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# Pan African Leadership and Entrepreneurship Development Models: A Rapid Ecosystem Analysis

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*Published in 2016*

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## Executive Summary

Will Africa's youth bulge be a demographic dividend or a disaster? With 200 million people between 15 to 24 years old, Africa has the youngest population in the world (Africa Economic Outlook, 2012). If the current growth trend continues, Africa's youth population is expected to double by 2045 (Africa Economic Outlook, 2012). If countries in Sub-Saharan Africa make the right human capital investments, the combined demographic dividend could be at least \$500 billion per year (equal to one third of the region's current GDP) for up to 30 years (UNFPA, 2014). However, labor market prospects are bleak, and young Africans are three times as likely to be unemployed as adults (World Bank, 2014). Fostering opportunities for this large and burgeoning youth population is therefore a key priority for almost every country in the region. There is growing acknowledgement among governments, international development organizations, and policy makers on the importance of leadership and entrepreneurship development in youth, and using this as a mechanism to both strengthen individual livelihoods and help spur overall economic growth.<sup>1</sup>

In collaboration with the Skoll Foundation, Results for Development Institute (R4D) undertook a rapid ecosystem analysis to examine the trends and drivers around the growing focus on leadership and entrepreneurship development models for youth in Africa. The analysis consisted of two parts. First, a landscape analysis was conducted to better understand what kinds of programs exist in the ecosystem. Through in-depth desk research and drawing on existing resources such as the Center for Education Innovations and Ashoka Changemakers, key programs and actors that play a role at the secondary and tertiary level in Africa were identified. Second, a deeper analysis into four critical areas was conducted, namely: 1) Post-Conflict and Crisis Programs, 2) Gender Focused Initiatives, 3) Networking and Collaborative Learning Programs, and 4) Skills Development Programs. The deep-dive analysis seeks to take an in-depth look at trends and key factors in each of these four areas, and uses case studies to illustrate how programs are responding to specific challenges within these critical areas.

### Landscape analysis: key findings

61 programs were identified and a database was created to store profiles and program information (Annex 1). Programs were identified through examining the Center for Education Innovations, consultations with Skoll Foundation staff, and desk research on innovative and promising programs. Importantly, it should be noted that this landscape analysis provides an illustration of the ecosystem and does not exhaustively document the universe of leadership and entrepreneurship programs in Africa.

In order to better structure the analysis of information, eight distinct categories were created to capture the various dimensions of leadership and entrepreneurship development. These eight categories can be seen in Figure 1.

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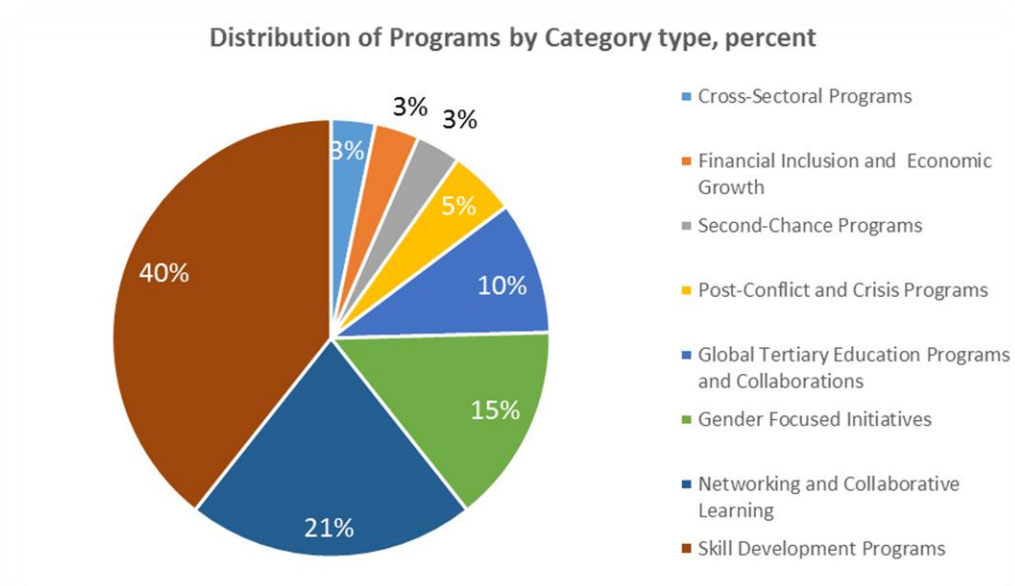
<sup>1</sup> Recent literature and policy documents confirming this includes: International Labour Organization (ILO), 2012. Africa's Response to the Youth Employment Crisis, Regional Report- Synthesis of key Issues and Outcomes from Eleven National Events on Youth Employment in the African Region. African Union (2011), African Youth Decade (2009-2018) Plan of Action- Accelerating Youth Empowerment for Sustainable Development. AfDB, OECD, UNDP, UNECA (2012), Africa Economic Outlook. World Bank (2008), Youth in Africa's Labor Markets

**Figure 1: Categorization of programs**



Skill development programs encompassed 40% of the programs studied (Figure 2), followed by Networking and Collaborative Learning programs (21% of the total programs identified).

**Figure 2: Distribution of programs**



The following three findings illustrate the trends and themes seen in our landscape analysis.

### **Finding 1: Increased National Youth Policies and Related Programs**

In recent years, the challenges and opportunities associated with the large youth population have received considerable attention by national policy makers and governments. There is a growing recognition among national governments that youth should become an integral part of the country's economic growth and development. Although the information on the development and implementation

#### **Box 1: Examples of National Youth Policies**

##### **Ghana National Youth Policy (2010)**

*Theme: Towards an Empowered Youth, Impacting Positively on National Development*

##### **Examples of Policy Focus Areas:**

- Education and Skill Training
- Youth and Employment
- Entrepreneurial Development
- Networking and Partnership Mentoring
- Governance, Democracy, and Leadership

##### **South Africa National Youth Policy (2015-2020)**

*Theme: "We don't want a hand-out, we want a hand up!"*

##### **Examples of Policy Focus Areas:**

- Economic participation and transformation
- Education, Skills and Second Chances
- Health care and combating substance abuse
- Nation Building and Social Cohesion
- Effective and Responsive Youth Development Institutions

of youth policies in Africa is hard to find, evidence suggests that various countries are at different stages of the process of either developing or implanting youth policies. (Brookings, 2013). In 2011, Uganda launched a comprehensive youth policy called the National Youth Employment Policy for Uganda (2011), listing youth employment as a policy priority action area. In 2015, the Zambian government announced a policy for youth titled "Towards a Skilled, Enlightened, Economically Empowered and Patriotic Youth Impacting Positively on National Development."

### **Finding 2: An Increased Focus on Adopting a Pan Africa Approach**

#### **Box 2: A focus on Pan African Initiatives**

**Pan-Africa Youth Volunteer Initiative** - African Union Youth Volunteers Corps (AU-YVC)

The African Union Youth Volunteers Corps (AU-YVC) is one of the African Union's Initiatives for promoting youth participation, capacity building, and empowerment through service and skills exchange, driven by the philosophy of Pan-Africanism. Through this approach, young people meaningfully engage in concrete actions for Africa's social, economic, and political development.

Our analysis of programs showed a pan-continent approach, with 18% of programs profiled explicitly focused on Pan African issues and seeking to strengthen links across the continent. The Pan African slant is also reflected in the adoption of the African Youth Charter (2006) and in the Decade Plan of Action for Youth Development and Empowerment (2009-2018) which were both intended to enhance the ability of the African youth to pursue sustainable livelihood and contribute to the progress of their continent (International Labor Organization, 2012). As part of this process, national and

regional youth networks have also been established, including the Pan African Youth Union (PYU). These networks promote youth engagement and help incorporate multiple youth perspectives into national,

regional, and continental policies, strategies, and programs (International Labor Organization, 2012). Box 2 provides an illustration.

### **Finding 3: An Increasing Number of Interventions Involve Multiple Partners**

A large number of programs and interventions that are designed to encourage entrepreneurship and leadership among youth include partnerships and multi-stakeholder consortiums. These usually consist of national governments, local and international non-government organizations (NGOs), civil society organizations (CSOs), multi-lateral organizations, large donors, and the private sector. The growing collaborations are, in part, an outcome of the changing political and economic landscape as well as a result of the increasing importance placed on forming partnerships to create more innovative youth development interventions (International Labor Organization, 2012).

Box 3 below provides an illustration.

#### **Box 3: Go for Gold's Public-Private Partnership provides graduates with the technical and non-cognitive skills demanded by businesses**

**Program Name:** Go for Gold South Africa

**Partners Roles:**

- **Go for Gold:** Program coordination, implementation, and design.
- **Private sector partners:** Funding, internship placement, apprenticeships, and consultation on curriculum design.
- **Civil Society:** Community engagement
- **Western Cape Department of Education:** Academic credentials, degree recognition, and teaching assistance.

**Program Aim:** Go for Gold is an innovative public-private partnership that recruits and prepares disadvantaged youth for careers in the construction sector through an integrated 4-phase program. It provides tutoring at the high school level, an internship and sponsored training in the industry, and employment within the sector. The 4-phase program is based on the idea that developing skilled graduate professionals who also possess the self-belief to succeed, requires a long term investment where the whole child is developed, both academically and emotionally (Go for Gold, 2015)

### **Deep-dive analysis: key findings**

Following our broad analysis, seven programs within four categories were selected for deep dives to learn more about their model, relevance, and results (Figure 3). The categories were decided in collaboration with Skoll Foundation, and encompassed post-conflict and crisis programs; networking, and collaborative learning programs; gender focused initiatives; and skill development programs. Programs for closer study within these four categories were selected using the following criteria:

- i. Respond to multiple challenges relevant to their category context
- ii. Are innovative and scalable
- iii. Targeted to relevant population groups
- iv. Adequate information available via desk research

**Figure 3: Deep dive programs**

Deep dive programs operate in 10 different countries. Two programs have special regional focus.



Based on a selection criteria (explained in the next slide), seven programs were identified. The categories and programs are:

1	Post-Conflict and Crisis	
2	Gender Focused Initiatives	
3	Networking and Collaborative Learning	
4	Skill Development Programs	

Summary findings on each of the deep dive categories and trends from programs operating within each of these areas emerged from our analysis are below.

**Post-conflict and Crisis Programs**

26 of the 54 countries in Africa are classified as fragile states. These fragile states account for 20% of the continent’s population (Institute of Security Studies, 2013). Youth are often a targeted group during conflict. Reasons for youth participation vary. Examples are: 1) lack of hope for the future, 2) limited economic opportunities, and 3) broken ties with families and communities (MercyCorps). For countries emerging from conflict and are fragile, the creation of economic opportunities for young women and men can contribute to social cohesion and peace (SPARK).

Key approaches taken by programs that operate in post-conflict and crisis contexts include:

- An emphasis on policy reform to improve the business climate.
- A strong focus on improving youth representation in politics and supporting them become active and contributing members of the society.

**Networking and Collaborative Learning Programs**

The opportunities available to develop leadership skills and formal networks are limited for youth in Africa. Young Africans who aspire to start a business or find employment predominantly rely on informal networks of friends and family for support and advice. A majority of programs identified under this category have a Pan African focus and adopt a multitude of approaches to respond to the challenges.

An analysis of programs promoting leadership and collaborative learning reveals:

- In addition to direct youth training, teacher training is also emphasized as teachers are valued as agents of change and important vehicles to promote leadership development in classrooms and communities.
- A focus on leveraging existing pools of motivated alumni and experienced individuals to help support marginalized youth in local communities.

## Gender Focused Initiatives

In Sub-Saharan Africa, female youth tend to leave school at an earlier age and transition to work slower than males. Since 2001, unemployment rates have fallen for young men but risen for young women in many countries in Sub-Saharan Africa (Youth in Africa's Labor Market, World Bank 2014).

A deep dive into gender focused initiatives shows:

- An emphasis on community needs assessment, program design, and implementation exercise as part of leadership curricula at both secondary and tertiary level.
- A frequency of mentorship component at both secondary and tertiary level, with a longer duration at secondary level.

## Skill Development Programs

Skills mismatch between young job seekers and employers remains a significant challenge for youth in Africa. The role of the private sector in skill development and entrepreneurship program is growing and programs approach these challenges in a number of different ways.

Some of the various approaches include:

- Working closely with the private sector, governments and employers to address the issues around skills mismatch.
- Providing opportunities for practical experience in business development alongside close mentorship.

## Conclusions

Our study shows that the leadership and entrepreneurship landscape has never been more vibrant in Africa. National governments, policy makers and multilateral and international development organizations all consider leadership and entrepreneurship training an important vehicle to leverage Africa's growing youth population. African youth not only have a higher propensity for entrepreneurship than their counterparts in other regions of the world, they also have a higher positive perception and attitude towards entrepreneurship.<sup>2</sup>

Within this vibrant setting, opportunities still remain to further strengthen the ecosystem and broad, system-focused levers may catalyze greatest impact. First, multi-stakeholder solutions offer the greatest potential for large scale systemic change. Programs that combine engagement with multiple stakeholders such as the government, business community, CSOs, and donors, with advocacy for broader economic reform are especially promising in addressing high youth unemployment, inequality, and governance and corruption issues. Multi-stakeholder solutions can also help build scale and reach. Second, an emphasis on lifelong skill development is crucial in order to build transferable skills and prevent youth from being vulnerable to market and economic shocks. Holistic models combine soft-skills development like communication, leadership, and confidence with more targeted approaches such as business development and financial literacy.

Appropriately designed program- focused approaches also hold promise. Lessons from direct service delivery oriented approaches show the importance of designing relevant mentorships and investing in teacher training in order to foster leadership and entrepreneurship. Additionally, an assessment of the scalability, impact, and cost-effectiveness must be considered when supporting delivery oriented models in order to boost their potential to evolve to broader, system-wide solutions.

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<sup>2</sup> Africa's Young Entrepreneurs- Unlocking the Potential for a Brighter Future. (2015). GEM, IDRC

Lastly, priority areas for further support revolve around ensuring inclusive education and Pan African joint learning. Although great strides have been made to raise gender parity among youth and young entrepreneurs, very few leadership and entrepreneurship programs target disabled and marginalized youth. Signification potential exists to better target marginalized demographics to increase their livelihood opportunities. Support for alternative and non-traditional leadership models for building and encouraging entrepreneurship could also be encouraged to support adult learners, part-time students, and school drop-outs. Pan African and regional leadership and entrepreneurship programs should continue to collaborate and share lessons learned with one another – and with national programs – in order to scale and spread effective approaches that develop confident, resourceful, and conscientious youth.



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