



Heritage Leadership Academy (HLA) inspires young women to become global leaders, reshaping the African continent in the fields of Science, Technology, Engineering and Math (STEM).

72 million children are school eligible globally but lack access to formal education.ⁱ

53% are young women with 13 million living in Sub-Saharan Africa.ⁱ

Most are youth who are discouraged from pursuing studies by institutional and cultural barriers that limit their access and opportunities economically.

EDUCATION AMONG SUB-SAHARAN AFRICAN WOMEN IS CRITICALLY LOW

THE PROBLEM

THE SOLUTION

BUILD AN INTERNATIONAL BOARDING HIGH SCHOOL FOR YOUNG WOMEN IN SOUTH AFRICA

Provide a positive educational environment for young women in a rigorous single gender academically program focused on STEM, leadership, entrepreneurship and empowerment.

Africa has the youngest population in the world (200 million between 15-24 years of age).

11 million youth will enter the job market in the next 10 years. Women are paid less and are in lower skilled jobs in which advanced education helps to offset this disparity.

The median age in Africa is 19, there is great potential to upgrade education for young women.

600 million women online boost worldwide GDP \$18 billion.ⁱⁱ

Technology & innovation are the driver of the future economy and concurrent creation of job derived from STEM.ⁱⁱⁱ

TREMENDOUS POTENTIAL OF UNTAPPED TALENT IN AFRICA

OPPORTUNITY

OUR MISSION

Heritage Leadership Academy (HLA) is an organization that educates, develops and empowers the next generation of young women in STEM.

Identify talented young women from Africa's 54 countries with passion, leadership & academic potential.

Prepare young women for collegiate level to successful STEM careers leading change.

Launch STEM camps/retreats globally.

Provide campus access for corporate seminars & conferences

BUSINESS MODEL

KEY SUCCESS FACTORS

THE NEED FOR FORMAL EDUCATION AND ADVANCEMENT OF YOUNG WOMEN JUSTIFIES THE INSTITUTION'S EXISTENCE

Culture rooted in core values of HLA
Consistently monitor and analyze student outcomes for academic achievements and character-formation.

Robust STEM Curriculum
Competitive program that challenges our students to be global thinkers who collaborate through a project based approach. Meeting or exceeding local and international standards.

Diverse and qualified academic staff
A continuously trained experts (traditional teachers and industry professionals) that will deliver a top level learning environment.

HLA Global Positioning
Assess and manage HLA's brand and the educational landscape to ensure a cogent strategy.

First international boarding school for young women on the continent.

Career aspirations are encouraged with no limitations or discouragement of potential opportunities.

Competitive academic program equivalent to those in the US and Europe.

Live on an eco-friendly campus conducive for indoor/outdoor learning, foster global collaboration and facilitate powerful mentoring from other like-minded young women across Africa.

The founder of HLA has a STEM education, was President of Society of Women and was the education sponsor of STEM for a major corporation.

ADVANTAGES / STRENGTHS

EDUCATIONAL STRATEGY

A holistic learning approach with a comprehensive academic and residential curriculum.

Develop "real-world" solutions guided by our business and corporate partners that include mentorship and job shadowing.

Integrate various leadership programs building confidence, self-esteem and empowerment in individual and group settings.

Students collaborate, compete and showcase their talents and innovations to industry leaders, universities, and partnership schools.

Using technology to create a global village for STEM learning: SMART labs, portable and virtual collaboration tools.

ⁱ E-Journal U.S. Department Of State Volume 15 / Number 12, *Educating Women and Girls*, June 2011
ⁱⁱ How Does Access to technology Lead to Gender Equity? IGNITE, 2015
ⁱⁱⁱ Identifying Effective Approaches in Science Technology, Engineering, and Mathematics. National Research Council of the National Academies, 2011