

Educate! Leadership and Entrepreneurship Course

Term 1, 2017
Scholar workbook

Term 1 Theme
Leadership

Scholar name

School name



Welcome!

Dear Scholar,

Welcome to the Educate! Leadership and Entrepreneurship Course (LEC). We congratulate you upon your successful recruitment into the Educate! Leadership and Entrepreneurship course as an official Educate! Scholar. Your Mentor has selected you because you demonstrated your passion and enthusiasm to learn and participate in a program that will empower you with practical skills in leadership and entrepreneurship.



Participating in this course will build your skills in **Entrepreneurship, Cooperative Leadership, Business, Financial Literacy** and **Community Development**. You will be coached on how to start a business and will practise all these skills in your Student Business Club that you will start as Educate! scholars in your school. The Educate! Mentor will meet you at least two hours every week in class during the time your school will schedule on the timetable, to teach you the LEC and to mentor you in business and leadership. Our lessons are so fun! You will surely love them.

We have also designed for you **this Scholar Workbook** to facilitate your reading during the LEC lessons. This workbook contains:

- Lesson assignments and quotes.
- Case studies and stories related to the topics.
- The leadership potential test.
- The study skills self-assessment.
- A constitution template for the student business club.
- And other useful notes for you.

We urge you to keep this workbook in good condition and carry it whenever you're coming for LEC lessons.

I congratulate you once again for becoming an Educate! Scholar. You are now part of over 20,000 Educate! Scholars nationally. We believe in your potential to become an excellent leader in community and a successful entrepreneur that will drive sustainable development in Uganda and the world at large. Your active participation in this course will help you achieve your vision. You are the solution!

Enjoy the Leadership and Entrepreneurship Course!

With best wishes!

Mrs. Sarah Kayondo.

Educate! Country Director

Lesson Quotes and Assignments

LESSON	QUOTE/SPEECH	ASSIGNMENT
LEC 01 What is Educate! Experience?	From Students to Scholars By Angelica Towne, Educate! Founder Page #6	<ul style="list-style-type: none"> Read the Wereje Benson Case Study in your workbooks. Be ready to discuss it during next week's lesson! Ask school admin for permission, pin up posters, and hold the event to promote the E! Club. Follow up at the Club Meeting: Today we could not finish planning everything for the Club recruitment event or for the Community Day
LEC 02 What makes a leader?	"Why we believe in you" Speech: by Christine and Hawah. See this on page #9	<ul style="list-style-type: none"> Take the Leadership Potential Test on p. 3. Then write a Letter to My Mentor explaining which of the four traits you already have, and which one you want to improve! (Brave, helpful, intelligent, friendly). Transition: Elect Educate! Club Leadership Attempt 2 activities on page 3 of your Passbook and write evidence in the space provided.
LEC 03 Planning as a team	Prize acceptance speech by Wangari Maathai, Winner of the Nobel Peace Prize Page #9	<ul style="list-style-type: none"> Bring used but clean papers to class next week. The more rubbish paper you bring in, the more paper bags you can make! Establish Club Constitution and Project Committees Attempt 2 activities on page 5 of your Passbook and write evidence in the space provided.
LEC 04 Social Entrepreneurship	'My dream is to find individuals who take financial resources and convert them into changing the world in the most positive ways' -Jacqueline Novogratz	<ul style="list-style-type: none"> Read Nelson Mandela's case study in your workbook. Select three mentees. Establish your E! Club project ideas. Get agreement, get a team, get approval and start! Attempt two activities on page 7 of the passbook and write evidence in the space provided.
LEC 05 Leading a team	"From Students to Scholars" by Angelica Towne, Educate! Co-Founder	<ul style="list-style-type: none"> During holidays, attempt two activities on each page from page 9 to page 13 of the Leadership Passbook.

Work on your Leadership Passbook...
No one should miss out on getting a cool portfolio next term!

The Educate! Experience program for you!

Learn more about all the Educate! Program components from the table below.

Program Component	Purpose	Description	Facilitator
Educate! Student Business Club	Organizes the entire school student body to start businesses and projects together during the school term.	Club members form groups of up to 20 students. Each group is responsible for starting and implementing a project. The E! Club tries to recruit as many students as possible.	E! mentor and Youth Leader advise members in projects. E! Associate Teacher patrons the club and talks with school administration on its behalf.
Leadership and Entrepreneurship Course (LEC)	E! Mentor selects the top students who will lead the school and E! club and give them specialized skills and life-long mentoring.	Only 40 selected students become the Educate! "scholars." Scholars attend weekly lessons for 1 year and start projects back home. Certificates are given.	E! mentor facilitates the LEC lessons and provides business and personal advice to E! scholars.
Peer Mentorship	Mentor younger students in leadership & entrepreneurship skills.	Peer Mentoring Events are: Community Day (Term 1), Skills Day (Term 2), & Mentoring Week (Term 3)	Each E! scholar mentors 3 'O' Level mentees. They meet in small groups: 2 scholars and 6 mentees per session
Teacher Association & Training	Teachers & Admin become E! Associates to develop their leadership skills and promote experience-based learning.	2-3 Teachers & Administrators per school selected to be E! Associates and support the E! program inside and outside the classroom	The E! Program Officer facilitates 2 workshops per term which offer practical training in experience-based education



What does our logo mean?

The Educate! Logo is a picture of a boy and a girl, with the map of Africa between them. Their hands are lifted, reaching high for the stars. The picture embodies Educate!'s vision: to build young leaders and entrepreneurs who will be the solution in Africa. Can you see it?

5 Question Leadership Potential Test

1. Would you describe yourself as a brave person? Yes No
2. Do you enjoy being helpful to other people? Yes No
3. Are you considered intelligent? Yes No
4. Have you tried to be friendly with other people? Yes No
5. Are you willing to develop your skills to become a leader? Yes No

- ❖ *If you answered yes to any one of the 5 questions above, then you have the potential to be a leader!*
- ❖ *The key to developing leadership is to identify your own strengths and use them. Circle the box below that describes YOU. Spend time doing things you are naturally good at! Lead in the way that fits you best!*

If You are.....	Then You are Good at.....
BRAVE Forceful, adventurous, demanding, decisive, competitive, daring, confident, fearless, risk-taker	BEING IN FRONT Initiating new ideas, setting goals, making decisions, solving problems, arguing, speaking publicly, debate
HELPFUL Enthusiastic, Outgoing, Emotional, Social, Generous, Trusting, Motivating, Entertaining, Understanding	CREATING NEW IDEAS Inspiring others, working with new challenges, doing the work, listening, problem solving, designing
INTELLIGENT Organized, systematic, good memory, quick to understand, reasonable, studious	PLANNING & TRACKING Following directions, writing, calculating, focusing a group on one thing, keeping track of money, plans
FRIENDLY Patient, loyal, calm, funny, easy-going, chill, relaxed, sweet, dependable, good listener, popular	KEEPING PEOPLE TOGETHER Recruiting people, getting things done, inspiring others, teamwork, conflict resolution, persuasion

—Speech #1: From Students to Scholars By Angelica Towne, Educate! Founder—

I went to the worst school in New York City. It was more like a prison than a school since in New York City, it is the law that every child must go. Every child is forced to be a student. To be a student, all you have to do is come to school everyday and sit in class. But I wanted to be more. I wanted to be smart and make my own decisions. I wanted to know more things than just what was written in the one book I was given; I wanted to understand myself; understand the world, and pursue my dreams..... I wanted to become a scholar.

There are millions and millions of students in the world just sitting in schools like it is a prison, but very few scholars. Scholars are unique and given opportunities and responsibilities that most students never receive.

I took five simple steps to becoming a scholar and those consistent steps have taken me from the poorest school in New York to one of the richest and most elite Universities in America, all the way over here to be with you in Uganda.



Angelica Towne,
Educate! Co-founder

Step 1. Scholars don't get scores, they get knowledge.

I always learned twice as much as a regular student by reviewing and reading on my own. Good test score are important, but if I had stopped at just making a good score, I never would have been successful at escaping poverty.

Step 2. Scholars read anything and everything.

I read books and newspapers religiously which increased my vocabulary and knowledge of world events. It is with this knowledge that I found my first job.

Step 3. Scholars search for opportunities.

No one gave me a scholarship or special program; I went out and found them myself. Every school holiday, I did an extra program and even after school and on weekends. Educate! is a great first step, always search for more programs to better yourself.

Step 4. Scholars will do one thing over and over again until it is their best.

Coming from a terrible secondary school, I should have had many retakes and failures in university, but I didn't! I asked for help early and wasn't afraid to write an assignment five times over and over again until I got it right. Don't ever accept low standards.

Step 5. Scholars make their own dreams come true.

I was a poor little girl with dreams to come to Africa. Many people and programs helped me get this far, but I made it happen. Don't wait for anyone or Educate! to hand you your dreams. As a scholar, you make your owns dreams come true!

...And that's how you go from being students to scholars!

WEREJE BENSON CASE STUDY



"I used to be the first to run and I ran alone. The rebels wanted to get young boys like me to do terrible things. So, I would leave my mother and sisters. Alone, I grew strong. When I found my people again, I grew stronger." -Benson, 2008

No one knows exactly when Wereje Benson was born. In the northern villages of the Congo, mothers did not keep records and children like Benson had to grow old very quickly. He was the first born of six children. Before the war started in 1994, almost one hundred members of Benson's family lived together in the same village. But when the rebels and the fighting came, the family broke apart and ran in many directions. Benson learned quickly that the rebels wanted to kill students because

"whoever gets education may also become strong leaders, may learn to change things, but the rebels did not want the war to ever end"

He escaped the attack and ran directly from school deep into the forest for two years without knowing if his family was alive. When Benson finally returned, his father arranged for them to move to Uganda.

However, soon after they arrived in Uganda, his family decided to go back, believing they could die of hunger here or die by the rebels there—no difference. But Benson had seen too much torture, rape, dead bodies being eaten by dogs in the street, and violence to go back to Congo. Although he cried many tears at the border, he decided as to live in Uganda—to stay alone.

Benson struggled and almost died trying to make it alone! He would do so many things for money, but it was never enough to pay for food and school. Benson would carry 100 stones a day for builders to earn 1,000/=, would dig 40 metres squared of the neighbour's garden to earn 20,000/=, and cover waste to protect the community from Cholera for 2,000/=. In 'O' level, he started his first project with 1,000/= capital—buying sugarcane from 30 kilometres away and carrying it to sell in the village. For so much effort, he would be paid in simple food such as Irish potatoes. In 2005, Benson remembered one the great lessons of his father, "find a good group, do not isolate yourself, share with them problems". He finally understood that working alone and trying only to help himself was the wrong strategy. Power is in groups! **By starting a cooperative, a group with a common mission, he could help bring himself and the entire community out of poverty.**

Cooperative businesses work under 2 basic principles: User owned and User benefited:

The user-owned principle means the people who own and finance the cooperative are those who use it. "Use" usually means buying supplies, marketing products, or using services of the cooperative business. Those who use the cooperative control it by electing leadership and voting on major decisions. The user-benefited principle says that the cooperative's purpose is to provide and distribute benefits to members. Members unite in a cooperative to receive services otherwise not available, such as to purchase quality supplies, increase their bargaining power, share best practices, or have a bigger market.

Benson started practicing cooperative leadership with his first talent: football. The football club was a great success and led to a partial sponsorship for school. Next, he organized young men and women by starting a small youth group at church. The group was given a piece of the most productive land and Benson was elected local chairperson. There were many old men that could have been given the leadership position, but Benson had proven himself to be trustworthy and strategic in solving problems.

In 2005, **together with a group of four friends still in secondary school**, Benson started a cooperative that would change his life forever. They called it CIYOTA. CIYOTA is a youth-led movement that unites and transforms communities to create sustainable peace and prosperity in Africa. Their strategy is to mobilize youth and orphans for collective digging to raise money in order to solve their own problems as refugees. When Benson was digging alone, he would earn 20,000/=; through CIYOTA, the group earns over 2,000,000/=!

CIYOTA has built a primary school and orphanage that gives over 200 young refugees per year an education inside Kyangwali. They also have a youth hostel and loan group for the poorest women in the community. Benson values unity the most. By working together they were able to move mountains and fund all their projects from nothing.

In 2013 Benson travelled to the USA and won \$90,000 US dollars as an Echoing Green Fellow. He returned home to continue his work. A proud father and husband, Benson hopes to be remembered as "a simple servant, helpful and obedient to all, who never wants my children to suffer as I have suffered". When Benson says "my children", he means the next generation of all Africans.

STUDY SKILLS SELF ASSESSMENT

To improve yourself as a learner, it is helpful to identify the study skills you use and determine if your study skills need improvement. This list is a quick tool for assessing your study skills.

Place a check in the option that describes best how many times you do the action.

TAKING NOTES	Rarely	Sometimes	Often
1. I take notes as I read my text books.			
2. I take notes during class lectures/lessons.			
3. I modify, rewrite, or type up my notes.			
4. I compare my notes with a classmate.			
5. I try to organize main ideas and details.			

PREPARING FOR TESTS	Rarely	Sometimes	Often
6. I study with a classmate or group.			
7. When I don't understand a topic, I get help from teachers, classmates, and my mentors.			
8. I do all assignments and turn them in on time.			
9. I can easily identify what I have learned and what I have not yet learned before I take a test.			
10. I think about what possible questions may be asked on my tests and make sure I know the answers.			

MANAGING MY TIME	Rarely	Sometimes	Often
11. I use a weekly planner or other planning method to write down upcoming academic and personal activities.			
12. I use a daily "to do" list to keep track of completing my academic and personal activities.			
13. I start studying for exams and tests several weeks early.			
14. I start doing assignments as soon as they are given.			
15. I have enough time for school and fun.			

SCORING:

RARELY = 0

SOMETIMES = 5

OFTEN = 10

Put your score for each question on the appropriate blank and add your total score for each.

TAKING NOTES:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ Total _____

PREPARING FOR TESTS:

6. _____ 7. _____ 8. _____ 9. _____ 10. _____ Total _____

MANAGING YOUR TIME:

11. _____ 12. _____ 13. _____ 14. _____ 15. _____ Total _____

GRAND TOTAL SCORE: _____

CHECK IT OUT:

A total score of **80-150**: means **you are strong** in study skills.

A score in one area of **0-25**: means you may **need a boost** in this study skills area.

HOW TO IMPROVE YOUR STUDY SKILLS:

Each of the statements in the questionnaire is an action step to help improve your study skills. Start practising those steps and your study skills will improve greatly. **Give it a try!**

—Speech #2: Why We Believe in You By Hawah Nabbuye, Educate! Program Director—

“If you think education is expensive, try ignorance.”

A beggar sat in the city centre admiring the beautiful and luxurious cars that passed by. He used to say to himself “If only I could own that car...that would be the best day of my life!” His wishing went on for a long time. In the evening of his life, he got seriously ill and died.

Because no one knew his origin, the city council decided to bury him exactly where he used to sit begging. After digging three feet into the ground, the grave diggers hit something hard. Gold!!!! All his life, the beggar had sat 3 feet above gold and he knew nothing about it! Oh! If only he knew about this gold, he probably wouldn’t have died as a beggar. Knowledge was what stood between living as a beggar and his wish of being rich coming true.

Unlike this poor beggar, you as scholars have been given this power. Knowledge! You now know the many possibilities that lie in your future. You may choose to sit back and let those great possibilities lie and keep wishing; just as the beggar did, or you may choose to use that knowledge. If you are thinking, why me? Why us? Why does Educate! think we are able to solve problems and be leaders? Aren’t we too young to make change? I can answer you with a question: will you be young forever? No. You will eventually become fathers and mothers, workers, community members and leaders. Stop thinking that it will be someone else in future. It will be you!

The choice is yours to make; to sit back and let the gold lie or to get to work and dig it up. The gold is inside you; your abilities, strengths, dreams, inspirations, knowledge...all hidden inside your heads. Do not fear to dream. Look inside yourself; find that ‘gold’ and do all you can to dig it out; do all you can to exploit your potential. With courage, energy and commitment, you can move mountains and oceans.



—Speech #3: Prize Acceptance Speech By Wangari Maathai, Nobel Peace Prize Winner—

As the first African woman to receive this prize, I accept it on behalf of the people of Kenya and Africa and indeed the world. I am especially mindful of women and the girl child. I hope it will encourage them to raise their voices and take more space for leadership. I know the honour also gives a deep sense of pride to our men.

My fellow Africans, let us use it to intensify our commitment to our people, to reduce conflicts and poverty and thereby improve quality of life. Let us embrace democratic governance, protect human rights and protect our environment. I have always believed that solutions to most of our problems must come from us.

I organized the planting of over 30 million trees. These trees provide fuel, food, and income. This work creates employment, improves soil, and involves women so they can gain power over their lives.

Initially, the work was difficult because historically our people have been persuaded to believe that because they are poor, they lack not only capital, but also knowledge and skills to address their own challenges. We are conditioned to believe that solutions to our problems must come from ‘outside.’ Women did not realize that meeting their needs depends on the environment being healthy and well managed. We are unaware that a degraded environment leads to conflict for scarce resources. We are also unaware of the injustices of international economic arrangements.

This is the importance of education! Know your community problems. Learn about their causes. And start being the solution.



**Wangari Maathai,
First African Woman Winner of the
Nobel Peace Prize**

TOP 5 MENTORING STRATEGIES

1. Ask About Their Interests

Start conversations with what they want to talk about and not what you think you should talk about. This will build trust with them.

2. Ask Open Ended Questions

In order to understand the students point of view, it is helpful to ask open ended questions, rather than yes/no. Use the information students give you to create a solution together.

Yes/no questions: Do you revise? Do you read every night?

Open Ended: What do you think you can do to become better at revising?

3. Let Them Make Their Own Choices

Always suggest options, more than one way. Example: Which career should I follow? If you tell the student to follow a certain career, they might regret it for the rest of their life. Options: Discuss different options given their studies and interests and abilities. Encourage them to talk to people in those careers and follow up in next session. Then they choose what they want to do.

4. Challenge Them To Face Their Fears

Most young entrepreneurs and leaders have fears they need to overcome. It could be the fear of public speaking, the fear of examinations, or the fear of their enterprise failing. Example: If your mentee has speech fright suggest they begin by addressing one person in your class, then one person in another class, then ten people, then the whole class, and eventually the whole school. Push your mentees' limits. Challenge them to step outside their comfort zone.

5. If You Don't have Answer, Find Someone who Does

If your mentee has challenges you cannot help them with, help organize a meeting with someone else. This is far better than giving up or staying silent. Your mentee will appreciate your help.

Educate! Club Constitution Template

Club name:		
Club Objectives:	<ul style="list-style-type: none"> • Envisioned activities and impact of the Club 	
Membership:	<ul style="list-style-type: none"> • Non-discrimination • Recognition of membership • Termination of membership • Membership fees • Leadership positions • Length of the term 	
Leadership:	<ul style="list-style-type: none"> • Eligibility to run • Voting and re-election of officers • Duties of the positions 	
Finances	<ul style="list-style-type: none"> • Purpose and use of funds • Authority keeping records • Approval structure expenditure 	
Alterations		
Approved by:	Head Teacher	E! Club Patron

Educate! Club Tips

The biggest challenge for every SBC is fundraising for start up costs of projects. The good news is that this is a challenge that has been met time and time again. All it takes is your greatest resource – your mind. With a little creativity and a lot of effort, money and supplies can be raised.

First, look for partnerships within the school and nearby community. Then try to organise cool fundraisers. Once you master this skill of finding local resources, you will have this skill for life!

Some of major ways of raising start-up capital for projects are:

- Subscription fees.
- Selling shares.
- Saving in the Club.
- Fundraising events.
- Seeking for donations.
- Membership fees
- Low interest loans.
- Friends and Family
- Investment capital

A number of students have also been able to raise funds through more simple and practical ways such as: movies shows at school, selling Club stickers, car washing at a fee, holding exhibitions of Clubs items, getting short contracts from the school for cleaning the compound, and doing auctions during different Club events like Club handovers. The Club can hold as many fundraisers as it can. Ensure that the treasurer keeps the money received safe and declare the right amount to the Club members for accountability. Preferably, the money should be taken to the Club account immediately.

"Talent wins games, but teamwork wins championships."

--Michael Jordan

Term 1 Community Day

People around the community wonder who these students are, carrying cleaning utensils, bottles of liquid soap, sugar, salt, and a large banner of Educate! They are the Educate! School Club members on Community Day!

Giving back to the community, sharing values, creating awareness on community problems, being the solution, being a team player, all those are part of the Educate! Community Day. Community day is the main event on the Term 1 calendar! Community day is a collaboration of the SBC, School Administration, the Youth Leader, and the Mentor. How is it organized? The SBC, in collaboration with the Mentor and Associate teacher, identifies a community need (it could be planting trees around the school, cleaning community centers, giving out hygiene products to the poor), mobilizes resources, and then goes out to implement the activity. Community Day gives the SBC an opportunity to be visible in the school and community...and a chance to practice your leadership skills!



Andrew Mupuya Case Study



Born in the rural area of Mbale, Uganda, Andrew moved to Kampala on a half bursary to study A' level. After his parents became unemployed, it was a hurdle to cater for his needs while at school. In 2008, at the age of 16, Andrew saw a market opportunity in creating paper bags. As the Ugandan government leaned towards a ban on use of polythene plastic bags, Andrew decided to venture into an environmentally friendly project of paper bag production.

With no initial capital, Andrew cleaned the environment by collecting used plastic bottles and sold them to a plastic recycling plant. After he had raised his initial seed capital of 36,000 shillings, he soon started making paper bags at a small scale while still in high school.

In 2010, Andrew registered his new company, Youth Entrepreneurial Link Investments (YELI). YELI is now the first local registered paper bag and envelope producing company in Uganda.

His business has grown to employ 14 people, the eldest of which is 53. YELI's customer base includes local hospitals, retail shops, roadside sellers, super markets, and major local flour manufacturer companies like Maganjo grain millers and Akamai Foods. YELI was the recipient of a 2.6 million ugx from ILO business plan competition. From his earnings, Andrew is able to pay for his bachelor's degree in up a distribution outlet of bags and envelopes for his mother to sell. In addition to managing his growing enterprise, Andrew has found time to train over 500 individuals, mostly young people, on how to make paper bags through which 16 other projects have been set up. His personal goal is to employ 60 people by 2015 and set up a paper bag making plant in order to achieve a vision of a cleaner Africa.

Andrew now employs a total of 19 people, and has diversified his line to include gift bags. He is the recipient of 2012 FERD Award for Social Entrepreneur of the Year.

Examples of Young Social Entrepreneurs

Educate! Graduate Blessed Grace

Supplying G.Nuts to Banks

Blessed is an orphan from Northern Uganda raised by her aunt in Kireka, Kampala. In her S.5, she started making g.nut paste. After a mentoring session last term, she was empowered to try the elite class of paste. Now she supplies the staff of Crane bank, Stanbic and Barclays Bank. She trained five widows from the North on how to make the product and market it. Blessed's goal is to reach out to more widows and orphans in the area.



Educate! Graduate, Pauline Madudu,

Her dream was to become an entrepreneur. And today, she is the founder and CEO of Classic Books Enterprise. Her business provides students with low cost notebooks made from recycled paper. She is also the proud winner of the International Labour Organisation's 2016 Green Business Plan Competition. Now, she dreams of expanding her company and employing more youth.



Educate! Graduates & Mentors Ali Kirunda and Saphi Mubiru- Educative Movies

Ali and Saphi have always been involved in performance in their hometown Jinja. Once Educate! partnered with their school, St. John's Wakitaka Secondary, the best friends began to explore a dream they had always shared to start their own film and theater production company. Using the skills they learned in Educate! and with their Mentor's guidance, Saphi and Ali started to make films about social issues affecting their community. They have created dozens of films covering issues such as HIV, greed, alcoholism, domestic abuse, and child abuse, all with a delicate touch of humor. Ali and Saphi progressed from using phones to film their movies to hiring a crew and renting film equipment to create a professional product. They also perform numerous stage dramas and comedies with a positive message that address social norms.

Winifred Selby, 19, Ghana – Making Bicycles from Bamboo

When Winifred Selby was just 15 years old, she co-founded Ghana Bamboo Bikes Initiative, which manufactures affordable, multi-purpose bikes out of bamboo. With an abundance of bamboo forests in the country, the initiative trains members of the community to convert bamboo into shock-resistant bicycles to address transportation and employment needs in rural areas. The company has also found a large export market. Selby has been recognized with international awards such as a 2014 Set Africa Fellow and WEF Global Shaper.

Nelson Mandela – Lead like a Shepherd

“Mandela’s greatest suffering was that he spent 27 years in prison without holding a child's hand.”

Mandela was born in a time when the white racial group ruled his country South Africa. Due to his opposition activities, the government imprisoned Mandela in 1962. Nelson Mandela was locked in a prison for 27 years on Robben Island, near Cape Town. He later liberated his country from apartheid, uniting white and black in a way that had never been done before through encouraging racial harmony. Mandela was president of South Africa for 5 years before peacefully giving the power away through elections. Below are some leadership principles we can learn from Mandela:

#1: Courage is not the absence of fear — it's inspiring others to move beyond it

Mandela got on a tiny plane. While flying, one of the plane engines failed. The only thing that calmed the people on the plane was looking at Mandela, who quietly read his newspaper as if he were on his morning drive to the office. "Of course I was afraid!" he admitted later. It would have been crazy not to be. "I can't pretend that I'm brave and that I can beat the whole world." But as a leader, you cannot let people know. "You must put up a front." And that's precisely what he learned to do: pretend and, through the act of appearing fearless, he inspired others.

#2: Don't leave your support base behind

Internationally businesses and governments were putting pressure on the South African government to give up power. The ruling government wanted to negotiate with the opposition but many opposition leaders and the public refused. Mandela, on his own, started negotiations with the white apartheid government anyway. When he started negotiations, there were many who thought he had lost his mind. "We thought he was selling out," said many supporters. "I went to see him to tell him, what are you doing? It was an un believable step. He took a massive risk." His reputation was on the line. He went to each of his supporters in prison and explained what he was doing. Slowly and deliberately, he brought them along. "You take your support base along with you,"

#3: Lead from the back — and let others believe they are in front

Mandela loved to remember his boyhood and his lazy afternoons herding cattle. "You know," he would say, "you can only lead them from behind." He would then raise his eyebrows to make sure I got the **meaning**. During the time I worked with Mandela, he often called meetings of his kitchen cabinet at his home. He would gather half a dozen men, Thabo Mbeki (who is the most recent South African President) and others around the dining-room table or sometimes in a circle in his driveway. Some of his group would shout at him — to move faster, to be more radical — and Mandela would simply listen. When he finally did speak at those meetings, he slowly and carefully summarized everyone's points of view and then shared his own thoughts, lightly moving the decision in the direction he wanted without forcing it on anyone. The trick of leadership is allowing yourself to be led too. "It is wise," he said, "to persuade people to do things and make them think it was their own idea."

Student Business Club Competition Judging rubric

CATEGORY	CRITERIA	SCORE		
Positive	The club has a clearly defined mission statement that seeks to create positive social or environmental impact, and the project clearly relates to the mission statement.	1	2	3
Innovative	The project builds on a creative idea that demonstrates that scholars are “thinking differently” about business. It capitalizes on existing resources and uses them in an innovative way.	1	2	3
Impact	The project has made an impact on 10 or more community members. Scholars provide evidence that they have achieved a high quality impact.	1	2	3
Sustainable	There is a clear and thoughtful written plan for environmental and financial sustainability for this project. Sustainable means it has the capacity to renew its own resources or has a long lasting impact in a permanent system	1	2	3
Finances	Finances are tracked in an organized and orderly way. The numbers in the cost, income, and profit sheets balance out. There is a book of accounts for this project.	1	2	3
Teamwork	Club has clear leadership structure. Has minutes and attendance with # of club members recorded. Records should go back at least to Term two (2015 Sept).	1	2	3
Planning	Club has a clear and realistic business model. Club has a written-out budget for each project.	1	2	3
Sales	Club has samples of the product and/or service that show the product/service is of high quality and financial records show the club has a wide market. Project earns an income of 100k and above	1	2	3
TOTAL SCORE				



KNOW YOUR RIGHTS

Dear Scholars, Educate! is committed to protecting your rights at all times. That means that if your rights are not being respected -- especially if you feel unsafe or exploited -- you can ask Educate! staff or volunteers for help.

You have a right to be protected from exploitation, violence, and abuse. This includes physical abuse (someone hurting you) and sexual abuse (any sexual advances from an adult or any sexual contact at all that is unwanted or makes you feel uncomfortable).

If you ever feel unsafe or uncomfortable, or that your rights are not being respected, please speak out!
The Educate! family will listen to your opinion and do whatever we can to help you. If someone outside of Educate! is making you feel unsafe or uncomfortable, please tell an Educate! staff or volunteer, like your Mentor, Youth Leader, or Program Officer. If someone at Educate! is making you feel unsafe or uncomfortable, please call the Educate! office at 0312 266 074 and ask to speak to the HR Manager.