Overview
Our Vision and Mission ................................................................. 04
Message from the Board Chair ..................................................... 05
Message from the Executive Director ........................................... 06
2018 Overview ............................................................................. 07

Leadership and Life Skills
Tapping the youth potential .......................................................... 12
One classroom at a time ................................................................. 20
Leadership + STEM + Art= Giving Back ....................................... 25
Leaping from the Bottom Billion ............................................... 26

Enterprise and Employability
Social Entrepreneurs and the planet ........................................... 25
The SIPA 2018 ........................................................................... 30
Youth can solve their own problems ........................................... 36
Research and Learning ................................................................. 37
Preparing Africans for today’s market ........................................ 40
Achieving Social Mobility ............................................................ 42
Serving Communities .................................................................. 44
Elephant in the room ................................................................. 46
Partnerships for Development .................................................... 48
Our Community .......................................................................... 49
Enabling Transility for the Girl child ........................................... 50

Financial Statements
Statement of Income and Expenditure .................................... 52
Statement of Financial Position .................................................. 55

Support Network
Meet the Board ........................................................................... 56
Meet the Team ........................................................................... 56
Our Sponsors and Partners .......................................................... 57
WHO WE ARE:

LEAP Africa is a non-profit focused on youth leadership development. We are encouraging social good through active citizen participation, tackling issues of leadership dearth, employability and entrepreneurship skills gap, and corruption. We design, implement and evaluate human capacity development programmes to facilitate the transformation of people, communities and organizations in Africa. Beyond our programmatic activities we build ecosystems, produce thought leadership materials and advocate for young people. To date, LEAP Africa has published 11 resources on business sustainability and youth development.
OUR VISION:
To be recognized as the premier resource centre for developing dynamic, innovative and principled leaders, who will drive Africa’s realization of its full potential.

OUR MISSION:
To inspire, empower and equip a new cadre of African leaders by providing the skills and tools for personal, organizational and community transformation.

OUR CORE VALUES:

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

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

**Synergy**
We create an environment that fosters teamwork and strategic partnerships to advance leadership development for youth.

**Excellence**
We demonstrate excellence in all our activities going through the extra mile to ensure our programmes, services and operations are world-class and of the highest standards.
A MESSAGE FROM THE BOARD CHAIR

Dear Friends,

It is my pleasure to bring you progress of our programmes and activities in the past year. Primarily, our work borders around equipping youth to lead themselves, communities, organizations and the continent. To bring this to reality, LEAP works with underserved youth, youth-led organizations and youth actors.

2018 was an exciting year for our organization as we sought to build and rebuild partnerships in alignment with our strategic focus; redefine our core purpose within the sustainable development goals and streamline our efforts along four main areas: Leadership and Life Skills, Entrepreneurship and Employability, Citizenship and Digital Learning.

Leadership and Life Skills: A major highlight from last year was presenting our findings to educators in Lagos and Akwa Ibom States on the need to revamp the curriculum in public secondary schools to include leadership and life training; raised the capacity of educators to boost quality of education and, built on the existing framework of the NYSC to inspire youth through youth to aspire for better in our public secondary school programme.

Entrepreneurship and Employability: Without the right education and systems, young people in developing countries are at risk of low social mobility. In 2018, we supported emerging entrepreneurs to create structured and sustainable businesses and equipped fresh graduates to have a higher financial attainment through paid and unpaid employment and monetizing their skills and talents. We are proud of the accomplishments of our social innovators like Alero Okoroleju who won $125,000 at the 2018 Google Impact Challenge in Lagos.

Citizenship: Smart growth and development can only be achieved if citizens are given a chance to participate. We support active youth engagement in various forms. Over the course of the year 869 teenagers carried out community change projects within host communities of their schools, homes and centres. The Simple Footbridge Bridge is a phenomenal case study of students contributing to socio-economic transformation in Lagos and which demonstrates high interest and involvement of our teenagers.

Digital Learning: The future of work is changing globally. The combination of artificial intelligence and sophisticated tools will demand highly skilled workforce. We aim to increase learning accessibility and outcomes leveraging technology across our programmes.

We look back at 2018 as a significant year where we took many steps back in order to leap forward. The year 2019 will see LEAP working with partners to address fundamental problems in education and business and proffer solutions for how Africans, particularly African youth can fulfill their potential.

Udeme Ufot MFR

“The Simple Footbridge Bridge is a phenomenal case study of students contributing to socio-economic transformation in Lagos and which demonstrates high interest and involvement of our teenagers.”
Dear Partners and Friends,

It is my pleasure to welcome you on this journey of sharing our stories and milestones for 2018. Virtually everything you will read here resonates deeply and is consistent with our internal theme for 2018: A Step Back, A LEAP Forward!

In the few weeks leading to the start of the New Year, we embarked on a process of reflection and learning which literally stayed with us all year-round and beyond. We spent more time listening to our diverse stakeholders and reviewing our field reports. This culminated in:

• Real-time adjustments to our various programmes for more effectiveness and impact;
• Rethinking our ways of working and culture (by refreshing our Core Values to R.I.S.E (Respect, Integrity, Synergy and Excellence) and expanding what they mean to us;
• Setting up a Monitoring, Evaluation, Research & Learning (MERL) Department in-house (which yielded remarkable improvements and results in this period and positioned us for better impact);
• Investing time, thoughts and resources into re-engineering various processes within the organization, especially our back-office operations and project management;
• Improving our leadership and life skills curriculum based on research and feedback from our field work, and similarly adapting our employability and entrepreneurship curriculum to the needs of secondary school students.

All the above, and much more, would not have been achieved without the extraordinary investment of time, talent, thoughts, tools and treasures of our various partners and friends, our ever-dedicated Board members, volunteers and my extraordinary colleagues at LEAP. I celebrate all your efforts and investments.

Please find below some key milestones in 2018:

• Became a BUILD grantee of Ford Foundation: In 2018, LEAP embarked on a truly transformative 5-year journey that will lead to the delivery of major institutional strengthening initiatives, while also helping us to advance our mission. BUILD is a focused initiative and investment to strengthen select outstanding organizations that are central to Ford Foundation's overall strategy to reduce inequality.

• Joined the Mastercard Foundation Family: Through the Transformative Leadership Programme for Teacher Mentors, LEAP is supporting scholars in secondary schools in Ethiopia, Ghana, Kenya, Malawi and Uganda to grow in their leadership development. This initial three-year programme will see LEAP training and reaching over 700 teachers and 17,000 scholars. We are excited about this partnership and the amazing stories already coming from our work in these countries.

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• Secured an Enterprise Resource Planning (ERP) software grant from Oracle Netsuite, and began the process of digitizing and improving our key back-office operations with the help of our partner, Afrissance Digital.

• SIPA (Social Innovators Programme and Awards): With the support of our main partner Union Bank, the SIPA is enabling our fellows and alumni secure more funding and international exposure; deepen and expand the reach of their interventions and products; and more importantly, building stronger organizations. All these will not be possible without the support of World Connect, the University of Oxford, Mastercard Foundation and Nigerian Breweries.

• iLEAD: Our flagship programme iLEAD has gained more momentum and is gradually becoming a ‘club’ for change agents in Lagos and Akwa Ibom States. We are proud of the partnerships that have led to this point, particularly with the introduction of Pathways Day in 2018, which brought professionals from diverse fields into the classrooms. One of the goals of the iLEAD programme is to enlighten and inspire students on the various pathways they can explore post-secondary school, while also giving them opportunities for work-based learning. Special thanks to Citi Foundation for supporting this effort over the years.

Femi Taiwo
2018 OVERVIEW

• 1100 kids, teenagers from low-income families now have a higher chance at living productively and ethically
• Improved teaching and learning outcomes with capacity building programmes for 20 teachers in Lagos and Akwa Ibom

• 213 Graduates trained to hone their talent and skills and move into formal jobs or entrepreneurship
• Prioritized career pathways for teenagers in public schools
• 20 social change makers supported to scale their ventures
• 300 families with access to business through community change project in Iwaya
• Mentorship, coaching and development programmes for young people aged 21-35
• Upgraded LEAP facility for a more conducive workplace
• Became the first indigenous NGO to receive an Enterprise Resource Provider Solution donation from Oracle Netsuite

• Raised the capacity of 1500 beneficiaries to become ethical leaders with our Moral Ethics and Integrity module.

Partnered with:
1. ACT FOUNDATION
2. AFRISSANCE DIGITAL
3. BANK OF INDUSTRY
4. CITI BANK AND CITI FOUNDATION
5. DOW CHEMICAL
6. Global Giving
7. KBFUS
8. MASTERCARD FOUNDATION
9. NYSC
10. ORACLE NETSUITE
11. UNGC
12. UNION BANK
13. WORLD CONNECT

• Supported SIP Fellows access $100, 000 in funding to expand their ventures
• Committed to SDGs partnerships through the 10 Principles of the UNGC
• Commenced a three year Pan-African project
• Secured more partnered with teachers, parents and community leaders
• #157M Portfolio
2018 IN NUMBERS

iLEAD Fellowship

- 105 Males
- 288 Females
- 5 schools selected for the programme
- 29 Fellows
- 15 change projects

iLEAD Programme

- 227 Males
- 145 Females
- 5 schools selected for the programme
- 15 Teachers
- 14 change projects

LEAD The Way

- 227 Males
- 145 Females
- 5 schools selected for the programme
- 15 Teachers
- 14 change projects

Social Innovators Programme & Awards

- 18 Fellows
- 67% have expanded their business operations
- 12 Registered new partnerships
- 10 Received local & International recognitions

School2Work Programme

- 80 Participants
- 55 Participants out of 80 are currently engaged in employment, business or furthering their education
- 31 Participants are full time employees
- 4 Participants are currently running their business
- 4 Participants have gone to further their studies

55

5

29

15

18

12

10

80

55

31

4

4
The quality of institutions in Africa remains low but is slowly improving. However, this improvement could experience a severe setback if leaders are not able to respond to the demand of the growing young population for better economic opportunities.

- Youth Summit Paper 2017
TAPPING THE YOUTH POTENTIAL
The Power of Youth

‘Leadership encompasses everything.’
-Chiazor Ejiogu, iLEAD Fellow 2017- 2018

Influenced by her father’s reading habits of the daily newspaper, she fell in love with politics at a young age and went on to get a degree in Political Science. Her journey since graduating from the University of Benin in 2016 has seen her delve into the development sector, lead students in classroom, inspire learning and new career aspirations for teenagers.

“I was an active leader in church and joined my Faculty Parliament in the University of Benin. Following my tenure in parliament, I later became the Vice President of my department. I have always wanted to join an organisation where I could apply myself, learn more about volunteering and leadership. I took the opportunity to become an iLEAD Fellow as I saw that the iLEAD Fellowship was what I needed to sharpen my knowledge on volunteering and leadership. I was not disappointed by the end of the program, they handed to me great exposure and knowledge I had been longing for.

The fellowship really helped me discover my true self and what I really wanted out of life. It helped build my confidence and public speaking skills, provided great understanding of leadership and how I can lead a change project in my community. Furthermore, facilitating the learning of teenagers, a requirement of the fellowship, this was new to me and challenging. I learned to be more patient and I developed an appreciation for teaching as a profession.

The mentor assigned to me during my fellowship was extremely committed to my self development. She identified and sponsored learning opportunities for me. The book club we were required to be a part of was awesome! I met so many people, read more books than I had in a long time, picked up new words, ideas and strategies from those books and as a result have learned better communication skills.

Leadership encompasses everything but integrity, empathy and emotional intelligence are three of the most outstanding skills I am constantly using as they apply to everything and affect how I approach people.”
As enthusiastic as the teenagers were to this new curriculum, one of her biggest hurdles was discovering that a few of her students had limited reading and comprehension skills while others lacked self confidence. Not one to be deterred by this problem in taking students through the leadership and life skills curriculum, Chiazor gave out paragraphs in class and encouraged them as they stumbled on difficult words; correcting them lightly, and adopted the ‘cold calling’ method to boost their self confidence.

According to the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC), 70 million Nigerians are unable to read and write[1]. This evidently underscores the literacy rate in Nigeria and the state of education in the country. The broad goals of secondary education is to prepare individuals for useful living and opportunity of higher education[2]. Education related problems are multifaceted and cannot be solved without a collective approach of all stakeholders.

In 2018, LEAP partnered with Akwa Ibom State National Youth Corp Service and leading nonprofits within the state to tap into these youth agencies and raised 426 ethical leaders and change agents comprising teachers, students and Fellows) at the end of the programme.

Throughout the year parents, educationists, school administrators, nonprofit organizations, development partners were involved at various engagement forums organized by LEAP to review emerging lessons from the programme and co-create solutions for engendering the best learning outcomes for students.

The Nigerian Government recognizes that literacy education will equip individuals with the knowledge, skills and attitudes needed for economic self-sufficiency, poverty reduction and sustainable development, and is therefore making efforts to address the illiteracy challenge through the national policy on education and other agencies[3]. LEAP and Ford Foundation are a few organizations closing gaps to ensure high quality of training and learning outcomes within and outside the classroom.

The iLEAD Fellowship is a two-year programme running on a pilot in Akwa Ibom State from 2017. Our year one Fellows have graduated from the programme while year two is in effect. iLEAD provides a solid support system throughout the Fellowship to these fresh graduates. From training to mentorship and book club meetings that featured only Nigerian literatures such as Walking on a dream and Success equation – the Fellows became more skilled than when they started the programme.

After six months of working with the students, there were significant changes in reading and comprehension levels and many were more confident. Chiazor taught Civic Education to SS2 (year 11) students and iLEAD to SS1(year 10) students while at Mary Hanney Secondary School, Oron and now lives in Anambra. Although she is no longer in a formal job, she gained employment in a telecommunication firm and has moved to the informal sector - apprenticing at a bakery with intention to set up her own business. Being enterprising in one of this programme outcome and pathway for graduates to transition to the world of work.

LEAP is pushing boundaries to reduce youth employment, and creating ease of transition into formal work and the formalizing of the informal sector. More of its work will see to the adoption of this Fellowship across Nigeria through State and Private, development sector partnerships in 2019 and beyond.
Change projects implemented by students

<table>
<thead>
<tr>
<th>Change Project by</th>
<th>Project Name</th>
<th>Project Site</th>
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<tbody>
<tr>
<td>Mary Hanney Secondary School</td>
<td>Oron Library Project</td>
<td>Mary Hanney Secondary School</td>
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<tr>
<td></td>
<td>School Clinic</td>
<td>Mary Hanney Secondary School, Oron</td>
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<tr>
<td></td>
<td>Construction and painting of concrete boards</td>
<td>Mary Hanney Secondary School, Oron</td>
</tr>
<tr>
<td>Community Secondary School Aka Offot</td>
<td>Donation of benches and desks</td>
<td>St. George Primary School, Aka Community, Uyo</td>
</tr>
<tr>
<td></td>
<td>Filling and Painting of 50 boards</td>
<td>Community Secondary School Aka Offot</td>
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<tr>
<td></td>
<td>Science Lab Project: Equipping the Laboratory</td>
<td>Science Lab Project: Equipping the Laboratory</td>
</tr>
<tr>
<td></td>
<td>Provision of School Clinic</td>
<td>Government Secondary School Afaha Eket</td>
</tr>
<tr>
<td>Secondary School Etoi</td>
<td>Donation Project: Provision of Chairs and Desks</td>
<td>Government Primary School, Ifa Atai</td>
</tr>
<tr>
<td></td>
<td>Donation project: Provision of textbooks, plastic chairs and tables</td>
<td>Secondary School Etoi</td>
</tr>
<tr>
<td>Community Comprehensive Secondary School, Four Towns</td>
<td>Facility Upgrade: Donation of Nursery Learning Aids, Plastic Tables and Chairs, and four Blackboard repairs</td>
<td>St Patrick’s Nursery and Primary School</td>
</tr>
<tr>
<td>Community Comprehensive Secondary School, Four Towns</td>
<td>Donation Project: Provision of 11 seats for pupils</td>
<td>St Michael’s Primary School, Four Towns</td>
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**Oron Library Project:** The school library is serving as an academic resource centre for both students and teachers. Prior to the execution of this project, students and staff of the school did not have access to latest editions of textbooks. Teachers were forced to use obsolete information in teaching and some subjects are not even taught at all due to lack of resource materials. With the students’ intervention, both students and teachers now have unrestricted access to 53 instructional and subject books which will positively have an effect on the status of quality education they receive.

**Facility Upgrade:** iLEAD students of CCSS, Four Towns decided to create a more conducive environment for children to learn. In their own little way, they upgraded classrooms by solving the problem of inadequate chairs and tables for both teachers and pupils by donating twenty-one (21) plastic chairs and eight (8) tables for the nursery school students and also two plastic (2) tables and two (2) plastic chairs for nursery school teachers. Learning aids were also donated to the school. On the day the students finished their examinations, they went over to St Patricks to repaint some of the problematic blackboards.

"Passion projects are ways to deepen students understanding of an issue. It engages the heart, hand and head."
AKWA-IBOM CHANGE PROJECT GALLERY

Donation of desks and chairs to St. George Primary School, Aka Community, Uyo by iLEAD Students of Community Secondary School Aka Offot

School clinic donated to GSS, Afaha Eket by iLEAD Students

School Clinic donated to Mary Hanney Secondary School, Oron by iLEAD Students

Facility Upgrade: Donation of Nursery Learning Aids, Plastic Tables and Chairs, and four Blackboard repairs
CONVENINGS

In 2018, LEAP convened education stakeholders in Uyo in Akwa Ibom at a Stakeholder Engagement Forum Meeting (SEM) on July 19, 2018 themed “Leadership and Life Skills: Strengthening the Quality of Public Secondary Education in Akwa Ibom State”.

The meeting stirred up conversations on youth engagement, state of education in Akwa Ibom and creating talent for the current realities of the workplace. Using iLEAD sponsored by the Ford Foundation as case study, LEAP presented insights from the programme. Keynotes and panel session addressed the need to share responsibilities rather than one sector simply taking responsibility. With the non-profits creating innovations to strengthen the quality of education, the stakeholders recommended for the government to become more deliberate in funding the educational sector by recruiting more qualified teachers, motivating teachers through incentives and building more structures.

In attendance were 30 stakeholders from the Public and Non-Profit Sectors, and 14 iLEAD fellows. Akwa Ibom State Ministry of Youths and Sports, Community Partners for Development, Inoyo Toro Foundation, FHI 360, University of Uyo, Exxon Mobil, Madelyn Group and China Civil Engineering Construction Corporation Ltd.
2018/2019 Fellows in training

MEET THE 2018/2019 CLASS

- Abel Olasehinde
- Abiola Egbeyemi
- Adegbeke Adeola
- Ademola Eleghiwinye
- Aramola Babalola

- Daniel Bisiriyu
- Daniel O. Uleta
- Eniola Adelayo
- Favour Epu
- FearGod Obiuke

- Noziah Baba
- Uchechukwu Medina
- Violet Ike

105 Males
288 Females
5 schools selected for the programme
15 change projects
79% of students have crafted their value statements
The upcoming increased demand for education services due to Africa’s larger populations will require more trained teachers.

Africa Competitiveness Report 2017
ONE CLASSROOM AT A TIME

Paving the Way for the Future

Mojeed Adam (16) wakes up each day with responsibility of his siblings and his class on his mind. He has five siblings and lives with his family, a father who teaches Arabic and a mother who retails in consumables at Igando. He lives a few kilometres from school, Opebi Senior High School and is a beneficiary of iLEAD. Mojeed nurtures the desire to be a medical doctor. For him, managing his time properly is one of the most outstanding skills he boasts of that informing his behavior and success in his academics as he holds on to his dream.

“As the class captain, I organize lesson plan and get the teacher for each subject according to the rooster. Back home from school, I spend time with my friends and family and always observe study time from 8 pm to 12 midnight, a new habit I formed because of my iLEAD training. I am able to manage myself and my responsibilities such that one does not affect the other. I would put time to each task and make sure I get it done within the time I set. Before I learned about time management, nothing worked. I would have planned everything but things just fell apart.

Being able to share my time and skills through volunteering is another thing that has changed about me. Now, I volunteer to teach Arabic to students, voluntary clean up the shared compound at home and just basically helping where I can. This also influenced my involvement in our group change projects. My team carried out environmental and educational projects where we donated waste baskets for a healthier community and fitted the school library with furniture. We saw that the library lacked chairs and tables and students weren’t studying there was challenge we took upon us which I enjoyed. I am very happy that the library is now in a good condition for students’ use.

I must say that iLEAD, has prepared me for the future with financial literacy skills. The problem I had before, was my inability to save. If I save today, before the end of the month I would have used it for something else. Now I am more disciplined with my money and saving towards books for medical school. I wish to own a hospital and give free treatments as much as I can."

Mojeed believes in helping others and wants to give back through this work as a medical doctor, he says many cannot afford medical treatments and more die from preventable diseases if only they could pay for medicals.

Fatima Musa (15) and Cynthia Toryem (17) both share similar experiences with Mojeed. Both girls attend Opebi High School and aspire to be Lawyers.

“As a future lawyer and lecturer, the most important aspect for either of these professions is communication skills and self confidence. iLEAD has helped me to overcome my shyness to face any crowd and given me confidence that I will excel in my future ambition.

Now you can expect me to be the best lawyer in Nigeria – the best in Criminal and Islamic law. ‘Self awareness’ is how I found out my brain’s peak point is early morning and late at night. Because of this knowledge, I have moved my activities around and study from 10am – 12 midnight most days and gradually working towards my ambition. For me, I describe leadership as being below - putting others before you and serving them and not waiting to be served.” – Fatima Musa.
Fatima used to be chronically shy but there is a major difference about her now. She is now more confident was one of those who spoke on the panel during their graduation.

“I see myself as a leader, not because I am the captain of my class, but because I like influencing my peers positively. They are surprised that I have time for everything, and ask since when did you start doing things at the right time? I do what I do at the right time. I also ask my mentor, what should I be doing at this time.” says Cynthia.

Each of our iLEAD beneficiaries have heightened sense of responsibility for themselves and others. For most of them, time management appears to have struck deep and activated a certain level of change within them. For instance their time management skills is likely to make them good time managers, efficient professionals or entrepreneurs. They are disciplined, thoughtful about their future and considerate of others. This indicates that our iLEAD students are picking up very important skills relevant for the future.

iLEAD Programme also known as Be-the-Change Programme is a LEAP initiative implemented through a United Way Worldwide grant on behalf of the generosity of Citi Foundation.

LEAP and Citi Foundation are partners working hand in hand to increase access to the job market for underserved teenagers through Be-The-Change under one of their key initiatives Pathways to Progress. The Citi Foundation invests in programs that help young people, ages 16-24, pursue their career and economic ambitions by connecting them to on-ramps to opportunity. In 2017, the Citi Foundation announced its largest philanthropic commitment ever with the global expansion of Pathways to Progress, in response to persistent youth unemployment. Since 2016, when both organizations united efforts to ensure the actualization of Goal 8 for teenagers living in low-income communities, they have impacted over 1,200 teenagers directly, engaged 20 volunteers and 45 teachers respectively and reached 15,000 beneficiaries indirectly.

The Pathways to Progress initiative supports programs that help young people build an entrepreneurial mindset, acquire leadership, financial and workplace skills, and begin to engage in the formal economy through a first job.

Parents Corner

“It’s been 8 months now since my daughter joined this program, and it has changed her perspective on life. She is more convinced that she has a bright future, sometimes she talks to me about Leadership and how I must be a good leader. I’m so grateful because this is something I don’t think I’d normally have the time to discuss with her. Thank you LEAP Africa for this gracious opportunity.”

- Mr Solomon Bassey

My twin daughters, sometime last year brought a form for me to sign. I didn’t understand what the programme was about, I only knew that they were given refreshments after every program and they had a T-shirt they wore every Tuesday. I knew they were very happy to be part of the program, so I signed the form. I must say, since the time they started attending the program, they have become more creative and more convinced about their future. My other children also want to be part of the program. Thank you very much for this program, because my children take their lives more seriously.

- Mrs Chibuzor
Change projects implemented by students

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<th>Project Site</th>
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<tbody>
<tr>
<td>Apapa Senior High School</td>
<td>Entrepreneurship and skills acquisition programme among Secondary schools Apapa LG Area.</td>
<td>Apapa Senior High School</td>
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<td></td>
<td>Health Initiative at Sabokorgi</td>
<td>Sabokorgi, Apapa Local Govt Area.</td>
</tr>
<tr>
<td>Fazil-Omar Senior High School</td>
<td>Inscription on signpost sensitizing the community on the ills associating with various forms of social vices</td>
<td>Iwaya, Makoko &amp; Iyts environs</td>
</tr>
<tr>
<td></td>
<td>Reconstruction of wooden pathway</td>
<td>Ago-Egun, Iwaya</td>
</tr>
<tr>
<td></td>
<td>Donation of health equipment &amp; materials</td>
<td>Iwaya Health Centre</td>
</tr>
<tr>
<td>Ilupeju Senior Grammar School</td>
<td>Provision of hanging waste bin</td>
<td>Ilupeju Community</td>
</tr>
<tr>
<td></td>
<td>Renovation of a Safer School Front and Environment</td>
<td>Renovation of a Safer School Front and Environment</td>
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<tr>
<td></td>
<td>Beautification of School Frontage With Flower And Zebra Crossing</td>
<td>Ilupeju Senior Grammar School</td>
</tr>
<tr>
<td></td>
<td>Malaria Sensitization and Sharing Of Long Lasting Insecticide Mosquito Nets</td>
<td>Ilupeju Community</td>
</tr>
<tr>
<td>Gbaja Boys Senior High School</td>
<td>Making of waste bins from bamboo fibre and plastic waste bottles</td>
<td>Surulere</td>
</tr>
<tr>
<td></td>
<td>Campaign against social vices</td>
<td>Surulere</td>
</tr>
<tr>
<td></td>
<td>Renovation of basketball court</td>
<td>Modupe Crescent complex Surulere</td>
</tr>
<tr>
<td>Opebi Senior Grammar School</td>
<td>Furnishing of the school library</td>
<td>Opebi, Ikeja</td>
</tr>
<tr>
<td></td>
<td>Waste Management programme</td>
<td>Oregun and Opebi Ikeja</td>
</tr>
</tbody>
</table>

Health Project: Malaria Sensitization and Sharing of Long Lasting Insecticide Mosquito Nets.

Malaria is a deadly disease that malaria kills one child every 30 seconds, about 3000 children every day. An estimated 300-600 million people suffer from malaria each year. The rapid spread of malaria was observed in the community using some of our students as a case study based on the most reported health challenge. The group of iLEAD students in Ilupeju Grammar School attempted to solve a problem within the community they belong. The student had support of their school administration and sought approval within community heads to run a sensitisation program. With the sensitization carried out, members of the community are now aware of the causes and effects of malaria as well as how to prevent it. Mosquito nets were also shared and usage was explained to them.

Environment Project: Waste Bins from Bamboo Fibre and Plastic Waste Bottles

The project was carried out to emphasize that a clean environment can be achieved from natural materials in managing waste and to educate citizens on proper waste disposal systems. iLEAD students from Gbaja Boys Senior High School participated in workshops led in Can Village Lagos Iyke district to learn how to create waste containers from recycled materials such as PET plastic bottles and bamboo fibre which were donated to five secondary schools. The students demonstrated creativity in making the containers very attractive for economic gain. As a result of this project, the students gained yet another money making skills.

“We challenge our students with passion projects to create a compelling experience that will enable them to build core skills.”
LAGOS CHANGE PROJECT GALLERY
In 2018, LEAP convened education stakeholders in Lagos at a Stakeholder Engagement Forum Meeting (SEM) in February and August themed “The Significance of Mainstreaming Life skills education in Nigerian Secondary schools”.

The overall objective was for these stakeholders to critically examine how the sector is evolving, ways teachers can be adequately supported and to stimulate policy discourse on the opportunities for improving life skills training especially in secondary schools. Using iLEAD sponsored by Citi Foundation as case study, LEAP presented insights from the programme to drive conversations.

In attendance were government ministries, private sector, education practitioners, development partners as well as the media. Lagos State Permanent Secretary on Education, Youth and Social Development, Head of Education Districts in Lagos State, Representatives from the Universal Basic Education (UBEC), State Universal Basic Education Board (SUBEB), Nigerian Educational Research and Development Council (NERDC), School Administrators, Principals, Teachers, Ford Foundation, Dangote Foundation, Lafarge, LSETF, DFID, ENACTUS Nigeria, YEDI, SNEPCo, LEAP beneficiaries and Alumni.
Leadership + STEM + Art = Giving Back

Is this the future?

Every year LEAP hold holiday camp for teenagers but in 2018 we introduced more exciting modules in STEM (Science, Technology, Engineering and Mathematics) and Art to broaden their future aspirations for the year 9 cohort.

LEAD The Way (LTW), is a programme for teenagers under 19 years that involves more gamified content on Leadership and life skills, Civic Engagement, Enterprise, and Employability skills training. The programme brings teenagers out of their comfort zone and provides them with the opportunity to examine their core values, beliefs and to move collectively towards creating change not just for themselves but for others within the community.

LTW has always had a remarkable effect on teenagers as they come out of the programme more conscious of social issues and ideas for their local communities and civic mindedness. In this light, action groups emerged from the latest cohorts focused on carrying out campaigns against corruption and advocacy on social media to raise donations for disadvantaged kids in slum.

2018 Recap in Picture

We gave the 2018 LTW participants an indoor and outdoor experience.
Leaping from the Bottom Billion:
The Role of Soft Skills Development in Poverty Alleviation

By Femi Abraham

Over the past few decades, there has been a collaborative effort amongst world leaders and various institutions to reduce poverty levels across nations. These efforts have led to the creation of an ambitious deadline to make the world free of extreme poverty by 2030. This collective effort has tremendously led to a fall in the percentage of world population living in extreme poverty. Between 1981 and 2016, poverty levels have reduced by 34% (people living below $1.90 a day) [1]. Interestingly this reduction also coincided with a 69% increase in population globally.

Even with this significant decrease, the World Bank 2017 global poverty update reports about 770 million people living in extreme poverty across the world. These population mostly reside within the “bottom billion”- countries who are mapped at the end of the development scale; who have failed to grow or the rate of development has been on a decline. Even more striking, a large concentration of the extremely poor population exist in Africa. Among the countries in the Bottom Billion, 74% are from Africa; with countries like Madagascar, D.R.Congo and Burundi each having over 70% of their population living below the poverty line. [2]

Among the several theories that have evolved to explain why these countries remain in the Bottom Billion, Paul Collier’s school of thought - which suggest four major traps that these countries can find themselves: The Conflict Trap, Natural Resource Trap, Bad Governance Trap and The Land-locked-with-the-bad-neighbours trap – resonates with most African countries. In a bid to save these countries from these traps, there has been a huge aid flow from developed nations into African countries to implement poverty alleviation and human capacity development programmes.

The several causes of poverty among most nations in the Bottom Billion can be linked to a huge industrialization deficit and lack of quality education.

While not downplaying the effect of industrialization on national development, investing in improving the levels of education can provide effective solutions to the problem of poverty across these nations. This therefore posits the question: what form of education has the highest potential to reduce poverty and personal well-being.

According to the Africa Learning Barometer developed by the Brookings Centre for Universal Education, only about half of Sub-Saharan Africa’s children, currently attending school, are likely to acquire the basic skills needed for them to live healthy and productive lives. Technical and soft skills are the two sides of the coin in skill-based learning. While technical skills development is necessary to improve a nation’s likelihood for industrialization, today’s complex and dynamic world requires individuals to be equipped with soft skills. These set of cognitive & social skills do not only improve economic status of individuals, they are critical to success in the workplace and all facets of life.

With the scale of youth unemployment and working poverty amongst the Bottom Billion, youth within these countries need to be equipped with the right skillset that can enable them to identify and leverage opportunities, become adaptable to changing requirements of the labour market and consequently enable them contribute to the growth of the national economy.

In addition to positive economic outcomes, soft skills development also empowers individuals with the ability to manage emotions, relationships and also provide them with improved ability to mobilize people & resources towards achieving set goals. There is also a wealth of evidence to show that soft skills development influences aspirations and reference income which translates to improved employment and mental and physical well-being.

While some governments and development-focused organizations have identified the need for soft skills development to be part of a comprehensive macroeconomic development strategy, there is still a need to improve investment on soft skill development across these nations. In addition, there is also a lack of clarity and coherence on the set of soft skills that implementing partners should focus on.
Recent analysis in MasterCard Foundations' report [3] on effective programming methodologies that have worked for top implementing partners in soft skills development across nations; reveals that skills development programmes focused on building communication skills, high-order thinking (problem-solving, critical thinking and decision-making) and components of emotional intelligence (self control, self motivation, self identity, and social skills ); provides the highest development outcomes.

In addition to focusing on these core areas, creating effective programmes requires pedagogies to be designed around experiential learning focused on causing long-lasting mind-set change among beneficiaries. Furthermore, Lessons from nations that have witnessed positive socio-economic outcomes from investing in soft skills development have shown that equipping citizens with soft skills at an early age can make a huge impact on long-term outcomes. For example, recent analysis of Sri Lanka's skills education reforms have shown that increasing early childhood soft skills development increases income in adulthood from 6 – 17 %. [4]

Developing individuals with soft skills do not provide a one-size-fits-all solution to alleviating poverty. There is a need to ensure these skills development strategies form part of a holistic national socio-economic development strategy. Governments have to rigorously invest in infrastructure and systems of support that ensures individuals equipped with skills seamlessly develop solutions that leads to national development. International development-focused organizations also needs to support local implementing institutions with competency-based training that will enable the design of innovative programmes and also provide technicalities in monitoring and evaluating the effectiveness of skills development interventions among beneficiaries.

Insights from the Marshall plan for revitalizing Western Europe, has shown that providing Aid in the form of grants and debt relief should not be a stand-alone support for nations seeking economic development. Increasing the potential for easy flow of trade between high-income markets and the bottom billion can also serve as a panacea for these countries. However, these support needs to be built on a solid foundation involving a multipronged approach to educational development. A foundation that provides citizens with the knowledge and skills needed to leverage opportunities, develop solutions to critical societal problems and most importantly promote the well-being of Communities.

While the opportunities for these nations to make that uneasy leap from the bottom billion seems possible, the real development work lies in the collective effort of both private and public partners. This can be in the form of funding support of implementing institutions and the development of policies that further enhances soft skills development programmes across all educational levels. Beyond this, citizens must see themselves as change makers harnessing the limited opportunities available to drive innovative solutions across various communities.

Author: Femi Abraham is a Programme Officer at LEAP Africa
ENTREPRENEURSHIP AND EMPLOYABILITY

Where public sector services are absent or inadequate and the market is too risky and not profitable enough for the private sector, often, we see social enterprises stepping in to provide effective and cheaper solutions for service delivery to the poor.

- Elaine Tinsley, Social Enterprise Innovations
A STEP BACK, A LEAP FORWARD

2018 Annual Report & Financials
Victor Amusa is an environmentalist. He is the founder of Vicfold Recyclers, an indigenous incentive motivating waste recycling social enterprise. He harnesses value from waste while empowering women and youth especially in low income neighbourhoods. Victor is a 2017/2018 Social Innovators Programme (SIP) Alumni who pioneered the conversion of recyclable waste into raw materials in Kwara State in North-Central Nigeria.

Ilorin is a conservative town but not immune to uncollected and indiscriminate waste that plagues cities in developing nations. The most common method of waste management in Ilorin are landfilling and burning. Both methods have been found to contribute significantly to pollution and have health implications like respiratory tract diseases. Therefore social entrepreneurs like Victor have developed environmental solutions to manage waste and thereby decrease the negative impact on humans and the environment. One of such ways being through recycling.

From childhood, Victor has been resourceful and entrepreneurial and a budding environmentalist. “As far back as 1993, I sold sawdust not because I needed the money or lacked any means but because I wanted to help. There was scarcity of kerosene at the time (the most common source of fuel) and I collected sawdust, an alternative fuel for cooking which I sold at a small fee”.

With a first degree in Chemistry, Victor has applied his knowledge and skills to address the problem of waste management through efficient recycling. He has been able to achieve 100% recycle material with good control of high density and low density chemical formulation. Vicfold Recyclers currently has an average age of full time workforce at 24 years and recycles 10,700 Kilograms (321,000 Pcs of Plastic Bottles) worth of materials monthly. Victor reports that one of the most challenging concerns for environmental sustainability and recycling is sustaining an effective recovery system for recyclable waste and an efficient supply chain system for collection. In two years, Victor has worked within several communities to set up efficient systems for recovering and collecting waste, and clearing illegal waste sites.

I have always had a passion for youth empowerment. I saw young men and women roaming aimlessly and that motivated me to do something about youth engagement in 2017. CREP4Campus is one of the ways I am empowering young people and women. Our student stipend scheme tagged LEARN & EARN currently employs seven (7) undergraduate students of the University of Ilorin. The weekly waste buy-back scheme ensures women employed by the University to sweep classes and hostels earn reasonable income weekly by trading collected recyclable waste in exchange for cash rewards directly with Vicfold. This further mitigates poverty.

The SIP fellowship has given me a robust network in the social space, educated me on the power of collaboration and provided me knowledge and resources to set up systems and structures for Vicfold. For instance, I have been able to develop an organizational structure for my social enterprise with clearly defined roles and responsibilities, and migrated to a business account. Furthermore, winning the 2018 SIPA Prize as one of the most outstanding Fellows that year was totally unexpected. The Prize money from Union Bank (N1 Million) was used to expand operations. It was allocated to purchase a vehicle valued at #1.3m (approx. $3610) for easy collection and movement of recyclable waste.

Since the Fellowship, I have expanded my network and signed up for new membership and youth entrepreneurship platforms like 2018 Youth Entrepreneurship Dialogue organized by the Africa Union, “Africa Talk Jobs” In Addis Ababa.

I have high aspirations for Vicfold – I want to be a leader in this field, increase community engagement, be an instrument in changing environmental pollution, create collection centres across the country, and create a mobile app for recycling to educate, ease collection and access to our 100% safe materials. I am forming collaborative and strategic partnerships with higher education institutions in the region like Offa Polytechnic and Kwara State Polytechnic.
Academic institutions have been identified as major communities where recyclable waste are mostly improperly disposed off due to the on-the-go lifestyle of students and academic staff. Regrettably these activities generate a large amount of waste. Victor's latest focus is waste management in Kwara State through Community Recycling Engagement Program for Campus (CREP4Campus). This is a community-based social innovation that seeks to convert higher institution dumpsites to Recycling Parks while economically empowering tertiary students and women in that community.

The World Economic Forum (WEF) report on “Beyond Organizational Scale: How Social Entrepreneurs Create Systems Change” emphasizes that a growing number of social entrepreneurs are working to harness social change and shape it so that systems ultimately work better for everyone. Victor is one of 20 emerging entrepreneurs who benefitted from LEAP’s Social Innovators Programme and Awards in partnership with Union Bank Nigeria in 2018. The class dynamics has entrepreneurs from various sectors selected from a pool of 1,000 applicants.

From Victor’s case and many others, youth are not passive actors but active agents at the forefront of social change. Every action to support, showcase and reward youth commitment to social impact counts. The SIP which is LEAP Africa’s platform for helping social innovators and social entrepreneurs build sustainable organizational systems and structures with a view to scale and advance systems change within their chosen sectors. Union Bank has been a constant supporter of these social innovators who are driving change in the world. The bank is fully committed to SIPA in achieving high impact through their Citizenship arm as they have done since 2014.

Annually 20 social innovators from around Nigeria are selected from a pool of 1,000 applicants to participate in the fellowship. Their fellowship year kicks off with a week-long workshop during which fellows learn from seasoned professionals and their classmates on various aspects on running a social enterprise. Following the workshop fellows are matched to industry experts depending on their self-identified areas of need from personal to business challenges for mentoring and coaching. Interspersed within the fellowship year are other learning opportunities, access to international markets, training, grants, awards and prizes, opportunities for networking (nationally and internationally), and exposure to impact investors.

In 2018, Fellows received a total of $164,000 in prizes and awards. Alero Okoroleju, Founder RUDERF is another 2018 SIPA Prize Winner who won $125,000 at Google Impact Challenge for her enterprise in 2018.

Through our partnerships with World Connect our Fellows have accessed funds to increase the effectiveness of their ventures. Furthermore SIP alumni 2018 Olumide Adeleye, Founder and Creator, Twim Art Institute emerged as the 2018 Dr. Pamela Hartigan Prize winner and will attend a programme at Oxford University in 2019. Throughout the year, LEAP also engaged seasoned entrepreneurs and professionals who served as faculty, mentors and judges.

Even with our accomplishments with SIPA, we understand that there are a million and more community projects springing across Nigeria and indeed Africa, all contributing in different measures to social work, improving livelihoods and sustaining the planet. Yet questions on the lips of curators of African youth programmes remain;

- Are there sufficient African based solutions to support the emergence of young social entrepreneurs?
- Who better to develop programmes and platforms for these changemakers than Africans?
- If there were more African focused agencies, will there be a rise in innovation and abundant opportunities for Africans?

For more information and partnership details, contact Senior Programme Coordinator Chiamaka Oguonu, coguonu@leapafrica.org
Read more about SIPA in the Citizenship and Sustainability Report Initiative by Union Bank.
MEET THE 2018/2019 CLASS

Abdulazeez Oguntoyinbo
Founder/CEO, Etronics Eruku

Oluwatobiloba Ajayi
Chief Responsibility Officer,
The Let CP Kids Learn Project

Abiodun Adereni
CEO, Helpmum

Beauty Kumesine
Executive Director, Blazing Heart Autism Center

Abiodun Adereni
CEO, Helpmum

Beauty Kumesine
Executive Director, Blazing Heart Autism Center

Kabir Olasebikan
CEO, Craft Planet

Mayowa Adegbile
CEO, Ashade Foundation

Michael Sunbola
President, Lagos Food Bank

Mmekidfonabasi Umana
Founder, Airmcare NG

Nonso Opurum
Co-Founder, Janacare

Ugonna Ginigeme
CEO, Vasiti.com

Ugonna Newikuru
CEO, Gedeihen Recycling

Oluwadide Ogunbanjo
CEO, AgroData Network

Oluwatobiloba Ajayi
Chief Responsibility Officer, The Let CP Kids Learn Project

Oluwatomi Solanke
Founder, Spotted

Oscar Udebuana
CEO, Edupoint

Abdulwahied Alayande
Strategy & Product Lead, TREP Labs

Rita Idiah
N2, Ecolarien

Tochukwu Egesi
Co-Founder/ED, REMINDME
SIP 2018 FACULTY, MENTORS, JUDGES

2018 FACULTY
1. Mr. Joe Mbulu Head Transformation, Union Bank Nigeria
2. Mrs. Ogochukwu Ekezie-Ekaidem, Head, Corporate Communications & Marketing, Union Bank Nigeria
3. Mrs. Ndidi Nwuneli, Founder, LEAP Africa
4. Mr. Udeme Ufot, MD/CEO, SO&U
5. Mrs. Uche Pedro, Founder Bellanaija.com
6. Ms. Osayi Alile, CEO, ACT Foundation
7. Dr. Nadu Denloye, Director, CDNet
8. Ms. Mosun Layode, Executive Director, African Philanthropy Foundation
9. Dr. Dabesaki Mac-Ikemenjima, Programme Officer, Ford Foundation
10. Ms. Ojonugwa Ichaba, Associate, Templar
11. Mrs. Nathalie Ebo, Associate, Sahel Consulting
12. Mrs. Titi Park, VP Product Innovation, Afrissance
13. Dr. Yetunde Anibaba, Lecturer, LBS
14. Mr. Femi Taiwo, ED, LEAP Africa
15. Mr. Jide Adeyemi Chief brand Strategist, Big & Bold Communications
16. Ms. Aissatou Gaye, Finance Coordinator, WAVE

2018 MENTORS
1. Mrs. Ini Abimbola, Lead Consultant/CEO, Thistle Praxis Consulting
2. Mrs. Biodun Adefila, Executive Director, Brand & Client Management SO & U Advertising
3. Mr. Jide Adeyemi Chief brand Strategist, Big & Bold Communications
4. Mr. Onyeka Akumah Founder, Farmcrowdy
5. Mr. Olufunbi Falayi Partner, Passion Incubator
6. Mr. Olumide Idowu Country Manager, Climate Scorecard
7. Mr. Emmanuel Iruobe Strategy Consultant, Dalberg
8. Dr. Dabesaki Mac-Ikemenjima Program Officer, Ford Foundation
9. Mr. Joe Mbulu Head Transformation, Union Bank Nigeria
10. Mr. Africanfarmer Mogaji CEO, XRay Farms
11. Mr. Francis Mojoyinola Manager, Union Bank Nigeria
12. Mrs. Ngozi Nkwoji Portfolio Manager, Nigerian Breweries Plc
13. Mr. Joel Ogunsola Managing Partner Prunedge
14. Mrs. Ndifreke Okuegbunam Head of Programmes, ACT Foundation
15. Mrs. Ehi Ojeh Strategy Manager/Innovation Lead, Union Bank Nigeria
16. Mr. Seun Onigbinde Founder, BudgIT
17. Mr. Bunmi Otegbade Founder, Zest.com.ng
18. Mr. Gbenga Totoyi Partner, Alan and Grant Consulting
19. Mrs. Katja Schiller Nwator Founder, Motive Development Group

JUDGES 2018 - 2019 INCOMING CLASS
1. Ms. Nichole Yembra Chief Financial Officer, Venture Garden Group
2. Mr. Oje Ivagba Executive Director, YEDI
3. Ms. Jessica Elisberg Director, International Youth Foundation
4. Mrs. Kikelomo James Corporate Strategy Associate, Union Bank Nigeria
More information about our Fellows

**Okoroleju Alero Sandra, Founder/Executive Director**
**RUDERF - www.ruderfngo.org**

"LEAP SIPA and the N1,000,000 prize has brought significant national recognition for my organization (RUDERF), which has given us leverage and credibility to showcase our work nationally and engage partners beyond our reach. It has given us confidence to connect with global programs and organizations.

Since the Fellowship, SIP has enabled us to work on structural upgrade, such as new board formation, dissolution of previous non-functional board, updating constitution and tax records previously lacking. In the last six (6) months we have completely overhauled our work and employee policies to be effective and functional, we have employed key staff required for effective growth and impact and we have also secured a more conducive place (work station, training hub) for our activities that would allow us to accommodate more beneficiaries and be more effective in our projects delivery. These new additions are strategic to our next phase of growth. HR consultants that are helping us to make our structures and processes work effectively.

Our OLEJU project has gone on to win The Google Impact Challenge Africa initiative and raised $125,000 through the program which has enabled us to scale the project to four (4) new communities to impact 980 disadvantage/single mothers within 2 years and leverage new partnerships and greater impact. We have also raised additional $50,000 in kind donation from other funders and partners. OLEJU has doubled in impact due to this growth sprout and is changing lives and giving RUDERF a better chance at accessing major funding opportunities." - Alero Okoroleju

**The WINS of our Fellows in 2018**

Since we began partnership with World Connect in 2017, our SIP Fellows have accessed up to $100,000 for their ventures. World Connect finds resourceful people in the most under-resourced areas of the world and invests in their creativity and drive.

In 2018, the Alumni whose ventures have received direct funding are:

1. Emeka Nwachinemere | $7397.26
2. Success Chinwendu Ezeani | $6,033.33
3. Victor Boyle-Komolafe | $4972.22
4. Olalekan Sipasi | $3729.05
5. Isaac Damian Ezirim | $4921.43
6. Damilola Samuel Mutiu | $2997.22
7. Bem Asen | $2993.15
8. Tony Joy | $2869.08
9. Abdullateef Olaosebikan | $2985.71
10. Esther Eshiet | $2715.28
2018 Annual Report & Financials

Keynote Speaker - Dr. Patrick Awuah Jnr

Fireside chat with Keynote Speaker

Cross section of guests

2018 SIP Outstanding Fellows (L-R) Victor Amusa, Alero Okoroju and Olamide Ayeni-Babajide

Dr. Pamela Hartigan Prize Winner, Olumide Adieleye (2018)

2017/18 Fellows with LEAP Directors and Head of Corporate Communications and Marketing Union Bank

LEAP Board of Directors with Dr. Patrick Awuah Jnr
YOUTH CAN SOLVE THEIR OWN PROBLEMS

Nurturing the spirit of entrepreneurship in fresh graduates

In 2018 LEAP Africa, trained 118 young graduates in the Graduate Entrepreneurship Fund (GEF-3) by Bank of Industry for Youth Corp Members at the Lagos NYSC Orientation Camp, Iyana-Ipaja, Agege and Issle Uku, Delta in March and July respectively.

We supported the Bank's effort in developing young entrepreneurs and providing them with facility for ease of starting out their businesses. The participants had businesses in 10 major sectors with agriculture in the lead. The training sessions with these MSMEs empowered the selected participants with basic entrepreneurial skills and confidence required for building sustainable businesses and inspired to be job and value creators.

The programme offered core sessions on Business Readiness, Planning and Organizational Sustainability. The sessions included interactive exercises, practical case studies, informational sessions, and group debriefing sessions on the following topics: Creativity and Innovation, Business Structure & Organisation, Business Continuity & Sustainability, Business Model Canvas, Digital Marketing, Legal Checklist for Establishing a Business in Nigeria, Human Resource Management, Business Ethics, Writing Bankable Business Plan.

As a result of the training, participants are now reflecting on how to improve their businesses using the SMART technique to set goals in the short term. They are now also able to articulate their business needs for scaling to enable them obtain the zero interest rate facility offered by Bank of Industry (BOI).

Beyond the opportunity for budding business owners to access loans from BOI, they are able to attract funding with the skills and tools from the training. Furthermore, LEAP offered additional services in the form of coaching, business plan review and development and supporting them to kick-off.

The partnership with BOI is an appropriate response if Nigeria will completely eradicate youth unemployment. Data from ILO in World Bank's report in 2018 estimates 20 percent of youth in Nigeria under 25 years are unemployed. Young people should be involved in achieving Goal 8 as much as institutions, foundations and nonprofit organizations.

For more information and partnership details contact Programme Manager, Segun Alimi, salimi@leapafrica.org.
RESEARCH AND LEARNING

We tailor our research findings to the programme and activities we run. From case studies on business sustainability in the Nigerian landscape to inspiring content on community development and leadership, our publications provides a step-by-step guide on entrepreneurship and social impact initiatives. Have you considered adding LEAP’s resource materials to your book reading challenge? We have 11 interesting titles available at several bookstores in Nigeria and four of these books have e-versions. Get them today!

- Get on Board: A Practical Guide to Building High-Impact Boards of Directors in Nigeria -N2500
- Building a Culture of Ethics: A Practical Guide for African leaders in the public, private and nonprofit sectors -N2500
- Defying the Odds: Case Studies of Nigerian Companies that have Survived Generations is the first of its kind in Nigeria -N1000
- Passing the Baton: A Guide to Building Sustainable Businesses -N1500
- Attract, Motivate and Retain Top Talent -N1000
- Essential Steps for Creating an Ethical Organisation -N1000
- Critical Strategies for Building a Sustainable Organisation -N1000
- Art of Managing Risk -N1000
- Corporate Culture: The Essence of Winning Companies -N1000
- Rage for Change: A Guide for Young Nigerians who Desires to Make a Difference -N1000
- How to Get A Job -N1000

Available at these locations

- Debonair Bookstore: 294, Herbert Macaulay Street, Sabo Yaba, Lagos.
- B & B Bookshops: 107a, Adeniyi Jones Avenue, Ikeja.
- Laterna Ventures: 13, Oke-Awo Street, Victoria Island, Lagos.
- CIBN Bookshops: 19, Adeola Hopewell, Lagos.
- CSS Bookshop, Bookshop House: 50/52, Broad Street, Lagos Island.
- Florence & Lambard Bookshop: 202/204, Ikorodu Road, Palmgroove, Lagos.
- Veritas Books: 16, Oluwole Fadojutimi Street, Apples Estate, Amuwo Odofin, Lagos.
- Options Book House: 142, Oyo Road, Ojo, Ibadan North, Oyo.
In order to attain concrete results for youth employment, policymakers should move away from one-off specific projects and move toward an “ecosystem approach.”

- The African Development Bank’s Strategy for Jobs for Youth in Africa 2016–2025
PREPARING AFRICANS FOR TODAY’S MARKET

How to get youth thinking like intrapreneurs

“Before the School2Work programme, I was mediocre and so naive...”
- Cynthia Elijah

Cynthia Elijah; (22 ) holds a degree in History and International Studies, Redeemer’s University and currently works as a Programme Coordinator at ACT Foundation. Studying History and International Studies happened to Cynthia by chance but she has turned chance to a lifelong career. Sadly, this is not the case for some graduates in Nigeria and even her peers across Africa. She is a beneficiary of the 2018 School2Work Programme.

One of the reasons for youth unemployment is that “far too many youth across sub-Saharan Africa emerge from school without the basic skills to advance in their lives. It means there is something not working regarding investment in education” says Siddarth Chatterjee, the United Nations Resident Coordinator in Kenya.

Even more daunting is the statistic showing 60% of Africa’s unemployed are youth, according to the World Bank. The School2Work Programme by LEAP Africa is an employability training that support youth transitions after post-secondary education (into either tertiary, vocational or technical education). S2W is more than an employability programme, it offers an entrepreneurial component that equips participants with entrepreneurial skills. It is often implied that employers are now looking for employees who think like entrepreneurs. They partly associate star performance with this skill and believe such employees excel better on the job.

Supported in 2018 by Dow Chemical, over 80 freshly out of school graduates were trained at School2Work. Youth unemployment is one of these pressing issues.

Before the School2Work programme, I was mediocre and so naive; I didn’t know what I wanted to do with my life. I just knew I wanted a job, I didn’t know which job. I didn’t understand the place of adding value to whatever organization I worked with. At some point I wanted to further my education, thankfully it didn’t work, because I just might have lived a miserable life, confused as to what to do next.

Before School2Work, I didn’t understand the importance of Social Media and value that could be added to me. I spent my day job hunting and flipping through several social media pages. But the program changed my entire psyche for good. I no longer feel like I used to mentally, I am now more self-aware, and understand the factors to get a job, stay in it, and have a good life overall.

The training has helped me to be more intentional when applying for jobs. After the program, I stopped applying for just any job. I was very specific about the roles I was applying for, the organizations, their values, mission and vision. I also developed more self-confidence and awareness, defining my goals and values and understanding of the professional world. It also helped me to be observant and aware of on-line platforms such as Coursera and Udemy where I could take courses.

Being openminded, I have been able to intern and volunteer with organizations, and it has been fulfilling. My interviews have been better, particularly because of my intentionality in applying for jobs. I currently work in the development sector, a choice I made because of self-awareness from the School2Work programme. The programme made me realize that interning and volunteering adds value to me, and to my work experience, which can always increase my chances of getting a job. This played out in my recruitment process, because the experiences from past internship and volunteer roles helped me to have an edge in getting the job. Before School2Work, I didn’t believe in volunteering and might have never done it, because I believed it was an act of “using people”. - Cynthia Elijah

2018 FACT SHEET

For more information and partnership details, contact Programme Manager Segun Alimi, salimi@leapafrica.org
ACHIEVING SOCIAL MOBILITY

What Generation Z need to transition

Several reports on secondary education in Nigeria infer that young people, particularly in low income communities are ill prepared for life after school. They face complex problems in fulfilling their potential to have meaningful and healthy lives from lack of basic soft skills. Absolute mobility (conditional on parental education) declines with parental education. And if that is the case, people born in less educated households are more likely to be constrained in their mobility. [1]. Therefore is a need not only to create opportunities for employment but to also equip and empower young secondary school leavers with skills, knowledge and tools for self-actualisation, entrepreneurship and social transformation. This was the thinking that informed the design of the LEAD The Way (LTW) programme for secondary schools in marginalised communities which we held late January to February of 2018.

This custom LEAD The Way aimed to inspire, empower and equip youth in underserved schools in parts of Lagos with leadership and life skills required for personal transformation and become change agents in their communities. The programme reached 104 students from five youth centres (Freesia Foundation, LOTS Foundation, Streets Child Care and Social Welfare, Teenpreneur and Young breeds), 10 schools (direct beneficiaries) and 3500 indirect beneficiaries through partnership with ACT (Access Corporation Trust) Foundation sponsored by Access Bank.

ACT Foundation is building a new generation of credible, accountable and ethical leaders who will propel the continent towards effective and sustainable economic and human development. [2] Under this partnership both LEAP and ACT have helped these young people acquire basic leadership, life and employability skills which will prepare them to take ownership of their success, set clearly defined goals and take necessary steps to create positive change in their lives and communities. The LEAD The Way curriculum encompasses topics in the areas of leadership and soft skills, career, ethics and civics.

This was operationalised into two key objectives. Essentially, we find that leadership and life skills play a key role in enabling self-actualisation and social transformation for young people in contexts where the potential for making fundamental transitions is inhibited by structural conditions.

For more information and partnership details, contact Programme Manager Segun Alimi, salimi@leapafrica.org
Culled from ACT LEAD THE WAY EVALUATION REPORT. Download the full report on www.leapafrica.org/learning
The goal of PROJECT FACE was to enlighten secondary school students on environmental education to reduce public littering and improper disposal of waste and aid sanitation of school environment. On Wednesday 23rd May 2018, the students of Vetland senior grammar school, Agege under Young Breed implemented a change project tagged project FACE (For a cleaner environment) in Eko Junior College; a public secondary school within their Agege community. As part of the activities of the day, an awareness about sanitation and ways to foster a cleaner environment was done at the school’s assembly ground. Afterward, the LTW students of Young Breeds went round 17 classrooms in the school to sensitize the students of Eko Junior College on effective ways students can take charge of their environment to reduce public littering and improper disposal waste and aid sanitation of their school environment. With a seed fund provided by LEAP and ACT, the students delivered a set of waste bins & brooms to each of the classes and Project FACE ambassadors (environmental advocates) were appointed in these classes for the ‘DUBSTIN ESTATE’ in Ajeromi-ifelodun local government Ajegunle.

Dustin Estate is identified to suffer from lack of access to clean drinking water and this is a major problem in their community which beneficiaries of the lead the way (LTW) from LOT charity foundation seeks to solve in connection with goal six (6) of the United Nations Sustainable Development Goals “Clean water and Sanitation” DUBSTIN ESTATE is not just the name of a community in Ajegunle where young boys and girls are raised in houses literally built on refuse and debris. This poor conditions have direct health hazard on the well being boys and girls. With a seed fund form LEAP Africa and ACT foundation, participants form LOT charity foundation built a slab to elevate and existing water reservoir and to create a proper plumbing channel so that community members can have access to clean and unhindered water flow. In the long term, over 100 households residing in Dubstin Estate will have unhindered access to clean water supply and this will improve their living standards.

The “PROJECT GREEN BOX” is a waste disposal management initiative by LeadTheWay (LTW) participants from TEENSPRENEUR HUB. Having completed the training, these students were disturbed by a fire incident which occured in their community as a result of mismanagement of waste disposal where some of their friends/classmates sustained serious injuries. Consequently, they missed classes and at some point, could not seat their examinations. The “PROJECT GREEN BOX” was born out of this experience to ensure that such an occurrence is stalled in the future and consequently addressing goals 3,13,15 and 15 of the UN SDGs which are: Good Health and Wellbeing, Sustainable Cities and Communities, Climate Action and Life on Land respectively. Overall, eight (8) waste management boxes have been delivered to four (4) schools in Abesan Community, Iyana Ipaja, Lagos, Consequently, Over 2800 students will directly/indirectly benefit from the cycle green box.

ADEKUNLE FURNITURE PROJECT: Following a needs assessment LTW beneficiaries from identified that students at Adekunle Anglican Church Primary School have certain learning difficulties as a result of inadequate classroom furniture. As a matter of fact, some pupils literally sit on bare floor during lessons. Not giving in to the various challenges experienced on their way to becoming social change agents in their community, LeadTheWay (LTW) beneficiaries of street child care and social initiative went on to donate 10 set of classroom chairs to adekunle anglican church primary school as part of their change project which they achieved through seed grant from the programme. In the interim, 20 students will benefit from the availability of these chairs and the number is expected to increase overtime as more pupils are admitted into the school.
Personal hygiene is a key component contributing to effective learning. For students, since a chunk of their time is spent in the school environment, deliberate and calculated measures have to be taken to ensure that students have an environment that encourages learning. This was the primary drive for refurbishing the toilet of Agidingbi Grammar school by participants of LeadTheWay (LTW) from freesia foundation. At the moment, their intervention will give over 700 students and teachers access to cleaner restrooms.

CHANGE PROJECT IN PHOTOS
The Elephant in the Room: Should Employability Skills be embedded into Nigeria’s Secondary School Curriculum?

By Femi Balogun

The realities of globalisation and technological advancement is altering the nature of work as well as the skill set requirements and processes at the workplace globally. However, its manifestation holds peculiar implications for inequality, productivity and employment in the global south where the youth population is at its highest rates. The World Bank estimates show that the labour market in Sub-Saharan Africa will have to absorb about 11 million people every year for the next decade, but how will they be absorbed when they are not well prepared for the workplace? More so in a situation of limited job opportunities. More than fifty percent of Nigeria’s youth population are estimated to be unemployed, with secondary school education being the highest educational level attained by almost sixty percent of this group. This suggests very unpleasant outcomes for youth from marginalised communities, because beyond having limited opportunities to transition into higher levels of education, the chances of being gainfully employed may be non-existent. The realities of unemployment for this group places important pressures on secondary schools particularly in terms of their aptitude for preparing students for the workplace and the real world.

While this debate continues to gain momentum, development partners and NGOs in the last two decades or so have been facing this challenge head on, not just by providing training interventions but also challenging the role of careers and counselling services within schools and introducing support services (in terms of internships and mentorship) to enhance employability skills with useful outcomes. Consequently, there is an emerging appreciation that empowering and equipping young people with employability and work-readiness skills holds the potential of exposing and empowering young people to possible pathways that will enable them to transition into a meaningful life and thrive in a competitive global economy.

This supposition came out strongly recently at the dissemination meeting of the Fast Forward project co-funded by the British Council and MacArthur Foundation and implemented by LEAP Africa. At the meeting which held in Lagos on 4th April 2018, World Bank Education Specialist – Mr Solomon Adebayo – noted that the challenge of employability is not peculiar to Africa. However, while over 2 billion young people around the world require employability skills, the phenomenon is predominant in the global south, 83 million of which are in Nigeria. Given the grim statistics, the begging question which seemed like the elephant in the room was, ‘should employability skills be embedded in secondary school curriculum?’
In a society where the opening for formal employment is largely shaped by one’s level of education, these marginalised youth must rely on the informal sector where employment is essentially volatile and vulnerable. [7] And the consequences are dire for young girls who must also struggle with multiple forms of sexual harassment, early marriage and teenage pregnancy. [8] While there is extensive advocacy for employability skills training in development and media circles, the literature suggests that the evidence base in this regard is essentially weak and anecdotal. [9] However, there is existing evidence that unemployment is prevalent on the continent; there is a skills mismatch between employee requirements and employees; and there are fundamental challenges in Africa’s educational system which impacts on the employability of students. [10] [11]

This reinforces the imperatives to prepare young people to be adaptable, opportunity ready and equipped with the tools to transition effectively from school to work or other pathways including enterprise and employability. [12]

The Fast Forward pilot project successfully trained 300 teachers (through a train the trainer approach) who then cascaded this training to 1000 senior secondary school students from 20 public secondary schools in marginalised communities in Lagos, Rivers and Cross Rivers States. This arguably is reasonable given the resources available, but there is more work to be done. Many employability, enterprise and entrepreneurship trainings in secondary schools today are being championed by business and empowerment programs organised by non-profits and assisted by the private sector.

Universities are already beginning to embed this into their curriculum, but because many secondary school students will not have the privilege to transition into university education, it may be useful to begin early with underserved youth. However, the fundamental gap is the inability to organise and facilitate an integrated approach involving the government, private sector, teachers, employers, development partners and NGOs alike if the efforts like the Fast Forward project will be sustainable and reach more young people.

If we must save the coming generation from the plague of a skills gap, then the framing and design of interventions around employability and life skills must rely on strategic partnerships involving key public institutions like the Nigerian Educational Research and Development Council (NERDC), National Board for Technical Education (NBTE), State boards of curriculum development as well as commissioners and key officers in the Ministry of Education. While, key policy and public officers present at the dissemination meeting were pleased with the outcome of the project, they were also perturbed to note that the project would not be scaled.

As a result, some of the key officers made commitments to continue the conversation with relevant stakeholders and support uptake where possible. This in itself provides a solid basis to establish an integrated approach through a community of practitioners and policy actors, collaborating to ensure that suitable and concerted efforts informed by evidence shape policies and programming regarding employability.

Perhaps the most important rationale in making a case for employability skills training is the potential it may provide for youth from marginalised communities to transition into a meaningful life. This is because employability skills helps to lift the aspirations of young people towards possible pathways regardless of their social context; which tends to even limit their mind-set in the first place. In a fast changing world, stretching secondary school curriculum to include elements that can expand the aspirations and pathways of students cannot be over-emphasised. This is because the future will require them to have hybrid skills and a range of talents if they will transition effectively, and contribute meaningfully to society.

Author: Femi Balogun is a Manager, MERL (Monitoring, Evaluation, Research and Learning)
PARTNERSHIPS FOR DEVELOPMENT

LEAP Africa supports Mastercard Foundation Scholars Programme

In May, we hosted Shona Bezanson Associate Director, Education and Learning and Karen Meyer Associate Program Manager, Education and Learning of the Mastercard Foundation. LEAP and Mastercard Foundation have commenced a new partnership to enrich the Foundation’s Scholars Programme in five African countries.

While in Lagos, the team visited our active programme sites and met with Alumni, Partners and Board members. Through the Transformative Leadership Programme for Teacher Mentors, LEAP is supporting scholars in secondary schools in Ethiopia, Ghana, Kenya, Malawi and Uganda to grow in their leadership development. This initial three-year programme will see LEAP training and reaching over 700 teachers and 17,000 scholars. The Mastercard Foundation seeks a world where everyone has the opportunity to learn and prosper. Their focus is helping economically disadvantaged young people in Africa find opportunities to move themselves, their families and their communities out of poverty to a better life.

LEAP Africa secures an Enterprise Resource Planning software from Oracle NetSuite

Oracle NetSuite donated an Enterprise resource planning (ERP) solution to LEAP Africa to improve the processes of the organization. This ERP Solution is driven by a human-centred design and technology to ease LEAP’s operations. The impact of digitizing our back office is set to have positive effect on our people and culture.

The grant makes LEAP the first Nigerian nonprofit to integrate Oracle NetSuite into its operations in Nigeria. This partnership is in collaboration with Afrissance Digital, a certified Oracle partner in Nigeria and UK and led by Victor Taiwo.
OUR COMMUNITY

Celebration with outgoing Board Member Folu Ayeni, Vice President Tantalizers Ltd

One of our strongest pillars and greatest champions are our board of directors. After serving another tenure on the board, Mr. Folu Ayeni, Vice President of Tantalizers retired in 2018. His send-forth was hosted by one of the directors, Mrs. Juliet Ehimuan-Chiazor, Google Nigeria at a private event with directors and family.

The LEAP team Digging in: 2018 Annual Staff retreat

At the 2018 Annual Staff Retreat in Lagos (September), the team reflected on the current and new year plans. It was a two-day exercise that created an atmosphere for ideating, re-strategizing and evaluating the impact of our organization. It was also a learning and training moment to increase team bonding and effectiveness through series of activities.

For us it is important to always step back and rethink some of our interventions to take a wholistic approach in design and implementation, and of course refresh our mind on the broad vision and mandate.
Enabling Transilience for the Girl Child: 
The Role of Leadership and Life Skills 
By Femi Balogun 

Girls and boys at school experience learning differently, because the reality of their social existence is both gendered and diverse. However, the implication of this experience in marginalised communities presents peculiar challenges for how the girl child transition into the next phase of their lives and who they eventually become. Many of these young girls have to endure the hurdles of poverty and the shocks of persistent vulnerability and disempowerment in isolation which may lead to the adoption of risky and unlawful behaviours, substance abuse, domestic violence, dejection, or even suicide. While, this forms the social reality of many young girls, leadership and life skills not only challenges these kinds of behaviours, but it also transforms attitudes in particular ways.

Emerging evidence suggests that cognitive skills alone are not sufficient in preparing girls to succeed in school and transition into life after school. Girls, as well as boys, require other skills and aptitudes that will propel them to be independent, self-confident, negotiate effectively, manage risks, think and solve problems critically, manage time and resources effectively as well as contribute to society amongst others.[1]

The grim realities of poverty continue to fan the flames of unequal access to education, employment, health care, social mobility and citizenship. These limit the opportunities available to young people who are unable to advance beyond secondary school levels. In a society where the openings for formal employment is largely shaped by one's level of education, under-educated youth must rely on the informal sector where employment is essentially volatile and vulnerable.[2] The consequence is even dire for young girls who must also struggle with multiple forms of sexual harassment, early marriage and teenage pregnancy.[3] Hence the need to prioritise leadership and life skills for girls and boys.

Emerging evidence from LEAP Africa’s leadership and life skills program in about 15 secondary schools across Lagos, Enugu and Akwa Ibom states suggest that non-cognitive skills have implications for students’ learning outcomes. The leadership program which enrols over 1000 students in secondary schools from low-income communities has seen more than half of these students experience improvements in their academic results. A key aspect of the leadership curriculum is visioning and goal setting, where students are equipped with the knowledge on how to engage the SMART technique to set goals.

From the five schools in Akwa Ibom, we found that more than 90% of the students are setting academic targets for themselves for the first time. For many of the girls who were interviewed, this means paying more attention and asking questions in class, maximising reading time, as well as collaborating with colleagues to improve on areas where they need help. Improved academic outcomes and being equipped with non-cognitive skills may have significant implications for their employability and future aspirations.

A rigorous mid-term impact evaluation of the project found that the leadership and life skills training is helping many of the girls realise that they are responsible for their future outcomes, while also learning that having a positive mindset is crucial in realising their aspirations. In a focus group interview with girls from Mary Hanney Secondary School Oron, Akwa Ibom State, we find that the girls have raised aspirations about what they want to do after school. Many of the girls who did not think that advancing into higher forms of learning was a possibility (given their background) are confident that they will have a university degree. Most of them recognise that the funding to advance their education may not be readily available, they are preparing their minds to engage in economic activities after school to pay for their university education.

The story of 15-year-old Faith in one of the schools in Akwa Ibom[4] was particularly remarkable. She explains that her parents are separated but lives with her father who thinks less of her abilities and considers her going to school a waste of time due to her grades before joining the life skills program. In junior secondary school Faith never had an A, and with a cumulative average grade of 45% her father thinks she will end up like her older sisters.
Furthermore, her teacher revealed that Faith had very low self-esteem before joining the program. She would isolate herself from colleagues and wanted to just get married after secondary school so she could be free from her father.

However, after joining the leadership and life skills program Faith’s cumulative average has risen to 65%, and had four A’s in her last exam. Faith is having an A on her report sheet for the first time in her secondary school trajectory. Faith who is the last born of 5 siblings, tells us she has learnt to remain self-confident and positive minded. We were particularly stunned by the confidence in the tone of her voice when she said: ‘…it doesn’t matter what my father thinks of me, I know who I am, I am intelligent and I will make an impact in my community, and in Nigeria, because I am the flower that changes the odour of society’.

Asides improvements in academic outcomes and raising aspirations, one key lesson from this is that life skills empower girls to recognise how gender relations shape their interactions with society broadly and how to respond to these dynamics. This is particularly important at this stage because they are beginning to experience new feelings, physical and emotional changes, questions and difficult decisions as they begin to also recognise the foundations of gender norms.[5] Although it is difficult at this point to determine how malleable these skills are at different ages, life skills training is providing an opportunity for girls to reflect on their self-identity, self-awareness and aspirations.

Leadership and life skills exceed the provision of information. While this is important, by helping young girls discover and reflect on their self-worth and inner strength, they come to realise and identify the attitudes that will help them become complete and healthy human beings. These attitudes transform them into positive change agents who are transilient - leaping above structural social conditions – rather than just coping with existing limitations.

Author: Femi Balogun is a Manager, MERL (Monitoring, Evaluation, Research and Learning)
FINANCIAL STATEMENTS
# Financial Statements

## Income Statement

<table>
<thead>
<tr>
<th>LEAP AFRICA LIMITED BY GUARANTEE</th>
<th>2018 N'000</th>
<th>2017 N'000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STATEMENT OF INCOME OR EXPENDITURE FOR THE YEAR ENDED DECEMBER 31, 2018</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income</td>
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<tr>
<td>Grants</td>
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<td>Donations</td>
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<td>Programme fees</td>
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<td>Capital grants</td>
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<tr>
<td>Other income</td>
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<tr>
<td>Finance income</td>
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<td><strong>Total income</strong></td>
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<td>183,025</td>
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<tr>
<td>Expenditure</td>
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<tr>
<td>General administrative expenses</td>
<td>-137,707</td>
<td>-114,868</td>
</tr>
<tr>
<td>(Deficit )/surplus</td>
<td>50,813</td>
<td>68,157</td>
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</tbody>
</table>

*2018 UN-Audited Financial Statement*
# Statement of Financial Position

<table>
<thead>
<tr>
<th>LEAP AFRICA LIMITED BY GUARANTEE STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2018</th>
<th>2018 N’000</th>
<th>2017 N’000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Non-current assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>51,851</td>
<td>40,916</td>
</tr>
<tr>
<td>Total non-current assets</td>
<td>51,851</td>
<td>40,916</td>
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<tr>
<td><strong>Other Assets</strong></td>
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<tr>
<td>Intangible Assets</td>
<td>19,921.00</td>
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<tr>
<td>Total Intangible Asset</td>
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<tr>
<td><strong>Current assets</strong></td>
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<tr>
<td>Accounts receivables</td>
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<td>Intercompany</td>
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<td>Prepayments</td>
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<td>Cash and short-term deposits</td>
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<td>240,214</td>
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<td>Other Current Assets</td>
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<td>Total current assets</td>
<td>514,380</td>
<td>265,625</td>
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<td><strong>Total assets</strong></td>
<td>586,152</td>
<td>306,541</td>
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<tr>
<td><strong>Accumulated funds and liabilities</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Accumulated funds</strong></td>
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<td>Restricted funds</td>
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<td>Un-restricted funds</td>
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<td>Total funds</td>
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<td>241,120</td>
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<td><strong>Current liabilities</strong></td>
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<tr>
<td>Accounts payable and accrued expenses</td>
<td>53,318</td>
<td>10,519</td>
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<tr>
<td>Funds held in trust</td>
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<td>1,675</td>
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<td>Deferred income</td>
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<tr>
<td>Total liabilities</td>
<td>294,028</td>
<td>65,421</td>
</tr>
<tr>
<td><strong>Total accumulated funds and liabilities</strong></td>
<td>586,152</td>
<td>306,541</td>
</tr>
</tbody>
</table>

*2018 UN-Audited Financial Statement*
OUR SPONSORS AND PARTNERS

ORGANISATIONS

- AACE Food Processing and Distribution Ltd.
- Accenture
- AfriDance Digital
- African Development Bank Group (AFDB)
- Akwa Ibom State Government
- Akwa Ibom State Ministry of Education
- Akwa Ibom State Ministry of Youth and Sports
- Akwa Ibom State National Youth Service Corps
- Alan and Grant
- Alpha African Advisory
- ANDE
- Ashesi University
- ASPEN
- African Human Development Centre
- ALERT Nigeria
- Arcskills
- Association for Reproductive and Family Health (ARFH)
- Ausso Leadership Academy
- BellaNaija
- BRAC
- BPI Advisory
- Bunni Adesayo Foundation
- Camfed
- CASPEM Feeds
- Community Partners for Development (CPD)
- COGITO ERGO SUM
- Connect Nigeria
- Corporate Citizenship
- Cranfield School of Management
- Crusader Sterling Pensions
- Dangote Industries Limited
- DAWN Commission
- Deloitte
- DFID
- DOW Chemicals
- Dragnet Solutions
- Dreams from the Slum
- ENACTUS
- Energy Institute
- Equity Group Foundation
- Eworkr
- Excellence Community Educational Welfare Scheme (ECEWS)
- Ekiti State Government
- FarmCrowdy
- FAWE
- FEOGE ABADE VISUALS
- Foundation for Creative Learning
- GALI
- Gmads Media
- Gr@jobs.ng
- Holy Child College Girls Association
- International Youth Foundation
- Inoyo Toro Foundation
- John Ashley Foundation
- Junior Achievement Nigeria
- Junior Chambers International
- King Baudouin Foundation
- Kimberly Ryan
- KENTUCKER Photography
- Lادرge Africa Plc
- Lagos State Ministry Of Education
- Lead spaces
- Liberty-life Hospital
- Lagos State Employment Trust Fund
- Mastercard Foundation
- State Ministry of Public Utilities
- Motive Development Group
- MTN Foundation
- My Beautiful Africa
- NEPAD
- Nestle Nigeria Plc
- Nigerian Breweries
- NILDI
- Odua's Chambers of Commerce Industry, Mines and Agriculture
- Office of Transformation, Creativity & Innovation, Lagos State Government
- Office Of The Vice President - Nigeria
- One African Child
- Paradigm Initiative
- Passion Incubator
- Policy alert: The grassroots people empowerment Foundation
- Sahara Foundation
- Sahel Consulting
- Saro Agroiences
- Seaseqnt Energy Resources Limited
- SESEWA
- SME Boutique Women Exclusive club (SWEC)
- SMI Foundation
- Society for Family Health
- Start innovation hub
- Support and Training Entrepreneurship programme (STEP)
- Smart Mothers Foundation (SMF)
- Strachan Partners
- Stutern
- SMI foundation
- Social Venture Fund - Nigeria
- Society for Family Health
- SpacesForChange
- Teachers Establishment and Pensions Office (TEPO)
- Tech For Development
- Teens Going For Global Network
- The Convention on Business Integrity
- TEP (The Education Partnership Centre)
- The Real Woodpeckers Enterprises
- Umo Foundation
- University of Uyo
- Vconnet
- Verdic lifecare Hospital
- Widows and orphans empowerment Organization (WEWE)
- WimBiz
- World Bank
- World connect
- YEDI
- Young Breeds
- Youth Alive Foundation
- Youths Rescue & Care Initiative
INDIVIDUALS

- Mr Saheed. O Abdulsalam
- Mr M. O. Abimbola
- Mrs Ini Abimbola
- Mrs Abosede Alimi
- Mr Caleb Adeayo
- Mr Adeyinka Adebukola
- Mr Aibodun Adegbola
- Mrs Marram Adeowo
- Mr Or Olusunkanmi Adenuga
- Mrs Mubarak. O. Adetunji
- Mr Kehinde Adesina
- Mrs Ronke Eko Aderinayo
- Mr Kolade Adewoye
- Mr Jude Adeyemi
- Mr Deji Agboyade
- Mrs Grace A. Akande
- Ms Oluwatosin Akinlosotu
- Ms Balikis Akinjobi
- Mrs Ngozi Akinleye
- Mrs M. O. Akinle
- Ms Iyioluwa Alia
- Mr Niyi Alabi
- Mrs Aderonke O. Adetunji
- Mr Kehinde Adesina
- Mrs Ronke Eko Aderinayo
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- Mrs M. O. Akinle
- Ms Iyioluwa Alia
- Mr Niyi Alabi
- Mrs Aderonke O. Adetunji