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Courage Is the Cornerstone of Progress

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Africa has a web of visible needs: better sanitation, health care, infrastructure, education, and jobs. But one necessity is less obvious: Africa urgently needs a new generation that cares about these challenges, that has the courage, persistence, and skills to address them.

Ashesi University in Ghana was founded to test the hypothesis that young Africans, educated at the university level in a way that nurtures ethics, innovation, and entrepreneurship, would become a force for change. In 2002, when our first class of just thirty freshmen entered our makeshift campus, we wondered if, in just four short years, we could prepare them to be brave enough and skilled enough to create meaningful progress in Africa.

The name Ashesi (Ah-SHESS-ee) means “beginning” in Fante, one of many native languages spoken in Ghana. Our goal was to create a new beginning for our students, challenging them to forge opportunities for themselves and others. Over time, our graduates would spark many new, diverse beginnings across Africa.

In Ghana, there is a saying in the local pidgin, “You’re too known!” It means, you ask too many questions and challenge the status quo too often. Parents, teachers, shopkeepers, and neighbors use the phrase to scold a child until the questions stop. At Ashesi, we believe that for young Africans to stand up to corruption and bureaucracy, they must ask questions. To be innovative and entrepreneurial, they must stop memorizing old answers, instead analyzing problems in fresh ways, and creating new solutions. In traditional African universities, students often sit in huge lecture classes. They take classes only within their major, and often they learn by rote. In contrast, Ashesi would feature a multidisciplinary core curriculum designed to foster ethics and critical thinking, in addition to in-depth majors.¹ Instead of traditional lecture-only classes, we would offer a mix of small seminars, workshops, and hands-on learning through labs, community service, and senior capstone projects. Students would tackle problems based on complex, real-world scenarios. Ashesi aspired to be as demanding as a high-quality university anywhere in the world, with a curriculum designed for an African context.

At first, we could only afford to offer two majors. We chose business and computer science, fields with high potential to drive growth and innovation and a shortage of highly qualified graduates. Soon, in response to student demand, we added management information systems. Years later, when we had the resources, we added engineering.²

Would Ashesi succeed? When this first class graduated, would its members be more ethical than their peers, and more capable of tackling complex, real-world problems? Or would they succumb to the prevailing norms and feel incapable of creating change?

Ashesi’s earliest graduates have now been out in the world for over a decade, and their positive impact has surpassed our highest hopes. They have touched the lives of thousands and spearheaded the development of technologies used by millions. In 2012, 12 million Ghanaians successfully voted by using a biometric voter ID system developed by a team with an Ashesi alumnus, Nii Amon Dsane, as the lead software engineer. This innovative system flags duplicate registrations and fraudulent voting. By reducing opportunities to compromise the vote, it fosters greater trust in elections.

Personal triumphs inspire systematic change. One alumna quietly refused a demand to falsify financial data, in the process turning down an enormous bribe. She and other Ashesi graduates work diligently to help African businesses operate more efficiently, with stronger safeguards against fraud, changes that help prepare ventures to raise capital, expand, and create more jobs. Another

alumna, Yawa Hansen-Quao, launched a successful leadership program for women in government and business that caught the attention of UN Women, a UN entity that then hired Yawa to adapt the program for women in East Africa. Yawa funds her nonprofit girls' mentorship programs with earnings from her core business.

Our graduates' successes have sparked interest in the Ashesi model. Consistently, 90 percent of Ashesi graduates stay in Africa, where 100 percent of them start businesses or find quality placement. Of course, we've made mistakes and continue to learn from them. In our early years, we almost shut down for lack of funds and, in addition, had an abrupt wake-up call about academic dishonesty. However, after sixteen years in operation, Ashesi has long been financially sustainable, and our ethics programs have earned the fierce support of students and alumni. Our conviction is stronger than ever that integrity, entrepreneurship, and innovation can be taught in Africa and, in fact, must be taught. Here are a few things we've learned.

Fighting Corruption Requires Ethical Courage

Africa needs leaders who will do the right thing, even when no one is watching, and who will refuse to tolerate wrongdoing in others. But ethical courage can rarely be imposed; it is fostered through an honest exploration of values. Discussing real-life examples often brings clarity to the consequences of corruption. Would you want your sick mother treated by doctors who had cheated through medical school? What are the myriad costs of bribe seeking and fraud to society? If students tolerate cheating now with their peers, how will they stand up to corruption in the future? We tell Ashesi students, if you want to lead, develop your own ethical courage; then help others find theirs. Of the many ways we foster ethics, we are most known for the pioneering Ashesi Honor Code.

The Ashesi Honor Code

"I will not cheat, nor will I tolerate cheating by others." These simple words form the heart of our honor code, the first of its kind in Africa. Students sign a pledge not to cheat and to report any cheating they witness. Exams are not proctored. This code represents an intimidating departure for many students. In too many Ghanaian schools, cheating is a part of life. Sometimes teachers even encourage it. "During exams," one Ashesi student recounted, "my teacher sat me between the two worst students in the class and said I had to make sure they passed." Many Ghanaian students come to believe that letting friends copy their answers isn't cheating, but simply helping others. Also, in the predominant learning model, jokingly called "chew and pour," students memorize material, often word for word, then "pour" it back on exams. After years of being rewarded for exact recall, students are sometimes confused when we teach them that plagiarism is wrong. In Ashesi's early years, before we started our honor code, we had a few instances of cheating, but we felt the situation was under control. Then a visiting lecturer confided that one-third of his students had copied from each other and, in the process, had all copied the same misunderstanding of the material. Clearly, more students were cheating than we had realized.

These students sincerely loathed the fraud and bribery around them but resisted seeing the connection between Africa's serious corruption and academic dishonesty. We challenged them to look inside themselves and admit that pretending someone else's work is your own, or passing tests well by cheating, is fraud. Corruption in government officials shows up as electoral fraud or resource theft. Corruption in students takes the form of Most dishonest adults have a rationale to

justify their behavior. They might claim to be only taking bribes to help their family or to reward supporters, but that doesn't make it right. Student-led honor systems are used in US universities such as West Point and Haverford College, but we found no examples in Africa. In fact, the most common argument against Ashesi adopting this kind of code was, "But this is Africa!" The assumption was that young Africans could never earn this level of trust.

In 2008, after eighteen months of debate, two Ashesi classes voted to embrace the honor code. Today, each new freshman class debates the issues surrounding the honor code and then votes as sophomores to join or decline. So far, every class has voted to join. Each year, a few students are reported by their peers for infractions, which shows that students are developing the courage to speak up. A committee of faculty and students investigates each report; violators found guilty are sanctioned. Initiating this honor code represented a radical step in Africa. People worried about the risk: What if we adopted it and a few students cheated and destroyed our reputation? However, taking smaller steps might not have inspired such a powerful new mindset.

Students realize that once they graduate, they are likely to rise to positions of responsibility; with limited oversight, they will need to rely on their own ethical compass. And when students practice dealing with any unethical behavior in their peers, however awkward that feels, they prepare themselves for the world beyond Ashesi. In the words of one student, Robert Boateng-Duah,

I used to believe that dishonesty and cheating could only be curbed through strict invigilation. But coming to Ashesi, I realized these actions could be more effectively curbed when confidence is inspired in people that they can do the right thing even when no one is watching. This is what the continent needs—the confidence, integrity, and understanding that doing what is right is not just about avoiding trouble, but also carries that magic within it to transform Africa.

Giving Voice to Values

Ashesi graduates inspire current students. In a six-week workshop called "Giving Voice to Values,"³ graduates confide real-life stories to freshmen. They reassure young students that "a reputation for integrity will be your secret career weapon, because colleagues, customers, and managers want to work with someone they can trust." Graduates speak of the value of the emerging Ashesi University brand, which has come to stand for trustworthy, highly competent employees. They warn current students, "If even one of you becomes known as a cheat, you will wreck it for all of us." Graduates motivate freshmen to hold themselves to Ashesi's high ethical standards.

Graduates also explore the factors that help them handle ethically challenging situations. Our early alumni tended to quit a job when they encountered corruption. This preserved their personal integrity but did little to improve the workplaces they left. In response, we encourage graduates to share techniques for finding ethical allies at work, and to confide in fellow graduates or mentors. Together, current students and graduates brainstorm ways to resolve ethically fraught situations through finding mutually shared values. For example, a graduate might appeal to a senior manager's long-term desire to retain customers or avoid bad publicity, rather than seek short-term gains from questionable practices. Students create skits to practice possible approaches to moral dilemmas.

Africa Needs Diverse Voices at the Leadership Table

Our students and graduates want to be more ethical than the world they grew up in. But often they don't yet see themselves as leaders. We remind them that Africa needs ethical, entrepreneurial leaders, not just in government but also in engineering, business, and finance, and in our communities.

It's critical that our students learn that leadership is service, not entitlement. To this end, we weave community service into our curriculum. For some students, this is their first immersion into impoverished communities. For others, it is a chance to return to communities they know well and create change. For example, four Ashesi students grew up in a poor area where the public water pumps had been broken for years. They weren't engineers, but they took the initiative to raise money, recruit help, and bring clean water to a school in their own neighborhood. Service projects develop confidence and inspire a commitment to the greater good.

Preparing Women, Minorities, and the Poor for Leadership

Only 6 percent of youth in sub-Saharan Africa attend college. By definition, this 6 percent will become Africa's future leaders. Transforming how this small cohort thinks and acts can have huge benefits. If Africa is to experience inclusive economic growth, we must recruit more women, minorities, and the poor to our universities. We need their perspectives to help shape Africa's future products, policies, and infrastructure.

It takes commitment to ensure diversity. We've raised the percentage of female students from 27 percent to 48 percent by engaging more effectively with girls in high schools. In every Ashesi class, faculty help ensure that women students develop the confidence to speak up, and that all students treat each other with respect. We are committed to gender parity in engineering. The women on our faculty, for example, Ayorkor Korsah, reach out to young women, telling them that "to be an engineer is to be a creator, and it impacts a lot of people when you create the technology that powers our lives." To feed the pipeline of young Africans in technology fields, Ashesi holds an annual summer workshop for equal numbers of high school boys and girls; both genders excel in lively technology and entrepreneurship activities, under the mentorship of Ashesi students.

Mixing students from greatly varied economic, religious, ethnic, and national backgrounds helps develop a more inclusive vanguard of future leaders. Thanks to the MasterCard Foundation and other partners that share this vision, Ashesi can afford to recruit and offer scholarships to students from diverse low-income communities across Africa.

Homegrown Entrepreneurs and Innovators

Ashesi students and graduates want to be entrepreneurial—to earn money through hard work and innovation rather than through connections and corruption. We teach them that entrepreneurial talent is not an isolated quality but is intertwined with innovation and ethics. All three qualities reinforce each other, and all three require courage and skill.

Africa urgently needs more innovators and entrepreneurs. Our population is forecast to double by 2050, yet much of Africa's infrastructure is inadequate even for today's citizens. If we rely only on existing strategies, we will not meet our growing demand in an environmentally sustainable manner. The size of this gap can be daunting. However, when we look at this challenge through an innovator's eyes, we realize that most of the infrastructure Africa needs has yet to be

designed, funded, or built. There are vast opportunities to create new, better solutions.

Ashesi graduates are excited by Africa's mix of challenges and opportunities. They are eager to create products designed specifically for our diverse communities, develop more inclusive financial services to help ordinary Africans afford a better quality of life, and test new distribution methods to deliver services the last, difficult mile to rural citizens.

In the next decades, hundreds of millions of Africans will reach working age and will need jobs. With sufficient economic opportunity, this demographic bulge of Africans of working age will be a source of general prosperity; without opportunity, it may fuel mass emigration and conflict. No single solution will improve Africa's entrepreneurial ecosystem enough to create sufficient employment. Young Africans will have to persist in many creative ways to address gaps in the legal, civil, financial, and human resources of our countries.

The world outside of Africa cannot be the sole driver of the innovation and entrepreneurship that Africa needs. New products, even if developed in the West, must be adapted and improved. Infrastructure must be maintained, updated, and extended. Unless every global organization working in Africa intends to stay forever, much of Africa's ongoing progress will have to be African-led. And unless wealthy nations intend to subsidize Africa indefinitely, many of tomorrow's solutions will have to be delivered through entrepreneurial, financially sustainable, homegrown channels.

Mindset and Mastery

Visit most African cities and you may see plenty of initiative and inventiveness among the children, as they transform junk into toys and hustle to sell goods. Unfortunately, one unintended consequence of the traditional African educational model is to teach students to devalue their own sense of initiative. Students become more risk-averse. Teachers reward pupils for memorization, not exploration. Some teachers still cane children who give a wrong answer, so that making a mistake is painful and humiliating. Poorly funded schools often have neither computers nor labs for hands-on learning, and when they do, they often allow only step-by-step, carefully prescribed use, because teachers have had little or no training themselves with the tools and often fear that students might break the expensive equipment. Sadly, some Ghanaian academics don't believe their students will ever become innovators. When we designed the Ashesi curriculum in computer science, we were quietly advised not to expect our students to advance much beyond workmanlike programming skills.

We do not accept this limitation. Nearly all Ashesi students long to create something new, but like incoming college first-year students anywhere, they don't know how to begin. One way we jump-start students' transition from passive note-takers to creators is to plunge all freshmen into our Foundations of Design and Entrepreneurship (FDE)⁴ class. In this yearlong workshop, freshmen teams learn to apply design thinking to everyday local challenges, then launch and run start-ups. They are thrown quickly into a world with no right answer. Visiting an FDE class, you will hear excitement and confusion as teams, seated around a worktable, learn to brainstorm ideas and figure out the necessary steps to bring those ideas to life. Students are challenged to try something that may or may not work. They learn responsibility to their team members, to manage money, and to correct course as needed. For the first time, students learn that failure is not a source of shame, but rather a chance to learn and try again.

We strive to foster an entrepreneurial mindset across our entire curriculum. In seminars, students debate both sides of issues, reinforcing the idea that there is no one right answer. They are challenged to look for connections between seemingly unrelated topics, which encourages creative insights. Discussions around ethics, as well as visits from entrepreneurial graduates, build motivation to persist in the face of difficulty.

Confidence Comes from Preparation

However, projects and discussions are not enough. Ashesi also challenges students to understand the foundational concepts in their fields. Mastering concepts provides a base from which to deconstruct problems and create something new. For example, computer science majors don't just learn the latest programming languages. They study calculus, statistics, and algorithms to prepare themselves for lifelong learning and new explorations. To prepare young Africans to be modern, world-class innovators and entrepreneurs requires more than a few months in a business incubator. Our students grow throughout their four-year immersion at Ashesi, which starts them on a lifelong journey.

“When my software development team at work was cut in half, Ashesi prepared me to persist and continue to lead,” says Ashesi graduate David Darkwa. “I encouraged my team to believe we could still succeed in creating West Africa’s first cardless ATM technology. We met our goal, and now citizens without a bank account can still leverage the banking system to safely access their money.” The system David’s team created is being used by multiple banks across West Africa, offering potential benefits to millions of people who have no other access to the formal banking sector. “We are proud that it was created by Africans.” David warns students against blind confidence, “We must try, fail early, correct. Confidence comes from intensive preparation.”

At Ashesi, we teach that innovation requires mastery and hard work, as well as creativity. In their internships, community service, and senior projects, students are often humbled by the complexity of the real-world problems they hope to address. We encourage them to recruit younger students to their teams, seek out local partners, and persist over several years.

What’s Next?

Looking backward, we cannot prove how many of Africa’s problems might have been mitigated with better leadership. But looking forward, Ashesi has demonstrated that young Africans can learn to approach challenges with greater courage and skill and be more effective. Now, we plan to broaden our impact across the continent.

Growth and Excellence

Over sixteen years, the Ashesi student body has grown from thirty students to just under 900, with plans to reach 1,200. From our earliest years, a few global organizations have urged us to grow much more quickly, and also to save money by dramatically increasing class size. However, our priority has been to grow carefully, while strengthening our unique campus culture. We recruit more students only when we can add the facilities and faculty to accommodate them. We weigh every proposed change against our commitment to providing an immersive, transformative education. Our future plans include investing more deeply in faculty and staff development. And as we grow, we will continue our commitment to diversity, which requires us to continually strengthen our

scholarship programs.

A Widening Circle of Influence

Change is coming to African higher education. Across the continent, a few pioneering universities are moving away from the traditional African educational model of rote learning and are exploring diverse ways to better educate Africa's next generation. Ashesi's Education Collaborative, launched in 2017, brings together university leaders and stakeholders from across Africa to share best practices. We learn from each other, and universities wishing to adapt elements of the Ashesi model into their own curriculum have our full support.

A few universities and high schools in Ghana have begun to carefully launch honor codes like Ashesi's. And the Ghanaian National Accreditation Board, which once perceived Ashesi's core curriculum and community service requirement as "a waste of students' time," has evolved its views. The board now asks other Ghanaian universities to add general studies classes and community service to their curriculums to foster critical thinking skills.

Growing Graduate Impact

As Ashesi becomes more pan-African, our influence spreads. Our international students come from over twenty countries; when they graduate, they return home to launch their careers. By 2020, there will be 2,000 Ashesi graduates across the continent who are working to strengthen Africa's private sector, bring more efficiency and transparency to nonprofit organizations, and improve civil society.

What We Ask the Global Community to Consider

Be Ethical

Some international nongovernmental organizations (INGOs), driven by a sense of urgency, pay bribes. This emboldens bribe seekers to harass the next INGO and further victimize local citizens. Paying bribes is not harmless. When you give local gatekeepers a bit of "dash," you help sustain a corrupt machine that uses those funds to keep itself alive.

How can you avoid paying bribes? At Ashesi, we publicize our zero tolerance rules. Those on our staff rarely pay cash and must receive detailed receipts when they do. Bribe seekers soon realize that every individual Ashesi employee is backed by the entire Ashesi organization, with a consistent ethical stance. We also invite each person we interact with to be their best self, and to join us in helping create a better, shared future for Africa. We remind bribe seekers that Ashesi is a not-for-profit university, that we offer scholarships to many poor students, and we invite their ethical support. Sometimes this works.

There is also a difference between rewarding cooperation and yielding to obstruction. One Ashesi graduate worked to dramatically speed up cargo handling at Ghana's largest port. Instead of continuing the practice of bribing port workers, he helped his company reward efficient cargo handling with a transparent, predictable pay table.

If all else fails, every organization has one surefire method to avoid paying a bribe. Walk away. Take your project elsewhere. After we spent three years struggling to raise the funds to build a new Ashesi campus, we faced unethical demands. After months of refusals, we reluctantly planned to

return every donation to our global supporters. We would stay in our crowded, makeshift, rented quarters. Ultimately, our refusal to yield was respected. We built our beautiful campus, proudly using African architects and contractors. They completed the project on time, on budget, and without paying a single bribe.

Paying bribes is like littering. It may seem minor, but it adds up to a wasteland. Is this the legacy your organization wants to leave behind?

Look Beyond Poverty Reduction to Broader Economic Progress

Global organizations often focus on reaching large numbers of people in poverty. However, poverty reduction will not by itself transform and modernize the economies of African nations. To do that, we must better educate, broaden, and retain our middle classes. Africa needs homegrown professionals, engineers, and entrepreneurs who are highly capable and ethical. We need a leadership cohort that includes both talented students from families of relative privilege, as well as women, minorities, and the poor. We need students from economically successful families to eschew entitlement and narrow self-interest, and for their peers from marginalized communities to develop courage and confidence. When young Africans from diverse backgrounds work together and form lifelong bonds, nations benefit. “Together at Ashesi,” said one graduate, the daughter of a seamstress who worked in a roadside stall, “we develop a radar to notice problems, and a restless desire to solve them.”

It is difficult to measure the long-term impact of a project to develop future leaders. How can we calibrate the value of ethical courage and innovative thinking? By some metrics, Ashesi is still a small institution. But Ashesi is changing the conversation about higher education in Africa, and our impact is spreading well beyond our campus.

Be Sustainable, Which Will Force You to Align Your Mission with Local Aspirations

Sometimes donors are blinded by their own enthusiasms and miss seeing cues that the community they hope to serve is only warily interested in their project. Project designers don't always ask if citizens are motivated to embrace their proposed new resource. Will the project solve a problem the community cares about? Will the benefits be enough to overcome the extra expense, effort, or hassle that comes from learning to do things in a new way?

In one village in Ghana's Eastern Region, when the well installed by a nonprofit stopped functioning, the local citizens went back to drinking from the nearby E. coli-infested stream. When workers from a new NGO arrived to help address the village's sanitation needs, they were met with cynicism and resistance. The broken well was not the core problem. The bigger challenge was that the community had never been convinced that the infested stream, which didn't look particularly dirty, was connected to infant illnesses. They did not yet view their new well as worth the effort to repair. When community members were given the chance to look at samples of their stream water through a microscope, they saw “disease” in the form of wiggling microorganisms, which changed their mindset because that would have put Ashesi out of reach of almost all families.

In the late 1990s, I believed that Ghana urgently needed an alternative to our overcrowded public universities with their emphasis on rote learning. However, just because I could envision strong advantages to a new kind of African university did not mean that Ghanaian families would

necessarily embrace Ashesi as a valuable alternative. To test local attitudes, we interviewed parents from Ghana's striving middle class. We probed their interest in the Ashesi model, and their potential willingness to pay tuition that was steep by local standards. We also interviewed business leaders, asking, "Are there employee qualities your business needs that are hard to find?" Employers told us they could not hire enough trustworthy employees who showed initiative, and who had strong leadership and communication skills. They needed the very qualities we planned to nurture. If we could prepare graduates to help African businesses grow, a positive activity in job-starved Africa, those graduates would embark on worthwhile careers, which would in turn motivate more families to invest in an Ashesi education. We had found the intersection between the Ashesi mission and local aspirations.

Despite our commitment to financial sustainability, we knew it would take years to fill our pipeline with enough tuition-paying students to cover operating costs. Until then, we would need subsidies. And we could never set tuition so high as to pay for our significant first-year start-up expenses because that would have put Ashesi out of reach of almost all families.

Fundraising was extremely hard. Every established foundation we applied to turned us down. Consequently, we relied on a small community of individual supporters who were willing to take a chance on Ashesi's unproven model. We kept expenses low, paying Western and African staff on the same Ghanaian salary scale, which avoided expensive expat premiums and incidentally forged an atmosphere of fairness and respect. Nonetheless, Ashesi nearly closed for lack of funds. We temporarily shuttered our US fund-raising office in order to focus all our energy and limited funds on providing a transformative education for our students. When 100 percent of our first graduating class quickly found quality placement, Ashesi's reputation began to rise, and our finances improved.

Finally, in 2008, after six challenging years, Ashesi achieved financial sustainability: tuition from students who can afford to pay covers annual operating costs, even as we offer scholarships to low-income students. We are proud to show the world that an African institution can sustain itself without constant infusions of donations. Donors propel us forward with their contributions, while Ashesi is able to cover day-to-day expenses. Like most US universities, we rely on donors to fund construction of new buildings, subsidize the development of new programs, and fund much of our financial aid.

Not every project in Africa can realistically achieve sustainability. However, challenging ourselves to rely on earned income from African families has kept us closely attuned to the aspirations of Ghanaian families and the needs of African businesses. If every project in Africa were based on a deeply researched understanding of local priorities and attitudes, perhaps we would see fewer misfires. If global organizations would involve local citizens at the beginning of their project design cycle, rather than recruiting Africans only to help deploy the "finished" model, we might co-create more successful products. Involving African partners from the beginning has many benefits: these partners become project advocates and understand the technologies involved. Sustainable projects in the community rely on a viable financial model, sufficient skills, and a clear motivation.

Look for Islands of Excellence, and Help Them Spread

Not every project needs to be born in a Western university, lab, or corporation. Africans themselves

have begun to address local challenges and develop new opportunities. These homegrown islands of excellence engender African pride and deserve global support. There is value in ordinary Africans learning to see themselves as capable of solving problems. As one Ashesi graduate said, “I’m not waiting for some superman to fix things. If Africa is to have a better future, it’s up to me.” Sometimes, global organizations might do more lasting good if, rather than directly addressing a local challenge, they instead helped Africans to take the lead in solving it for themselves.

There are many ways the global community can help foster progress. We welcome partners, mentors, teachers, and codevelopers. At Ashesi, we are grateful to the forward-thinking universities and institutes that contributed to our curriculum, and to the funders who support our growth. Global capital can finance infrastructure and help promising African projects grow. We ask only that partners reinforce the nascent belief in young Africans that they, themselves, must take an active role in moving Africa forward. Outside aid and technology can be helpful but must seek to supplement, not replace, homegrown leaders, innovators, and entrepreneurs.

Without courage, the forces of inertia will win. With courage and skill, sustained progress is within our reach.

Notes

1. Ashesi University’s original curriculum was developed with generous pro bono support from faculty at Swarthmore College, the University of Washington, and the University of California–Berkeley.
2. Ashesi University’s engineering program was shaped by input from the faculty at the University of Waterloo, Olin College, Swarthmore College, Miami University of Ohio, Dartmouth College, Case Western Reserve University, and Arizona State University, as well as from engineering professionals and faculty from across Ghana.
3. The program “Giving Voice to Values” was developed by Dr. Mary Gentile and launched by the Aspen Institute and Yale School of Management and is now based at the University of Virginia Darden School of Business (with interim support at Babson College).
4. This Ashesi course, Foundations of Design and Entrepreneurship, was developed with support from Babson College and Northwestern University’s Farley Center for Entrepreneurship and Innovation.