development of our students and our community?
The new Learning Commons takes its inspiration from the values of ALA and is designed to foster a sense of common purpose. Different forms of knowledge-exchange are made visible and accessible to all. It is hoped that this will spark curiosity and enhance formal and informal interactions in an atmosphere of mutual respect. Nature has been brought right into the heart of the Commons as the common denominator that binds us all and as a way of physical and psychological relief that aids the learning process.

In your opinion, what role do Africa’s youth have in shaping its future?
I believe contemporary African culture is simultaneously “emergent” and “residual.” We inhabit a world which in many parts is still animist yet at the same time is impacted by technology and the “Internet of Things” which is a new kind of animism. For our youth, this gives them exciting opportunities to re-think and reconfigure the continent’s development trajectory. They are able to leapfrog technological advancements whilst having access to the world’s heritage of human development that was born on this continent. We need to build self-confidence in our youth and inspire them about their generations’ mission. We should also disrupt negative stereotypes about ourselves and our place in the world through travel and exposure.

What do you consider YOUR role as it relates to shaping Africa’s future?
I see my role through architecture as that of being an environmental psychologist; creating environments that contribute to empowerment, healing and social cohesion.

What is your message to ALA students and graduates?
Leadership for me means the ability to inspire people to be the best they can be and to mold effective teams that form part of larger teams that form part of a larger whole. Use your ALA wings to fly and your family roots to remain grounded.

Mphethi Morojele
The Learning Commons is named in honor of Frederick S. Pardee for his commitment to education and contributions to human progress. An economist, businessman, and philanthropist, Mr. Pardee’s generous support has enabled African Leadership Academy since its founding in 2008.

Mr. Pardee hopes that leaders will use the Learning Commons to explore the forces that will shape human development and the future of our planet, and develop ideas that will enable lasting peace and shared prosperity. We are deeply indebted to Mr. Pardee for his support and friendship.

A Deep Commitment To Our Shared Global Future

Frederick S. Pardee (born 1932) is an American economist, real estate investor and philanthropist from Los Angeles, California. He was a researcher at the RAND Corporation from 1957 to 1971, and then became a real estate investor, owning and managing apartment buildings in Los Angeles. As a result of his contributions to and involvement with numerous academic institutions, he has built a legacy supporting work to better understand the future and human progress. His support includes graduate student scholarships at the RAND Graduate School, the establishment of the School of Global Studies at Boston University, and the establishment of the Center for International Futures at the Josef Korbel School of International Studies at the University of Denver. He has supported ALA since its founding, firmly believing that our graduates will shape the future of Africa and the world.

Your generosity furthers ALA’s mission of identifying, developing and connecting Africa’s future leaders.
AFRICAN LEADERSHIP ACADEMY

2017 Financials

African Leadership Academy had an operating surplus of R11M in FY2017 as we continued our ambitious campus investment program. Over the past two years, we have committed over ZAR 150 Million to the expansion of our dormitories, faculty housing, and the Learning Commons – projects we have consistently delivered on time and within budget. These investments improve the underlying economics of our programs and expand our mission impact, with 45% more leaders for Africa developed each year. We are grateful to the generosity of supporters from around the world in making the work of the Academy possible.

INCOME STATEMENT | For the year ending 30 June

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUE</strong></td>
<td>125.4</td>
<td>153.6</td>
<td>152.4</td>
</tr>
<tr>
<td>Other Income</td>
<td>0.3</td>
<td>0.0</td>
<td>0.2</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>(122.5)</td>
<td>(108.3)</td>
<td>(83.4)</td>
</tr>
<tr>
<td>OPERATING SURPLUS</td>
<td>3.2</td>
<td>45.3</td>
<td>69.2</td>
</tr>
<tr>
<td>Investment Revenue</td>
<td>5.4</td>
<td>4.3</td>
<td>1.7</td>
</tr>
<tr>
<td>Profit (loss) on Forex</td>
<td>5.6</td>
<td>6.6</td>
<td>0.0</td>
</tr>
<tr>
<td>Finance Costs</td>
<td>(3.1)</td>
<td>(2.3)</td>
<td>(1.1)</td>
</tr>
<tr>
<td><strong>SURPLUS FOR THE YEAR</strong></td>
<td>11.0</td>
<td>53.9</td>
<td>69.8</td>
</tr>
</tbody>
</table>

in Millions, ZAR

BALANCE SHEET | For the year ending 30 June

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT ASSETS</strong></td>
<td>90.3</td>
<td>159.3</td>
<td>92.3</td>
</tr>
<tr>
<td><strong>NON-CURRENT ASSETS</strong></td>
<td>191.5</td>
<td>144.0</td>
<td>109.4</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>281.8</td>
<td>303.3</td>
<td>201.7</td>
</tr>
<tr>
<td><strong>CURRENT LIABILITIES</strong></td>
<td>31.8</td>
<td>51.0</td>
<td>50.3</td>
</tr>
<tr>
<td><strong>NON-CURRENT LIABILITIES</strong></td>
<td>48.9</td>
<td>62.2</td>
<td>15.3</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>80.7</td>
<td>113.2</td>
<td>65.6</td>
</tr>
<tr>
<td><strong>NET ASSETS</strong></td>
<td>201.1</td>
<td>190.1</td>
<td>136.1</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES &amp; NET ASSETS</strong></td>
<td>281.8</td>
<td>303.3</td>
<td>201.7</td>
</tr>
</tbody>
</table>

in Millions, ZAR

Audited financials available on request.
AFRICAN LEADERSHIP ACADEMY

With Gratitude

Our deepest appreciation goes out to our extraordinary donors who have made possible the ALA vision a reality since our founding.

$1,000,000+
Anonymous
USADF
African Women in Finance
Global Peace Foundation

$500,000+

Agnes Varis Charitable Trust
ABSA
Nedbank
Michael and Susan
Ishiyama Foundation
Irv & Sukey Grousbeck
General Electric
The ELMA Foundation
Coca-Cola Africa Foundation
Cameron
Derek Schrier & Cecily
Osagie Hakeem & Myma Belo-
Josh & Anita Bekenstein

$25,000+
Anonymous
Michael Ajukwu
$10,000+
Bear & Pam Albright
Tom Eley & Lennya
Anderson
Apsara Capital
Peter Baird
Meg & Tannia Berggrud
Alan Biwer
Charles Schwab Charity
Fund
Widfor & Patricia Chilongo
The Coca-Cola Company
Gary & Lauren Cohen
Daniel E. Hogan Jr.
Charitable Foundation
Caroline Donahue
Norbert Dower
Shirin Foundation
Elsbetha Edin
Jenna & James Ellis
Susan McCarthy
Matchboxology
Michael McCaffery
Suzan McCarthy
Microsoft
Miles Morland Foundation
John & Christine Morrison
Och Ziff Capital Management
Sarah & Peter Oyiayi
Charles Osekaham
Richard & Omega Okolo
OZ Management LP
Emie & Kim Parziale
Mark Patterson
The Paine Investment Charitable Fund
Rob & Ann Quadrant
Duncan & Meredith Randall
Richard W. Goldman Family Foundation
Jessie Rogers
Richard Rosen
Sid Shapiro
Cindy Storbeck
Southwest Development
Ashley & Robert Stierwalt
Summer Search
Sonia Survanshi & Joshua McFarland
Raphael & Julia Teatra
Will & Gene Thrombey
Landon Tiencheu
Raphael Tshibangu

Sponsor a campus space

As we expand and refurbish our campus, we are creating learning and living environments for the next generation of Africa’s leaders. Add your personal footprint to the legacy of ALA by funding a campus space in honor of you or someone important to you.

Sponsor an ALA student

A powerful way to develop future leadership for Africa is to directly invest in leaders themselves – by providing sponsorships for students from disadvantaged communities to attend ALA. We admit students on a need-blind basis and almost all ALA students require financial support to attend ALA.

Donate to the General Fund

By contributing financially to ALA, you can help ALA further its mission of identifying, developing and connecting Africa’s future leaders.
African Leadership Academy seeks to transform Africa by developing a powerful network of over 6,000 leaders who will work together to address Africa’s greatest challenge, achieve extraordinary social impact, and accelerate the continent’s growth trajectory. We invite you to join us on this exciting journey.

Nominate a Young Leader

Twenty percent of the young leaders at ALA are brought to our attention by community members who nominate them. You may know a young person aged 16-19 years who has shown leadership potential in your community. Tell them about ALA.

Join our Educator Program

The GSP Educator Program provides the opportunity for certified professional development in the emerging field of youth Entrepreneurial Leadership education. For educators, this program presents an opportunity to see a new model of learning within residential programs. Those who join us will become BUILD-certified educators, helping to create an unforgettable experience for students who join our Global Scholars Program.

Join our Guest Speaker Series

ALA’s Executive Seminars are intimate workshops with a small group of interested students that cover specialized subjects. Seminars provide students with the opportunity to learn from thought leaders who have profound impact across different sectors and industries in Africa and the world. Leading a seminar is a great way to share your expertise and knowledge with ALA’s young leaders.

Join a Student Enterprise Advisory Board

A cornerstone of the ALA experience is the Student Enterprise program, which sees ALA students running businesses or non-profit organizations for a full year, advised by Johannesburg-based professionals who volunteer as their board members.

Join our Team

To achieve our mission of developing the next generation of African leaders, ALA has attracted a diverse “staffulty” (staff and faculty) of global changemakers: world-class professionals who share our values and passion for Africa and her youth.

Become a Host Family to Graduates

After they graduate, most of ALA’s young leaders pursue university studies away from home, with the majority attending higher education institutions in North America. Graduate hosts play an important role in this transition to life after ALA.

Partner with our Careers and Internship Program

Africa-based and multinational organizations can access a steady pipeline of top pan-African talent by partnering with our Africa Careers Network (ACN). Established in partnership with The MasterCard Foundation, ACN connects outstanding young talent from ALA and The MasterCard Foundation Scholars Program to professional opportunities across the African continent.
Our Programs

**Two-Year Diploma Program**

ALA’s flagship two-year pre-university program centered on Entrepreneurial Leadership, African Studies, Writing and Rhetoric, and the Cambridge A Levels. Each year, ALA identifies young leaders between the ages of 16 and 19 with demonstrated leadership potential and a strong sense of purpose. Through our unique curriculum at the Academy, they develop the skills, mindset, and network to contribute towards our mission of enabling lasting peace and shared prosperity across the continent. After they graduate, ALA continues to cultivate these leaders throughout their lives, in university and beyond. We support their growth through access to internships, career opportunities, and high-impact networks of people and capital that will empower them to create transformative change.

**Global Scholars Program (GSP)**

A three-week leadership program for teens aged 15 to 19. Our school break (June-August) program engages young leaders in social entrepreneurship, design-thinking, leadership training, adventure, and crosscultural exchange, preparing them to create change in Africa and around the world. Participants practice leadership by working with social ventures, learn from South African entrepreneurs and community members, develop skills through team-based challenges, build a global network of peers, and discover the history, beauty, and diversity of Africa.

**Anzisha Program**

The Anzisha Program comprises a suite of activities that nurture, celebrate and scale Africa’s youngest entrepreneurs – firmly focused on youth under 22 years old. The centerpiece of the program is the Anzisha Prize, Africa’s premier award for young entrepreneurs aged 15-22 who have developed successful businesses, implemented sustainable solutions to social challenges within their communities, and are contributing to combating the youth unemployment challenge in Africa. Each year, 12 finalists become Anzisha Program Fellows who receive ongoing support to scale their ventures. Additional Anzisha Program activities are aimed at supporting and providing tools to a broader group of young African entrepreneurs, in order to strengthen the youth entrepreneurial ecosystem across the continent.

**Africa Careers Network (ACN)**

A platform that connects young African talent from ALA and The MasterCard Foundation Scholars Program to high-impact internship and job opportunities across the African continent. ACN seeks to partner with a wide range of organizations, across the public, private, and social sector in order to offer meaningful professional opportunities to members of the ACN network. ACN members form a community of talented young people who are committed to contributing to the overall development of the African continent.

**Catalyst Term**

A study abroad/ gap year experience where students become catalysts of global change. Young people from around the world immerse themselves in ALA’s community of young African leaders and international faculty, unique curriculum centred around Entrepreneurial Leadership and African Studies, and dynamic campus life at our boarding school on the outskirts of Johannesburg. This transformative experience includes two strands: honors-level Study Abroad for current high school students and internship-based gap year for high school graduates.

**ALA Model African Union (ALAMAU)**

An annual leadership conference for young leaders around Africa and across the world, simulating the activities of the African Union. ALAMAU was established in 2013 as a platform for young leaders to develop implementable solutions to African development challenges through diplomacy and international cooperation. Delegates to ALAMAU serve as representatives of various African governments in organs of the African Union, affording them the opportunity to study complex African issues, understand the positions of African countries, and learn to successfully negotiate without compromising national interests.

**Build-In-A-Box**

A portable toolkit of content and teaching materials that allows a team of ALA student facilitators to run community-based Entrepreneurial Leadership camps. 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. The curriculum is based on BUILD, a unique framework for teaching entrepreneurship.