



GLOBAL GIVING REPORT



By
Emergination Africa

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Introduction

As Emergination Africa continues to nurture the next generation of business leaders in Africa, the fifth edition of the National Business Case Competition (NBCC) in 2024 was a remarkable success. This year, 140 teams from 88 schools showcased their innovative business ideas during the provincial competitions held across all 10 provinces of Zimbabwe. This milestone brings us closer to our ambitious goal of impacting 2 million learners and accelerating 360 micro ventures by 2027.

In 2024, Emergination Africa focused on two main programs (Virtual innovation Accelerator and National Business Case Competition programs) and several key activities. These activities included the VIA circles, teacher training for NBCC, NBCC proposals submission and review, providing detailed feedback, conducting masterclasses, organizing the NBCC provincial competitions, and carrying out monitoring and evaluation. These efforts are integral to our mission of fostering entrepreneurial skills and creating sustainable business ventures among young learners in Zimbabwe.

This report provides insights into the activities for the period August–November for the National Business Case Competition (NBCC) program.

The National Business Case Competition

Schools Onboarding and Submissions

Despite the continued challenges of onboarding, the number of schools has increased significantly in the month of May. The team was supported with airtime for direct calls to the school to widen the scope of engagement. This process slightly increased the number of schools to a total of 211 schools. There is also a general disinterest from schools that have been part of the NBCC in previous years arising from their failure to qualify for the national finals. This points to a mindset challenge around participation and the development of high school entrepreneurs. Some schools view the NBCC as merely a competition not a life-long learning opportunity for the learners. This speaks highly to the need for direct learner engagement across Zimbabwe. While some teachers have fully conceptualized the aim of the program, there are some who still require more knowledge building, since some feel that the educator does not benefit much from the program.

Selection and Review of Submissions

This year, there was no selection process since all teams were set to participate in the Provincial competitions. However, there was an online submission of proposals. The online submission aimed to gather feedback from judges to help learners refine their presentations for a live pitch. We were deeply impressed by the creativity and innovation showcased in the proposals received. The team began the review process in the first week of August, and by August 16, 2024, all submissions had been reviewed. This review process offered clear insights and enhanced the presentation quality before the live event.

Masterclasses

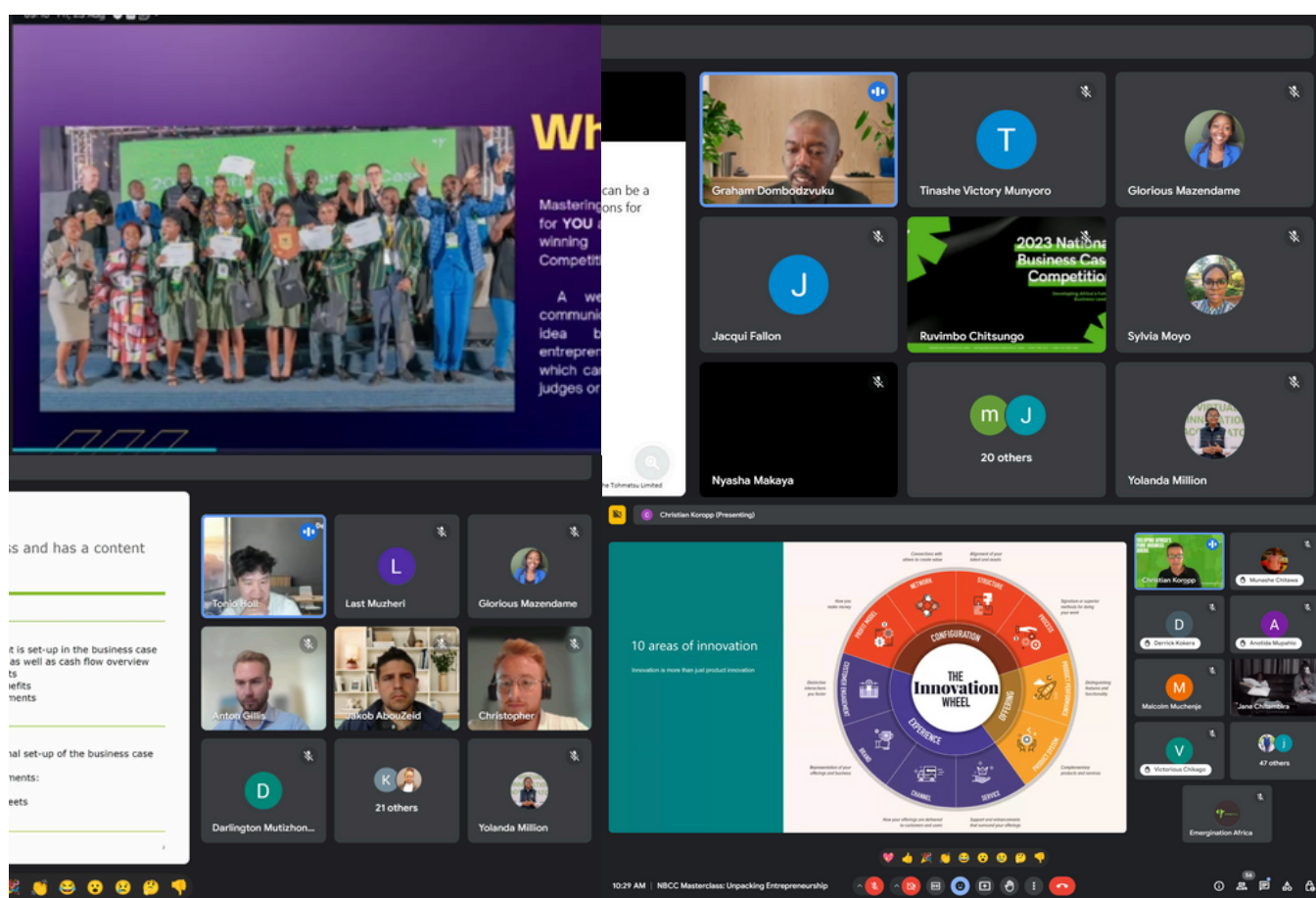
Masterclass sessions provide a direct link between high school learners and industry experts in business. These sessions are crucial in shaping and enhancing learners' knowledge and skills in various business matters. They are also a key element in the NBCC journey, offering learners their first point of contact with the business world. The 2024 Masterclasses were led and supported by experts from Deloitte Germany, Deloitte Zimbabwe, Deloitte Africa, and one independent volunteer. Preparations began with the onboarding of session leads by Christian Koropp from Deloitte Community. In total, we attracted 47 facilitators, 6 advisors, and 6 main speakers, as shown in Table 1.

Organization	Number of facilitators	Number of Advisors	Number of Speakers
Deloitte Germany	29	6	5
Deloitte Africa	4	0	0
Deloitte Zimbabwe	14	0	1
Independent	0	0	1

Table 1: Number of Facilitators and their organisations.

Masterclasses Participation

The masterclasses aimed to engage 480 participants, including learners and educators, to enhance learners' entrepreneurial and pitching skills in preparation for the NBCC 2024 provincial competitions. However, only 40 learners and 10 educators were able to join the sessions, resulting in a total of 50 direct participants. The primary challenge faced by both learners and educators was poor internet connectivity, which prevented many from participating. Most of the schools involved are situated in areas with very low internet connectivity.



Masterclass Schedule

The Masterclass sessions ran from the 13th to the 23rd of August 2024. The sessions were scheduled as indicated in Figure 2.



Figure 2: 2024 Masterclass Session Schedule

Masterclasses feedback

- Similar to last year, the industry and market analysis masterclass was the most successful in terms of learner engagement and responsiveness. The session was led by Graham Dombodzvuku, with support from Deloitte Zimbabwe facilitators.
- We were impressed by the learners' proactiveness and agility in addressing network challenges, often using a single device to join as a team for better connectivity. The support from teacher coaches was greatly appreciated, with up to 10 teachers joining at least one masterclass to support their learners. Teachers were actively engaged in discussions, which boosted the learners' confidence.
- The collaboration between Christian Koropp and Malcolm Muchenje (Aquaverm), an NBCC alumnus, significantly increased learner interest in the program, as indicated by their feedback. Learners felt more comfortable interacting with someone close to their age.
- Emergination Africa also recorded each of the main masterclass sessions to accommodate learners who had lessons during the masterclasses or lacked data. All masterclass materials were shared with the EA team and forwarded to the learners.
- We want to express our gratitude to the Deloitte staff members, Tiotenda Ratidzo Chihera and Vimbainashe Mushure, for dedicating their time, attending all the masterclass sessions, and engaging with the learners.

The image displays four screenshots from Zoom masterclass sessions:

- Top-left:** A slide titled "Industry Analysis Tools" featuring a SWOT Analysis for "ABC Pvt Ltd". It lists "Internal Factors" with "STRENGTHS" (Characteristics of a business which give it advantages over its competitors) and "WEAKNESSES" (Characteristics of a business which make it disadvantages relative to competitors).
- Top-right:** A slide titled "Successful business cases" defining a business case as one that validates economic benefits and has a content and functional structure. It details the "Purpose" (forecast of benefits and costs) and "Structure" (Content and Functional structures).
- Bottom-left:** A slide titled "Why Pitch?" with a photo of a group celebrating. Text states: "Mastering the art of pitching is crucial for YOU as it serves as the gateway to winning the National Business Competitions in your Province. A well-crafted pitch not only communicates the value of a business idea but also conveys the entrepreneur's passion and vision, which can captivate and persuade the judges or potential investors."
- Bottom-right:** A slide titled "5 Tests for a strong company" with a diagram showing: (1) STRONGER THAN THE COMPETITION, (2) STRONGER THAN OTHER PRODUCTS, (3) STRONGER THAN INNOVATIONS, (4) STRONGER THAN THOSE PRODUCING, and (5) STRONGER THAN THOSE BUYING.

An overview of the masterclass sessions

Monitoring and Evaluation

Our Monitoring and Evaluation (M&E) framework includes the Maturity Assessment, Baseline, Midline, and Endline surveys. The Maturity Assessment and Baseline surveys are conducted at the beginning of the program during the onboarding stages. During this phase, we collect data on the following key areas relevant to our program:

- Biographical data
- Professional development needs
- ICT needs
- Beliefs of school leadership and learning
- Project and entrepreneurial management knowledge and skills
- Learner assessment skills
- Problem-based teaching strategies
- Facilitative teaching strategies
- ICT teaching strategies
- General entrepreneurial skills

The Midline survey is used to collect data that follows up on the responses from the Baseline survey. This allows us to track improvements from the initial stage of the program to the midpoint. The purpose of the Endline survey is to gather feedback from school heads, teachers, learners, and other stakeholders on the program's impact and to identify areas for improvement. Our Endline surveys are derived from the initial Baseline surveys and serve as a comparison to measure impact.

For the Baseline survey, a total of 67 learners responded, while 172 learners participated in the Midline survey. In terms of gender distribution for the Baseline survey, 65.7% of the respondents were male, and 34.3% were female. This gender disparity was also evident during the Provincial Competitions, where most teams comprised male participants. Below are the survey findings:

- It was noteworthy that most participants had parents working in the informal sector, which might significantly influence their decision to participate in entrepreneurship competitions. Additionally, participants indicated that their career decisions were largely influenced by their parents, with 50.7% attributing this to their mothers and 41.8% to their fathers. However, 30.7% of respondents felt that they made career decisions independently.
- The majority of learners expressed interest in careers in engineering or accounting. Unlike previous years, most participants this year were from science classes rather than commercial classes. Over 80% of the learners had received multiple academic awards and held leadership roles at school, including positions in the junior parliament.
- When asked about their existing skills, 27.1% of the learners reported having public speaking skills. This was evident during the competitions, as many had previously participated in events such as the JAZ competitions.

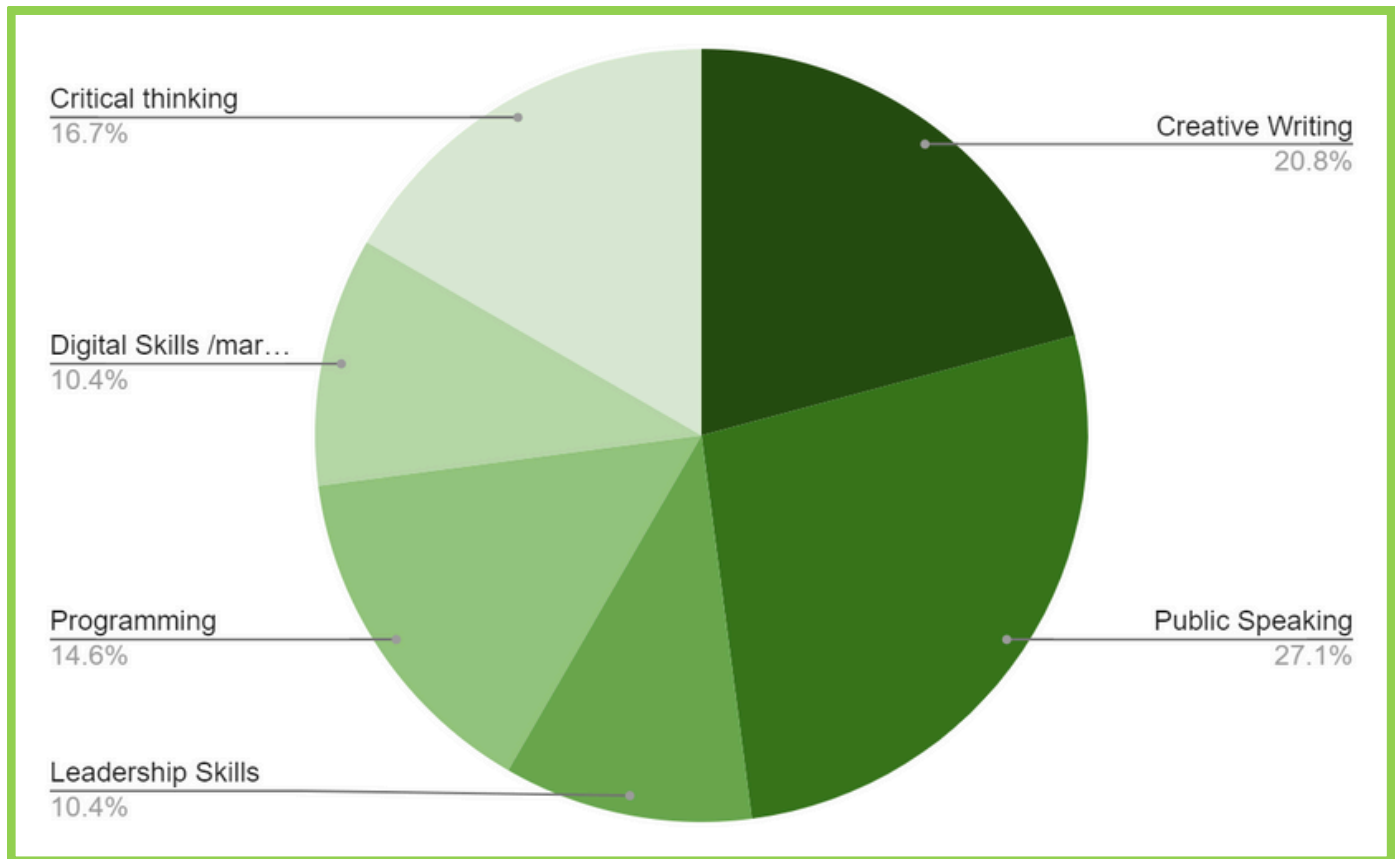


Figure 2: Skills learners possessed before the NBCC program

- Many of the learners in the competitions had previously been involved in other clubs, such as Rotaract and JAZ.
- It was also interesting to observe that most of the learners already possessed skills we initially thought they might need assistance with, such as Microsoft skills, presentation skills, and critical thinking skills. This proficiency can be attributed to their participation in similar competitions in the past.

The Midline Survey

The Midline survey had 172 learners responding, with 55.8% being male and 44.2% female, mirroring the trend observed in the Baseline survey. Below are the survey results:

- Learners were asked if they were working on any other projects, and 62.2% indicated that they were, similar to the responses from the Baseline survey. This is likely due to their previous participation in similar competitions.
- The diagram below illustrates the types of businesses learners are inclined towards. It shows that most learners are interested in tech and agribusiness, both of which are prominent in global discourse and highly relevant to Zimbabwe's needs.

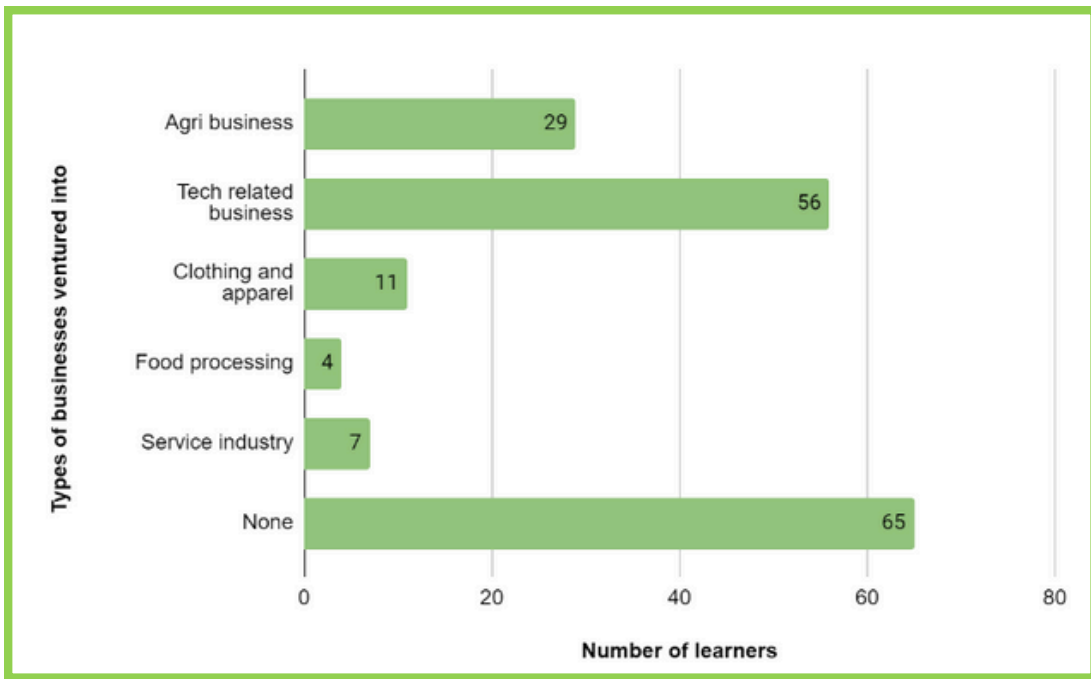


Figure 3: Venture industry of all the proposals pitched

- The team has observed that learners are generally not performing well in terms of the quality of proposals being submitted. It was interesting to note that most learners were not receiving the learner workbook, despite efforts during teacher training sessions to emphasize its importance. The diagram below illustrates this issue:

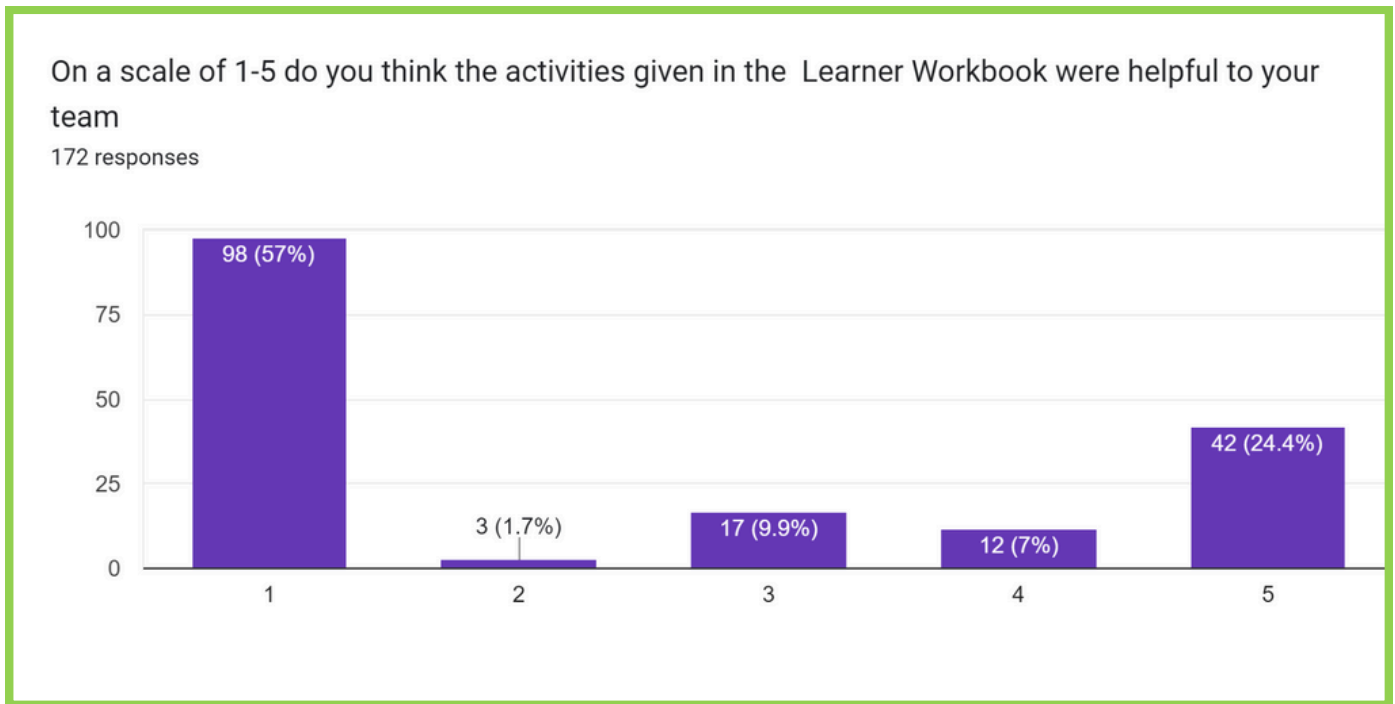


Figure 4: Learner workbook activities rating by learners

- 57% of the learners were not aware of the learner workbook, and even among those who received it, many did not recall most of the topics covered. This highlights an area for improvement, where the team can discuss strategies to ensure that the information in the learner workbook is effectively communicated and utilized by the learners.
- On a positive note, 90% of the learners agreed that the business case helped them understand business concepts better. The diagram below illustrates some of the skills they gained through this process:

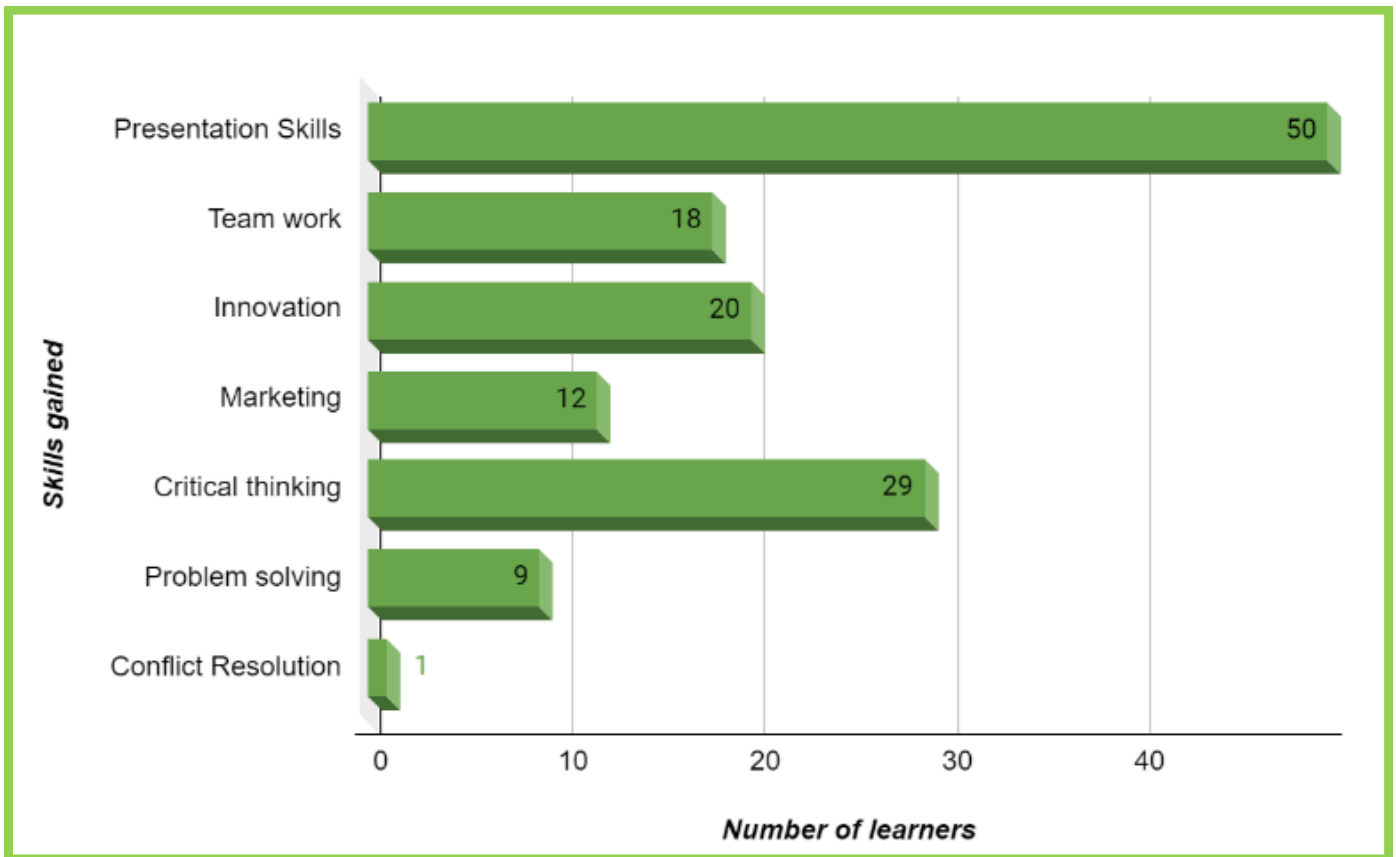


Figure 5: Skills learners gained through the National Business Case Competition

The program is clearly having a positive impact on the learners. As we move forward, it is crucial to find ways to enhance their knowledge base in areas where they are currently lacking.

Educator Surveys

A total of 63 educators responded to the Baseline survey. Key findings include:

- 84% of the educators are teaching the age group that the organization aims to work with.
- 60% are teaching ordinary level learners, while 27% are teaching junior school students. This explains why we are seeing learners below 17 years old participating in the NBCC.
- This also suggests a potential need for a junior category in the competitions.
- The majority of educators who responded are teaching commercial-related subjects, as illustrated by the diagram below.

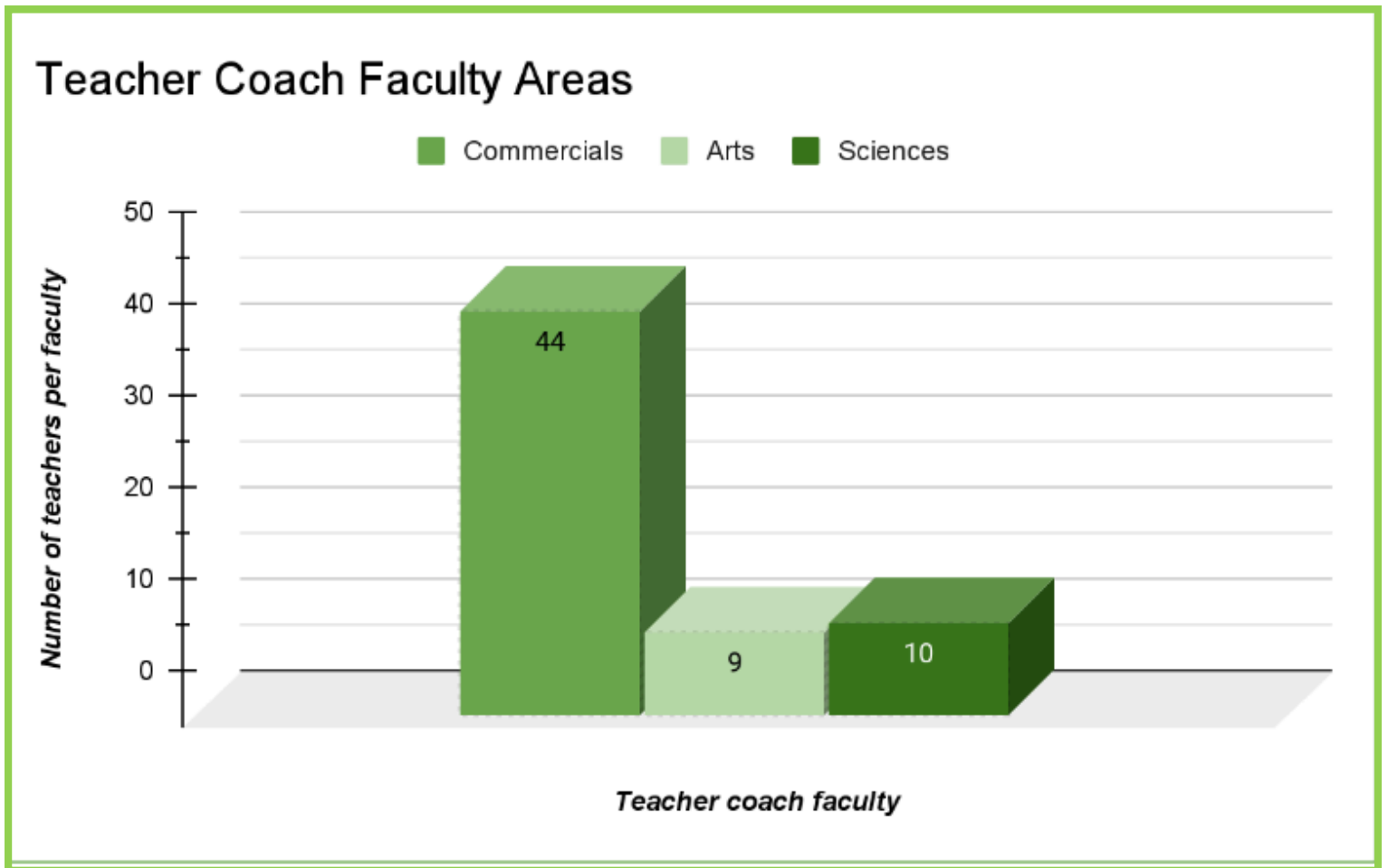


Figure 6: Faculty of teachers who participated in our programs

- The majority of the educators also teach an average of 100–200 learners.
- Educators were also asked if their schools had the necessary resources to attend competitions (e.g., bus, fuel). The diagram below shows the responses. From the data, over 40 schools indicated that they are capable of funding their participation in school programs, while 13% of the schools reported needing assistance to fund attendance at these programs.

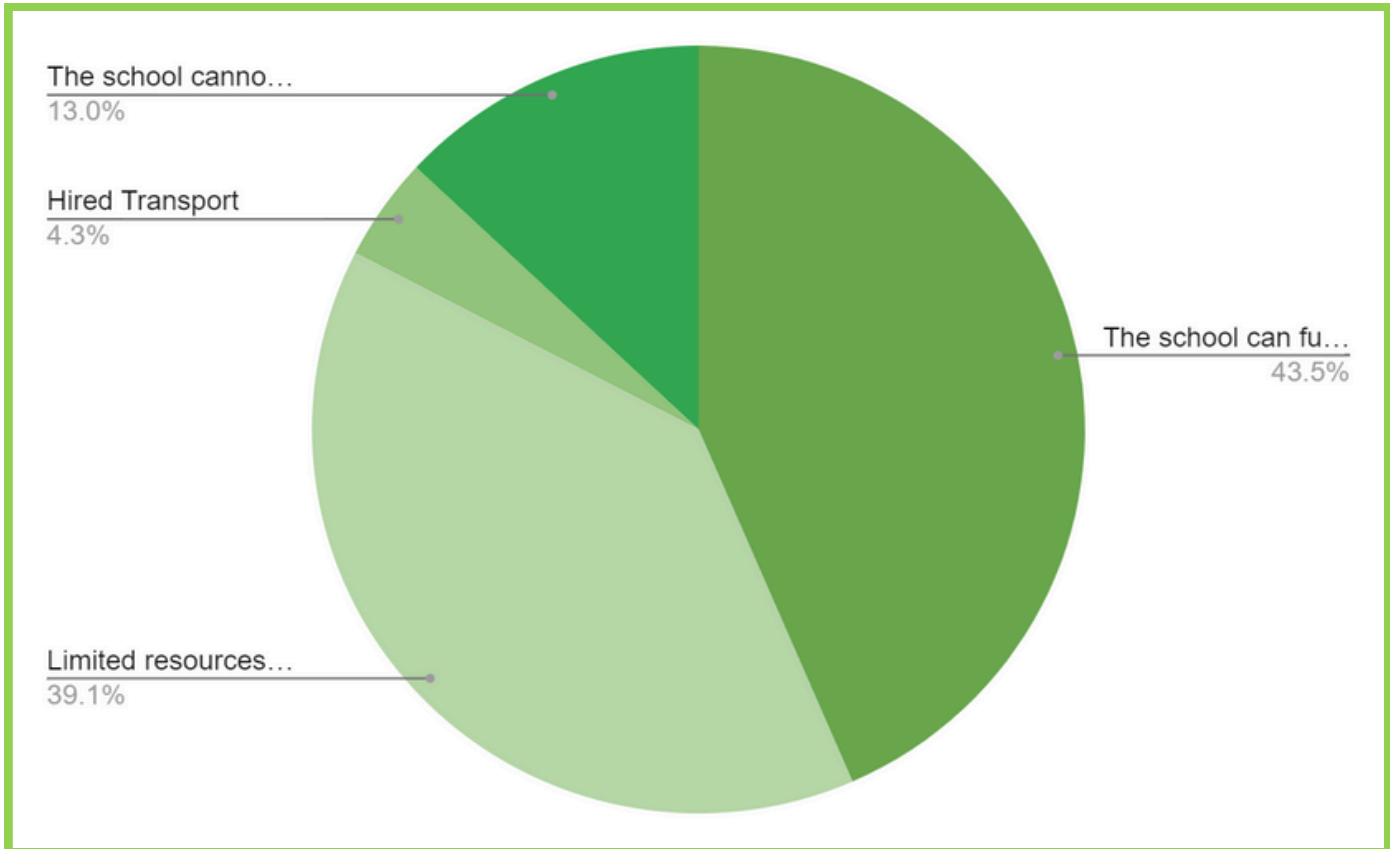


Figure 7: Areas schools needed assistance in

The National Business Case Competition Provincials

This year, the NBCC 2024 provincial competitions were held physically across all 10 provinces in Zimbabwe. The series of events began with a launch at Prince Edward School in Harare on September 12th, attended by participants from Harare, Mashonaland East, and Mashonaland Central provinces. The launch event was honored by the presence of Provincial Education Directors, District Schools Inspectors, and other esteemed guests from the Ministry of Primary and Secondary Education.

The Manicaland competitions took place on September 13th at First Class Academy in Fern Valley, Mutare. This was followed by the Masvingo Province competition on September 14th at Mutendi High School. On September 17th, we hosted the Matabeleland North competition at Fatima High School in Lupane, with Bulawayo and Matabeleland South competitions held on September 18th at Northlea High School. The Midlands Provincial competition was conducted on September 19th at Nashville High School in Gweru. Finally, the Mashonaland West competition was held on September 20th at Rydings College in Karoi.

The NBCC Provincial Winners



Manicaland Province - St James Zongoro



Masvingo Province - Mutendi High School



Midlands Province - Anderson High School



Matebeleland South Province - Minda High School



Matebeleland North Province - Marist Brothers Dete



Bulawayo Province - Eveline High School

The NBCC Provincial Winners



Mashonaland West Province - Rydings College



Harare Province - Westridge High School



Mashonaland Central Province - Lady Enereta International School



Mashonaland East Province - Monte Cassino Girls High School

Program Successes

- This year saw an increased number of school leaders attending the provincial competitions compared to previous years, where attendance was relatively low. This provided a valuable opportunity for school leaders to gain a deeper appreciation and understanding of the program and its various competitions.
- Successfully conducting a round of provincial competitions on a limited budget was a significant achievement for the organization. The positive reception from schools is expected to ease the onboarding process for next year.
- We also organized master classes with facilitators and speakers from Deloitte Zimbabwe, Deloitte Africa, and Deloitte Germany, enriching the learning experience for participants.
- The VIA Class of 2023 graduated and received puffers as recognition for their accomplishments during the VIA 2023 period. Additionally, the VIA team (Tassel Private Limited) showcased their products at the Masvingo Provincial competition.

Program Challenges

- Although the provincial competitions were successfully conducted with limited resources, this put a strain on the administration budget, leaving the organization with minimal funds. The team faced a challenging year, which is understandable, but it underscores the need to continue sourcing sponsorships for such events.
- Data collected from surveys indicates that some teacher coaches are not fully cascading detailed training information to the learners. As a result, some teams did not complete their decks on time, and many learners did not receive all the necessary information, such as the learner workbook.
- The response rate from educator surveys (Baseline and Midline Survey) remains low. We hope that direct communication with the final teams will improve teacher response rates. A more workable solution needs to be explored.
- Additionally, the team had not anticipated the significant amount of effort and concentration required for the selection process.

Program Recommendations

To improve the NBCC 2025, specific actions need to be undertaken and revisions to the programming made. Based on feedback from stakeholders, the following recommendations are preferred:

- **Schools Onboarding:** MoPSE support with program communication, event attendance and reaching out to schools (MoPSE communication should instruct schools to participate in the program). MoPSE should engage with PEDs earlier in the program to ensure more schools register to participate. PEDs should follow up with schools to monitor their progress in the program, preventing delays and ensuring timely participation. The call for registration should be sent to schools through the PEDs and DSIs to ensure that schools take the initiative seriously.
- **Technology:** Assist schools struggling with internet connectivity so that their learners can access the content and online masterclasses. This can be achieved by providing Starlink kits to schools in marginalized areas in partnership with Aura Group. Additionally, address connectivity issues by setting up Emergihubs where learners can gather at a central school in the district for training. Emergihub is a platform for learners, advisors, mentors, teachers, and other participants in our various programs. It enables Emergination Africa to provide digital content to aid students' research and serves as a single access point for content, masterclasses, advisement, and more.
- **Program Length:** Reconsider the length of the NBCC to ensure that teams have more time to work on their proposals. Ensure that the submission phase does not coincide with any examinations, whether national or local, as this usually affects dedication to co-curricular activities. Start the program early in the year (February) to ensure ample time for working with learners and ensuring they understand everything.
- **Proposal Reviews:** Revise the selection review model to involve more stakeholders, such as VIA Alumni, the Ministry of Education Research and Development, and other key partners.
- **Case Prompt:** Create a case prompt that motivates learners to create opportunities for their community, improving livelihoods and demonstrating how their solutions help the community.
- **Training:** Include venture development training for learners to ensure they understand the concepts better, thereby avoiding communication breakdowns between learners and educators.