

# LEADING IN THE MIDST OF CHALLENGES

2021-REPORT



TEACHFORNIGERIA



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## Dear Friends,

Thank you for your immense support and encouragement over the years. As we prepared to enter our fourth year, we stepped back and looked at the progress we have made in the last three years of operation. Even with the unprecedented challenges caused by the COVID-19 pandemic, Teach For Nigeria led in crisis and continued to make an impact.

The last school year was a pivotal moment for our entire ecosystem—our education system, our organisation, our Fellows and the children that we serve — however, the effects of the challenges we were confronted with were in no comparison to the impact we recorded. Therefore, the theme of this annual report, “Leading in the midst of challenges”, is a direct reflection of our commitment to extending quality education to children in high-need communities through the successful recruitment of 235 Fellows in 2021 who have continued to impact the lives of 14,800 pupils/students.

We look forward to reaching more students by mobilizing the necessary leadership needed to support all children to live a fulfilled life. This report captures Teach For Nigeria’s growth and recorded impact in 2021.

We continue to stand proud of the progress we have made over these past years in recruiting, placing and supporting hundreds of leaders to serve marginalised children from disadvantaged backgrounds. Your continued support is essential as we work to galvanise and develop more leaders towards unlocking the potential of all children.

Sincerely,

**Folawe Omikunle**  
Chief Executive Officer



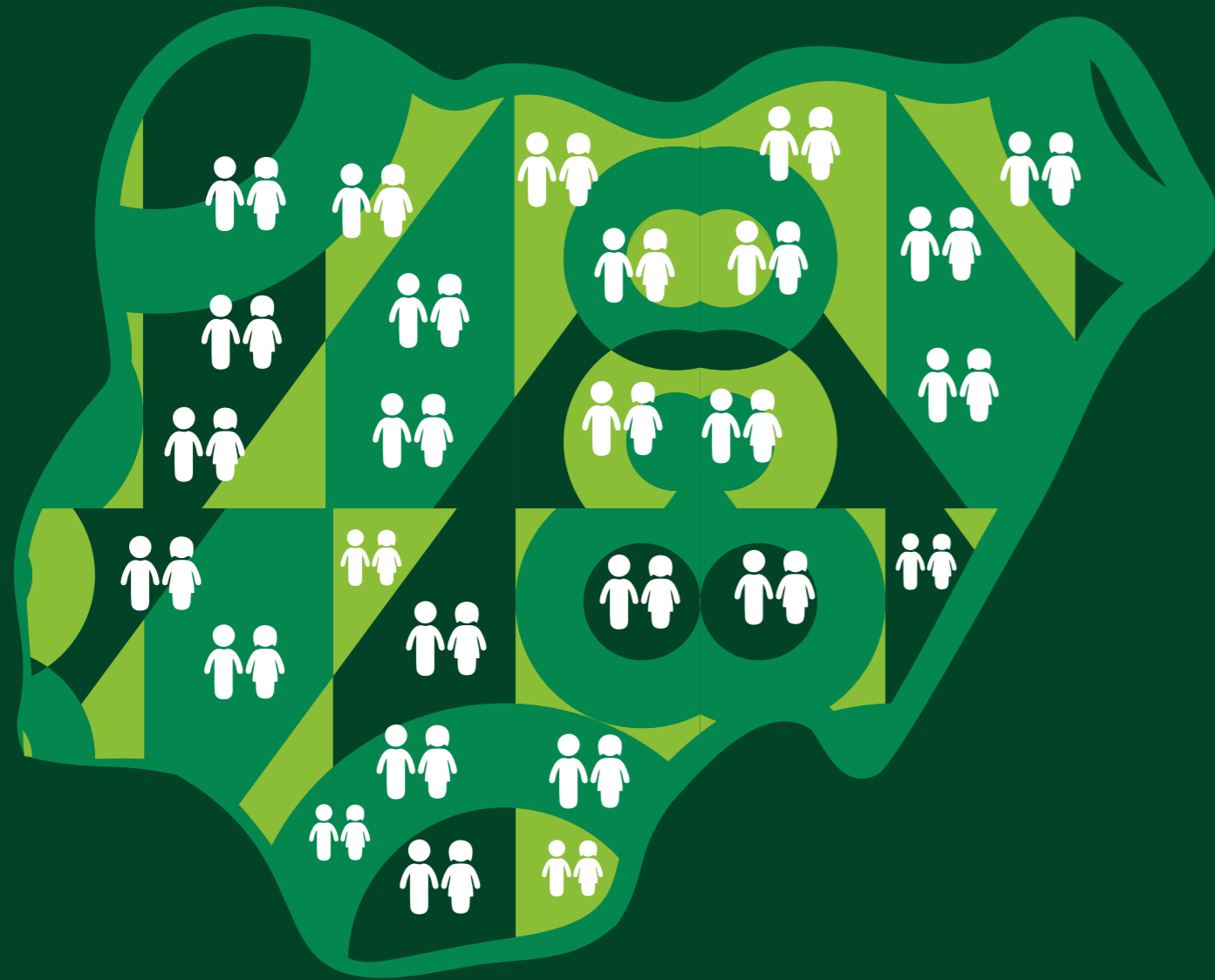


# WHO WE ARE

Teach For Nigeria (TFN) is a nationwide movement of leaders working towards expanding educational opportunities to all children in Nigeria. We recruit outstanding university graduates and young professionals to teach as full-time teachers in underserved communities in a two-year Fellowship. The Fellowship is a uniquely challenging and contextualised leadership development program that equips Fellows with both pedagogical and leadership skills to effect change in teaching practice, school governance, and educational outcomes of underprivileged children in the communities they serve.

Post-Fellowship, TFN alumni are supported to build on their two-year experience to continue driving long-term systemic change in Nigeria's education system as they transition into varied leadership roles in both public and private sector institutions. Our alumni go on to form a force for change working to create an education system that equips all of Nigeria's children for success. Thereby, building a new generation of credible, accountable and ethical leaders who will propel the nation towards effective and sustainable economic and human development as well as peace and security.

# DEFINING THE CRISIS



Nigeria has the highest out-of-school children in the world.



**20.2 Million** children are out of school.  
60% of them are girls.

**58.3%** of children in school are not learning.

Only about **20%** of Nigerians who have completed primary education can read.

SOURCES- UNESCO, UNICEF, WORLD BANK and ILO.



## OUR RESPONSE

Teach For Nigeria considers educational inequity to be a complex but solvable problem. There is a need for collective leadership throughout the entire ecosystem around children, leadership from the most privileged parts of society and from those who have personally experienced inequities, and collaborative leadership that prioritizes building relationships, learning together, and developing a shared vision.

Teach For Nigeria aims to foster collective leadership across Nigeria so that all children across the nation can reach their full potential. We accomplish this by scaling our model of recruiting and developing a diverse group of Nigeria's most promising leaders—outstanding recent university graduates from all fields—to commit to teaching underserved children for two years.

With this foundation, they will work as collaborative leaders who pursue long-term change for Nigerian children throughout their lives, at every level of the education system, policy, and across sectors. Post-Fellowship, Teach For Nigeria's alumni are supported to build on their two-year experience to continue driving long-term systemic change in Nigeria's education system as they transition into varied leadership roles in both public and private sector institutions.

## OUR VISION

One day, every Nigerian child will have the opportunity to attain an excellent education.

## OUR MISSION

To mobilise leaders who will drive the movement towards educational equity and excellence in Nigeria.





# WHAT WE STAND FOR

Teach For Nigeria is guided by the following principles that deeply reflect our highest held beliefs and ground a solid foundation for who we are:

## Sense of Possibility:

At Teach For Nigeria, we relentlessly drive towards achieving our goals with a strong belief that 'Nothing is Impossible.'

## Respect and Humility:

We are grounded in our belief that all our actions are guided by humility and equality. We operate in a spirit of cooperation and value human dignity.

## Excellence:

We hold high expectations of ourselves and others, and we commit ourselves to delivering the greatest quality in all that we do.

## Integrity:

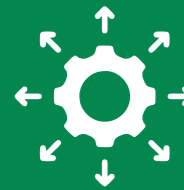
We do the right thing. We conduct ourselves in accordance with the highest standards of professional behaviour and ethics. We are transparent, honest and ethical in all our interactions.

## Leadership:

We set positive examples and invest in others so that they can follow the guidelines of leadership.

## Innovation:

We anticipate change and shape it to fit our purposes. We acknowledge the weaknesses within our society and create ethical, forward-thinking innovations.



# BOARD OF TRUSTEES

Teach For Nigeria prides itself in having a passionate team of stewards known as our board of trustees that governs the organisation and seeks to ensure the best interest of all stakeholders. The following amazing persons constitute Teach For Nigeria's board:



**GBENGA OYEBODE**

Board Chair, Teach For Nigeria  
Of Counsel, Aluko & Oyebode.



**OLANIKE A. DE SOUZA**

Certified Public Accountant,  
Chartered Accountant & Founder,  
People Prime.



**ALERO AYIDA-OTOBO**

Transformation Strategist & Founder,  
Incubator Africa.



**MANSUR AHMED**

Group Executive Director,  
Government & Strategic Relations.



**SEGUN OLUKOYA**

Vice-President, Nextzon Business Services.



**AYODELE OLAJIGA**

Director, Leveli Consulting Limited.

# OUR NUMBERS THROUGH THE YEARS

	2017	2018	2019	2020	2021
<b>Fellows Year 1</b>	<b>46</b>	<b>172</b>	<b>46</b>	<b>449</b>	<b>235</b>
<b>Fellows Year 2</b>	<b>-</b>	<b>44</b>	<b>161</b>	<b>44</b>	<b>400</b>
<b>Total Number of Fellows</b>	<b>46</b>	<b>206</b>	<b>207</b>	<b>493</b>	<b>635</b>
<b>Alumni</b>	<b>-</b>	<b>-</b>	<b>44</b>	<b>205</b>	<b>249</b>
<b>Students Impacted</b>	<b>1848+</b>	<b>9,720+</b>	<b>9,270+</b>	<b>79,440+</b>	<b>109,505+</b>
<b>Region</b>	<b>SW</b>	<b>SW, NW</b>	<b>SW, NW</b>	<b>SW, NW</b>	<b>SW</b>

# WHY TEACH FOR NIGERIA?

Children growing up in underserved communities lack access to resources and opportunities and end up attending schools that are not equipped to meet all their needs. This is known as educational inequity. The Teach For Nigeria model is based on ensuring that every child has the opportunity to access quality education regardless of their background.






# WHO WE RECRUIT

Teach For Nigeria is focused on identifying and recruiting young, exceptional leaders and professionals into the two-year Teach For Nigeria Fellowship program.

We recruited a uniquely diverse cohort in 2021. 61.6% of fellows recruited are STEM-focused, 38.4% non-STEM, 53% Male and 47% Female. Compared to other years, we recruited the highest number of first-class graduates and had ethnic representation from 30 states.

Teach For Nigeria received 44,068 applications from interested applicants. After a careful assessment of the applications received, 607 met the criteria set for the Fellowship program and were shortlisted, and 342 were offered the opportunity to join the program. After a rigorous interview and selection process, 235 applicants accepted our offer to be posted in 117 schools across Lagos, Ogun and Oyo states.



-  **100 fellows in 50 secondary schools**
-  **120 Fellows in 52 primary schools**
-  **15 Fellows in low-fee paying primary schools**



**44068**  
Applications  
received



**607**  
Shortlisted  
Applicants



**342**  
Offers  
given



**235**  
Accepted  
Offers

**235 Fellows**

**117 Schools**

**3 States**

# HOW WE ARE SUPPORTING OUR FELLOWS' TRANSFORMATIONAL LEADERSHIP JOURNEY

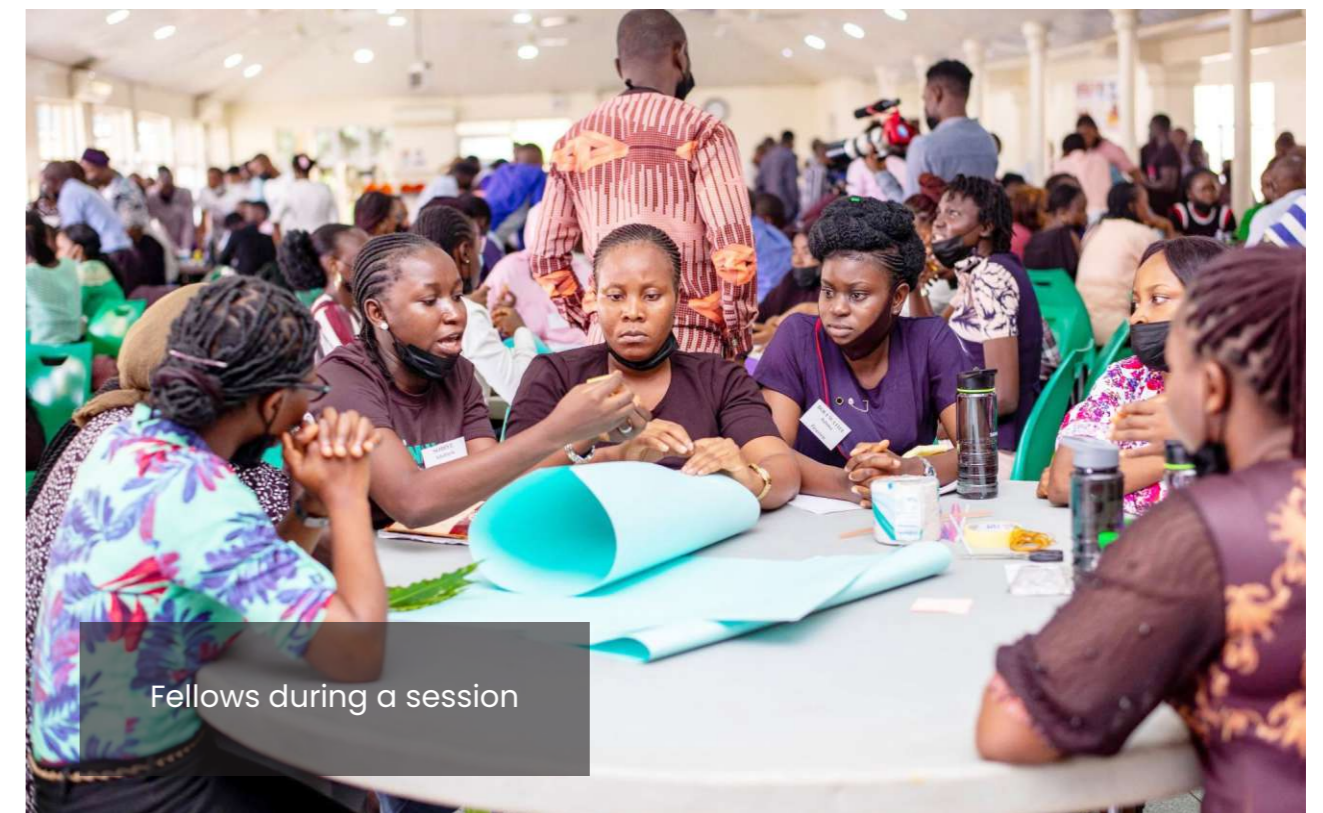
We invest in a robust pedagogical and leadership training program for our Fellows because we believe that the development of fellows translates to the overall optimal growth and learning experiences of the students we serve. Our training cycle usually begins shortly after recruitment with the Pre-Service Training Institute (PSTI) and continues throughout the Fellowship in the form of ongoing training, coaching and professional development.

## THE PRE-SERVICE TRAINING INSTITUTE (PSTI)

The 2021 Pre-Service Training Institute (PSTI) was a 5-week intensive hybrid training program held between July 26 and August 27. The PSTI is a concentrated teacher training program designed to equip Fellows with the necessary skills needed to lead educational change in low-income communities; create innovative ways to drive holistic academic and non-academic outcomes and engage with various stakeholders within the Nigerian educational ecosystem. Throughout the Training Institute, Fellows attended 38 sessions led by experienced facilitators.



Session with Fellows



Fellows during a session



**5 weeks**



**235 Fellows**



**8 virtual sessions**



**30 physical sessions**



**30 facilitators**



**32 staff**



Fellows during a session



COVID-19 Test

# ONGOING TRAINING, SUPPORT AND PROFESSIONAL DEVELOPMENT

Teach For Nigeria's long-term theory of change is deeply rooted in the development of teacher-leaders who will continue to fight for educational equity. With an overarching theme of transformational impact and excellence in education, our professional development program for Fellows features seasoned educators who share their knowledge and expertise on technological advancements and instructional design, content expertise, classroom best practices, and culturally relevant pedagogy.

This is aimed at helping Fellows to become successful teachers. In addition, fellows who do not have a degree in education are enrolled in a higher institution where they study for a Professional Diploma in Education (PDE). In 2021, 200 Teach For Nigeria Fellows were admitted for the PDE.

## OUR COACHING PROGRAM

Throughout the Fellowship, ongoing training is provided to Fellows through a coaching program where every Fellow's leadership development journey is carefully structured and consistently monitored by an assigned coach. This intensive support enables Fellows to make significant impact in the most underresourced schools where they are placed. Our coaching support program is one of the most impactful experiences for our Fellows where they receive intensive one-on-one support from a coach who conducts regular classroom observation and provide them with feedback and guidance to improve their teaching practice. As a result, Fellows are able to improve their teaching pedagogy as well as design solutions to solve identified needs that are peculiar to their learners, schools, and communities. In 2021, 23 Coaches managed Fellows in Lagos and Ogun states with a ratio of 30 fellows to a coach.

## OUR PEER-TO-PEER LEARNING

Our Peer-to-Peer learning groups called the "Fellows Connect" program is a space where Fellows meet for shared learning, collaboration and community engagement. This Fellow-led space is designed to enable Fellows within the same community to meet physically at least once a month to foster collaboration among themselves and key stakeholders. Overall, this program provides our Fellows with an opportunity to build community across their cohorts, while learning from one another.



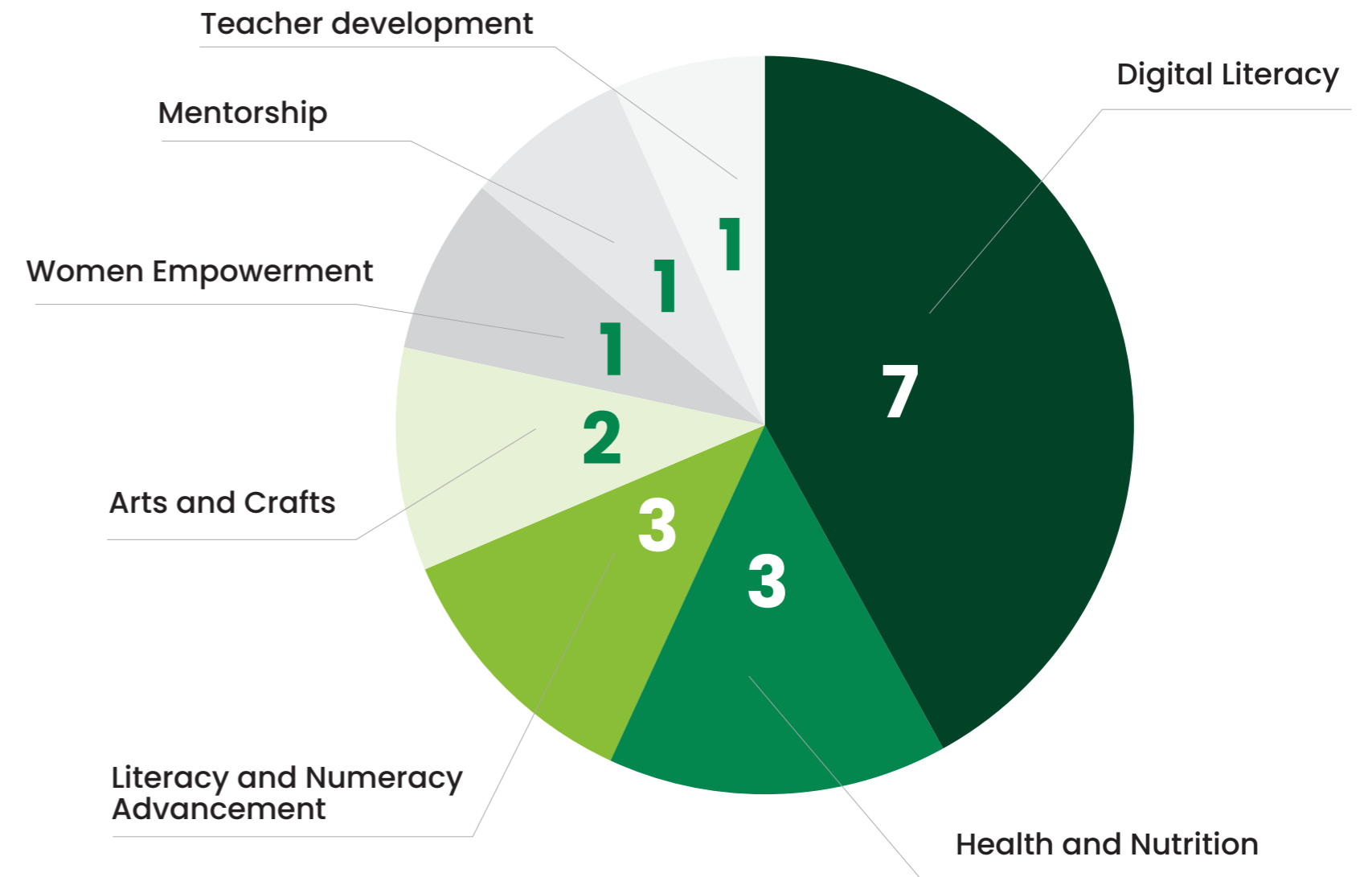
# HOW OUR FELLOWS ARE TRANSFORMING COMMUNITIES

## Community Impact Projects

Community impact projects are generally referred to as the Be The Change Projects (BTCP); a mandatory component of the Teach For Nigeria Fellowship program that requires Fellows to design, initiate and implement a sustainable solution to address gaps that hinder children from fulfilling their potential. So far, our fellows have implemented a total of 90 community-based projects.



In 2021, our Fellows implemented a total of 18 projects categorised as follows:



Thereby, reaching over 3000 beneficiaries.

## HERE ARE SOME OF THE PROJECTS IMPACTING THE COMMUNITIES WE SERVE:

### FIRST STEP INITIATIVE:

During his fellowship, Akeem Badru discovered a significant improvement in the children he teaches the more they engaged in model designing, model building and craft-making. He realised that project-based learning commands a deeper understanding of concepts and fosters mental growth by providing opportunities for trying out new ideas, new ways of thinking and problem-solving. As a result, this model design/building initiative equips children in his community with the high-level creative thinking and self-expression skills needed to thrive in today's world.



An airplane the pupils made



## CREATIVE KIDS ART CLUB:

When Olalekan Abiola resumed at his placement school, he discovered that his pupils were often violent - using unproductive and destructive ways to express their feelings. This was when he decided to introduce Art into the classroom to encourage his students to express their thoughts and feelings positively through creativity. He also saw the need to incorporate everyday objects and waste to create beautiful pieces that will inspire the children to be more interested and committed to learning. Through this project, he was able to create a space for children in his community to explore innovation and creativity through art and craft.



The Creative Kids Art Club

## WASTE FOR LEARNING RESOURCES

In order to meaningfully combat the increasing environmental global pollution, Paulina Victor and Adigun Adepero thought that there was indeed a need to sensitize children on the importance of waste management in combating pollution. "Including children in this process has helped to harness their leadership skills and sense of ownership," Paulina said. To this end, this initiative allows children to collect plastic wastes around them for recycling, in exchange for learning materials for use in their classroom. So far, the project ensures that children, parents and other community stakeholders imbibe better practices for environmental wholeness.



The Creative Kids Art Club



Waste For Learning Resources

# Our Fellows' Impact Stories

As a transformational leadership program, the Teach For Nigeria Fellowship is designed to equip Fellows with transferable leadership skills to effect change within and beyond the classroom. Our program is beneficial to the Fellows, pupils, existing teachers, parents, the school community and other community members where Fellows are placed. Despite the challenges that came with 2021, we continued to support our Fellows and Alumni as change agents in the communities we serve. Here are a few stories to reflect the impact of our program:





Afeez and his students at the award ceremony

### TFN STUDENTS WIN THE BEYOND THE SCHOOL CHALLENGE

Afeez Saka, a Teach For Nigeria Fellow teaching in Idata/Ilagbo Community Senior High School, Ibeju-Lekki, led his team of students to emerge as 2nd runner-up at the **Beyond The School Challenge** competition organised by the Mandela Washington Fellowship Alumni Association of Nigeria. As a reward for their performance, Afeez's students won a cash prize of NGN 250,000 as start-up capital for their project titled "Community Tech LAB". This initiative is focused on equipping final-year secondary school students of the Idata/Ilagbo Community with 21st-century life and digital skills for 6 to 12 months. During the award ceremony, Afeez also won the prize for Best Teacher/Team Advisor for his dedication and tenacity. We are inspired by this example of leadership and excellence and we look forward to seeing the impact that'll be made in the Idata/Ilagbo Community.



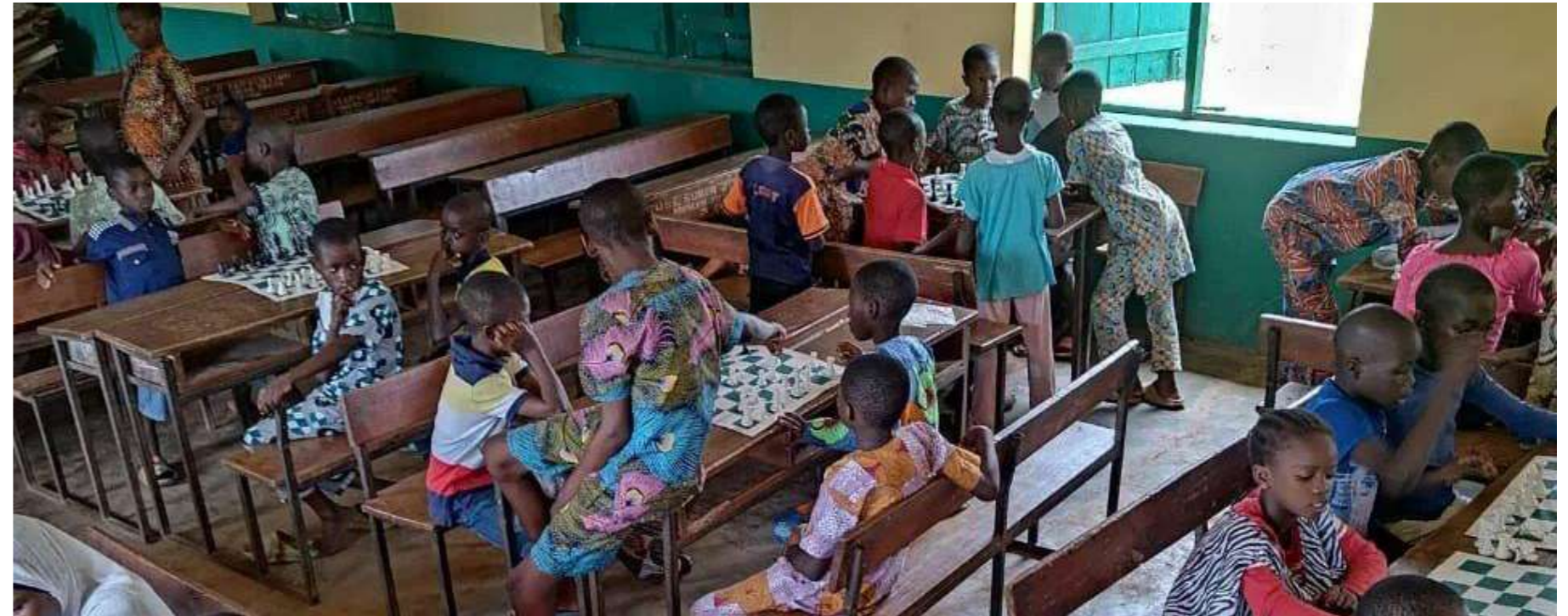
Taofik and members of his Mathematics Clinic



Taofik and members of his Mathematics Clinic

## TAOFIK SOBOYEJO AND HIS MATHS DOCTORS

Taofik Soboyejo, a Fellow placed in Christ Anglican Primary School, Iwade, Ijebu-Ife, Ogun State, discovered that the pupils in the lower classes of his school were unable to solve basic mathematical operations, had a poor understanding of basic concepts in Mathematics such as fractions, order of operations (division, multiplication, addition and subtraction) and several other topics which affected their self-esteem and confidence. Although they had previously applied the idea of peer-to-peer tutoring and mentorship within their classroom which worked tremendously, Taofik's pupils (Andrew Faith, Hassan Faridat, Idu Mary, Paulinus Goodnews, Onasanya Busurat) proposed an idea to start a Mathematics Clinic to support the pupils in lower primary classes. The idea was that each exceptional student will teach and support some pupils in lower primary classes during their lunch break or after school hours. The Mathematics Clinic started with five pupils but now, there are a total of ten "Maths Doctors" committed to supporting junior pupils who have challenges understanding Maths. With this initiative, the interest in Mathematics among his learners has increased.



## CHESS TO IMPROVE LEARNING

Three Fellows, Mubarak Oriadetu, Daniel Awo-Osagie and Emmanuel Rufai who teach in Orimedu Community Junior High School, Ibeju Senior High School and Igbogun Senior High School respectively, realised that with the introduction of games and hands-on activities in their lessons, students were more enthusiastic about learning. To this end, they kickstarted the use of chess to improve critical reasoning in their Mathematics and Science lessons. In each of their schools, they introduced weekly Chess Club meetings which have grown into a larger initiative called “EKO CHESS”, with an aim of expanding the game to more schools while igniting the interest in learning, improving critical thinking skills and fostering creativity among students.



# REFLECTIONS FROM FELLOWS

# Afeez Olalekan Saka

2020 Fellow

Afeez Saka studied Health Education at the University of Ilorin, Ilorin, Nigeria and graduated with a B.Sc. (Ed.) Health Education. He teaches Biology to SS2 students in Idata/Ilagbo Senior High School, Ibeju-Lekki, Lagos State. his reflections:

## *When did you apply for the TFN Fellowship?*

I applied for the Teach For Nigeria Fellowship for the third time in 2020.

## *Why did you apply?*

I have had several reflections on the impact of literacy on me as a child raised in a low-income community myself; I knew how hard it was and how better it has become. Anytime I come across kids who are facing related challenges, I feel a certain familiar concern. When I came across some stories of the impact of Teach for Nigeria Fellows about four years ago, I was inspired by the vision that “One day, every Nigerian child will have the opportunity to attain an excellent education”. This aligns perfectly with my vision, and I decided to be part of those changemakers who are creating a significant and sustainable impact on the lives of children in rural communities.

## *What lessons have you learned from teaching since you arrived at your placement school?*

I have learned that my role is beyond being a subject teacher, so I decided to keep learning and explore opportunities that will help my

learners become better than what they used to be. I now understand the impact of building effective and purposeful relationships with both the students, colleagues and their parents.

## *What is your daily life like as a Fellow?*

I ask myself every day, “What again can I do differently today to make the lives of these children better than yesterday?” My daily life as a Fellow has made me see the beauty of being a jigsaw in the puzzle of my learners’ growth and development. I feel fulfilled after every lesson and engagement with them. We see ourselves as one big family. I do not know how well I have done with them, but their feedback during our reflection makes me feel I need to do more. It is a journey and I am learning.

## *How have you applied the insights from the TFN training, coaching, and professional development to your day-to-day teaching?*

I have always applied that mindset of seeing possibilities and finding the uniqueness in each of my learners. I have learned to explain concepts in the simplest ways they can receive them. I see them learning at their own pace,

TEACH.  
LEAD.

and I create opportunities for every student to shine and be celebrated. I apply creativity in teaching and learning through role-play or acting to help me communicate effectively with my learners. I have applied emotional intelligence at every point of engagement with them, this goes beyond just feeling their pains, but helping them manage what they have to help them become their better selves.

#### *What are your student outcomes thus far?*

Three out of ten members of Idata/Ilagbo changemakers participated in a national competition – The Beyond School Community Challenge – which was organised by Mandela Washington Fellowship Alumni Association of Nigeria. They came 2nd runner-up out of about 80 schools that applied in Nigeria. They won 250,000 Naira to start their change-making project in Idata/Ilagbo Community. This project has been initiated and students are now having access to digital resources and basic digital skills. One of my students and a mentee also made it to a global platform. She is now serving as a member of the Teach For All Student Leader Advisory Council. This is a young girl that lives and schools in a community where people had never thought opportunities like this would find her soon.

#### *Do you have an experience with a teacher that changed your life and how?*

I still have good memories of my primary school teacher, Mr. Toriola Busayo. He instilled courage in me, he believed in me so much that he would always want to see me participating in almost every competition. He taught me many poems back then, one of which was “I shall be great”. I have always been inspired by this poem, and I teach it to virtually every student I come in contact with. He took me as a son and he gave me the first platform to experience what practical teaching experience looks like back then in 2008 after my secondary school education. If anyone had prophesied to me that I would one day be a teacher, I would have objected. But he believed in me that I could. And I hope I continue to pay this forward to my learners.

#### *What excites you most about education in Nigeria?*

I think I have not been exactly excited about education in Nigeria because of the inequities that still ravage the system. But what gives me hope and little excitement is the dimension we've taken education to these days; I am happy to see that children in rural areas are now becoming empowered to win global opportunities, just like one of my champions, Esther Odekunle, who is currently serving as a member of the Teach For All Student Leaders Advisory Council.

#### *What concerns you most about education in Nigeria?*

How do you expect teachers to give their best in teaching when they are not being well taken care of? I have been in the system for a few years, and I know how challenging it has been. I left classroom teaching to concentrate on my personal development and how I can be impactful and effective beyond just being a classroom teacher. I have seen teachers who are willing to teach but choose and focus more on another business while taking teaching as a side hustle. If teachers are motivated, they will become more responsible for their personal development and also make the lives of these children as important as every other great thing they desire to have.

#### *What advice will you give to future TFN Fellows?*

Immerse yourself in the TFN vision if you truly want to be part of the solution the education system needs. As we've learned, we are just like a jigsaw in the puzzle of every child. See these children as part of your journey, then reflect every single day on what will make your journey a better one to be experienced. Imagine how fulfilling it would be if a child wakes up someday and says “Because of the support you gave me, I am living a dream I envisioned.” Imagine a child telling you one day, “I wouldn't have been this confident this time, if not for your belief in me.” This means a lot to your growth. This means a lot to the world. This means a lot to humanity.

# Agnes Onyekwere

2021 Fellow

Agnes Onyekwere graduated with a first class from the Department of Mass Communication, University of Jos, Plateau State. She teaches Mathematics, English, and Basic Science to Primary 4 students at Emmanuel Anglican Primary School 1, Italupe, Ijebu Ode, Ogun State. Let's hear her reflections:



## *When did you apply for the TFN Fellowship?*

I applied for the Teach For Nigeria Fellowship around February 2021 and resumed at my placement school on 13th September 2021.

## *Why did you apply?*

I wanted to serve others, and this Fellowship felt like a good opportunity to give back as well as explore the world around me while making a tremendous impact. I have always loved to teach and so seeing all that TFN was doing with the children in underserved communities made me know that I could also offer support to students academically, socially, and emotionally.

## *What lessons have you learned from teaching since you arrived at your placement school?*

I have learned that problems we see in our immediate environment are always calling on us to solve them and that problems are our responsibilities.

## *What is your daily life like as a Fellow?*

I live every day reminding myself that there is no single solution to life's numerous problems but collectively we can contribute our own little

quota just like in the story of the hummingbird. You get as much as you put in, if you put in a little then you get little, if you work hard, it will surely show. This belief informs my daily actions.

## *How have you applied the insights from the TFN training, coaching, and professional development to your day-to-day teaching?*

I can say that I am a more intentional person today because of all the training and ongoing support that I have leveraged through this fellowship. I ensure that I create an environment where my students are able to learn at their own pace while proffering solutions to some of their learning needs.

## *What are your student outcomes thus far?*

Since I resumed my placement school, the literacy level of my pupils has increased by more than 15% and numeracy by 20% in six months. When I was first introduced to my students six months ago, they were discourteous but over time, I feel proud to say that my students have become empathetic, thus reflecting effective social-emotional learning outcomes.

*Do you have an experience with a teacher that changed your life and how?*

I am inspired by Mr. Fidelis Ekwe, my secondary school teacher. He took a special interest in me, he would buy me materials to study with so I could pass my tests and exams, and he got me interested in literature and the media which I ended up studying in school. One thing we were sure of was that he loved us and in return, we wanted to make him proud.

*What excites you most about education in Nigeria?*

What excites me the most about education in Nigeria is the fact that I am being part of the solution. In time to come I would tell the stories of how I did not just sit at the sidelines being passive, how I rose to the occasion to make my country a better place, to make tomorrow better.

*What concerns you most about education in Nigeria?*

I am concerned that our educational system churns out millions of graduates every year who do not know left from their right and who cannot effectively fit into the labour market of their own country.

*What advice will you give to future TFN Fellows?*

My advice to future TFN Fellows is that once you get to your placement school understand that you are not doing what you are doing for TFN alone, you are building a brand for yourself and the rule still remains that you get as much as you give.





# HOW WE ARE SUPPORTING OUR ALUMNI COMMUNITY

A key strategy in achieving our long-term theory of change is to channel our Alumni into crucial sectors and positions from where they will have the opportunity to exercise leadership as shaped by their experience in the Fellowship.

In 2021, we graduated our third cohort of 44 Fellows bringing our alumni community to a total of 249 outstanding change agents. Similarly, we developed a robust Be The Change project curriculum, launched and got implementation partners for 20 incubation hub initiatives and registered 31 alumni-led social enterprises focused on promoting access to education and improving the quality of life for children in low-income communities.

# ALUMNI INCUBATOR PROGRAM

As we continue to support the alumni community to deepen and drive innovative solutions to some challenges associated with delivering quality education to children in Nigeria, we continued with our 3-month incubation program called the “Incubation Hub” which was launched in 2020 to support members of the alumni community to scale their Be The Change projects. The Incubation Hub continues to give a unique opportunity to the Teach For Nigeria alumni to accelerate the growth of their enterprises while being equipped with the practical knowledge required to build and sustain their social innovations through an intensive training workshop, post-program support, and an opportunity to pitch for seed funding.

# OUR ALUMNI COMMUNITY IS IMPACTING OUR VISION

We strive to ensure that our Alumni play a dual role - not just as leaders in their respective fields but also as builders of a movement for educational equity - as they continue to mobilise resources and organize people to engage a wider audience on educational equity. Below are some of the initiatives from our alumni community:

- **LEADING SKILLS INITIATIVE** is an organisation focused on improving teacher quality and output through capacity-building training, mentorship and providing access to teaching instructional materials necessary to facilitate effective learning. In the last year, the Leading Skills Initiative has delivered training programs to 100 teachers in public primary schools in Kaduna State. Over the next five years, they plan to set up teaching instructional material hubs in ten local governments across Kaduna State and to train/mentor 10,000 teachers across 19 northern states, with the aim of improving access to quality education for learners in public primary schools across northern Nigeria.
- **THE SPORTIFY MODEL** seeks to leverage sports as a tool for mental, physical and academic development for students in underserved public primary schools as well as increase school enrolment and attendance rate to significantly influence learning outcomes. Through strategic partnerships and alliances with key stakeholders, sporting activities, and sport-connected learning and advocacy programs, students are equipped with life and 21st-century skills such as collaboration, resilience, communication and empathy. Sportify aims to reach 3,500 students across Kaduna State in the next 3 (three) years.
- **INITIATIVE FOR PROMOTING EDUCATION FOR GIRLS (IPEG)** IPEG is focused on improving girl-child education. Through a strategic alliance with key stakeholders and government agencies, they aim to support the girl children by initiating programs aimed at increasing school enrolment and improving school completion rates for girls. More than 1,000 girls have benefitted from their advocacy and sensitisation campaigns and they plan to enrol 1,500 out-of-school female children in classrooms over the next year.
- **LEARN CODING NOW** is on a mission to bridge the digital divide by equipping public school students with 21st-century digital skills with a focus on solving today's learning problems and challenges through the use of coding and gamification. Since its inception in November 2019, the project has trained 175 learners and teachers through offline and online boot camps and plans to set up 100 coding labs, reaching over 2,000 children across Kaduna State in the next five years.

# DEVELOPING IN-SERVICE TEACHERS

Following the launch of our In-Service Teacher Training Program in partnership with Profuturo in 2020, we expanded the program to train an additional set of 4339 teachers working in under-resourced communities to equip them with the skills they need to thrive and succeed in a post-Covid world. These teachers were trained by our Alumni and Fellows who served as Master trainers on key teaching methodologies such as classroom vision and planning, Strategies for Building Classroom Culture, Checking for Student Understanding, Basic Digital Skills, Building Collaborative Learning and Large Classroom Management Strategies. At the end of the training, a 16.22% improvement was recorded in the teachers (from a 74.37% average score in the initial evaluation assessment to 86.43% in the final evaluation assessment). As a result of this program, an additional total of 600,000 students have been impacted across Nigeria.

# SCHOOL LEADERS LEADING CHANGE

The Teach For Nigeria's Leadership Development (SLD) is an 8-month intensive and transformative school leadership fellowship program for headteachers across Teach For Nigeria partner schools in Ogun State. In recognizing the crucial role that school leaders play, this program focuses on unleashing the leadership of school leaders to pursue holistic student outcomes and systemic change.



School leaders at the in-person training



School leaders at the in-person training



# TRAINING STRUCTURE

In July, The 2021 SLD fellowship ran as a pilot program with 13 headteachers who were selected from various schools in Ogun State. The training was structured as a hybrid.

Teach For Nigeria partnered with Learning As I Teach Africa (LAIT Foundation) to provide participants with virtual executive coaching and leadership training through the Succeeding At Leading A Learning Community Program (SALLC) program, a 14-week intensive online coaching program to equip, empower, energise and enable school leaders to lead themselves and their schools to success and sustainability in the 21st century. The on-site/physical training was held from 21st-24th October with participants immersed in Teach For Nigeria's Theory of Problem and Theory of Change and introduced to key leadership culture and practices needed to become transformative leaders.

# CLOSING THE GAP WITH REMOTE LEARNING

The Radio School is one of Teach For Nigeria's remote learning programs launched during the COVID-19 pandemic to bridge the wide learning gap for children in underserved communities who had limited access to electricity, technology and internet connectivity. Other aims of the Radio School are to provide interactive, fun and educative learning opportunities through radio and print materials and to create a culture of achievement, improve learning outcomes and foster the development of listening, imaginative and critical thinking skills. Post-pandemic, the radio school has been retained as a learning platform designed to complement traditional classroom teaching. The Radio School Program was launched in Ogun State and broadcasted via Ogun State Broadcasting Corporation FM (90.5 FM) and Sweet FM (107.1 FM) every Monday, Wednesday and Friday at 7.00 pm.



# THE PROGRESS WE ARE SEEING

# WHERE

# WE

We are growing our cohort size to meet the increasing educational needs of children and communities.

# ARE



**849 Fellows**



**+109k Students**



**290 Schools**



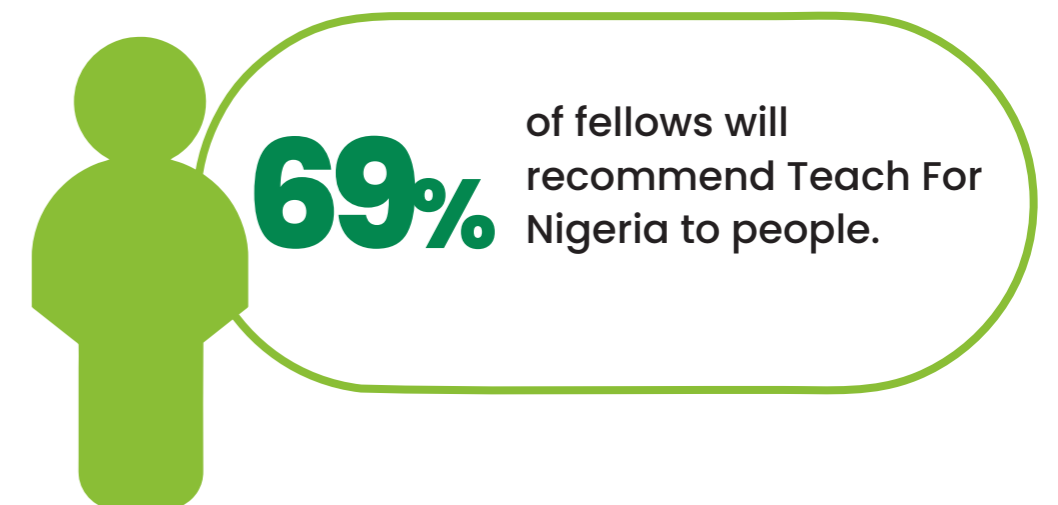
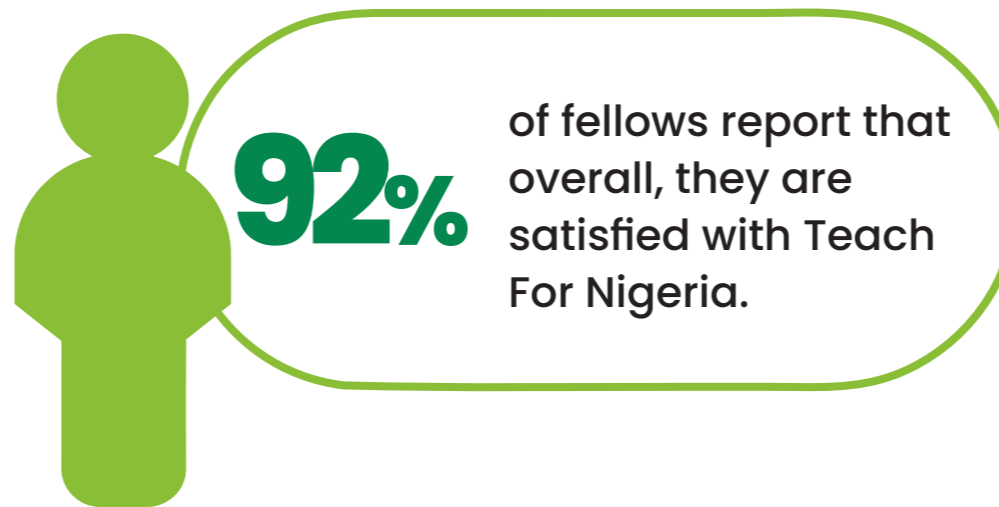
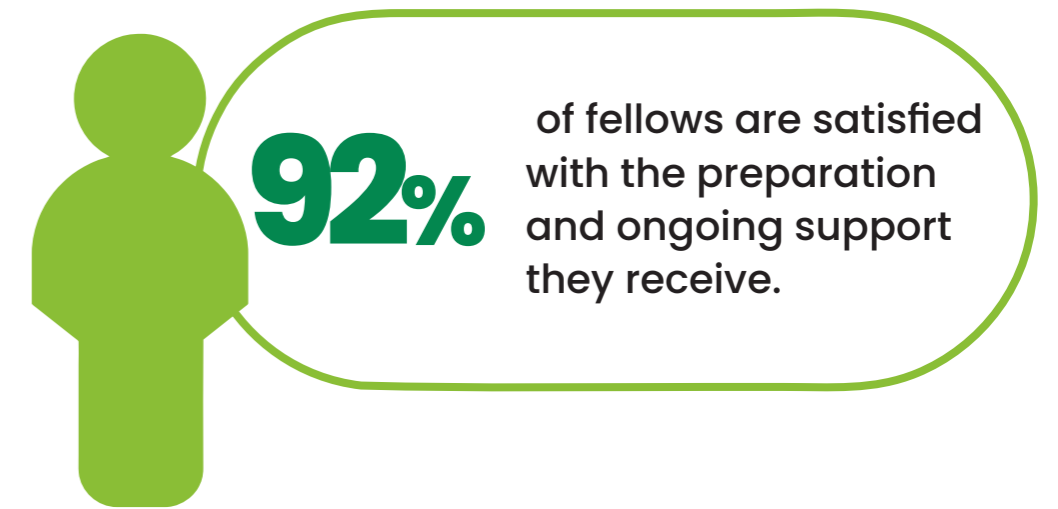
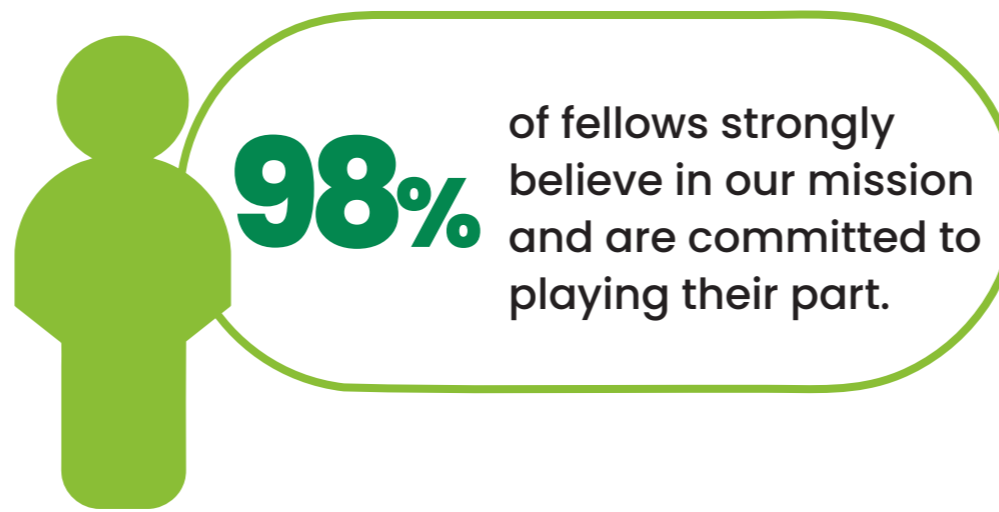
**249 Alumni**

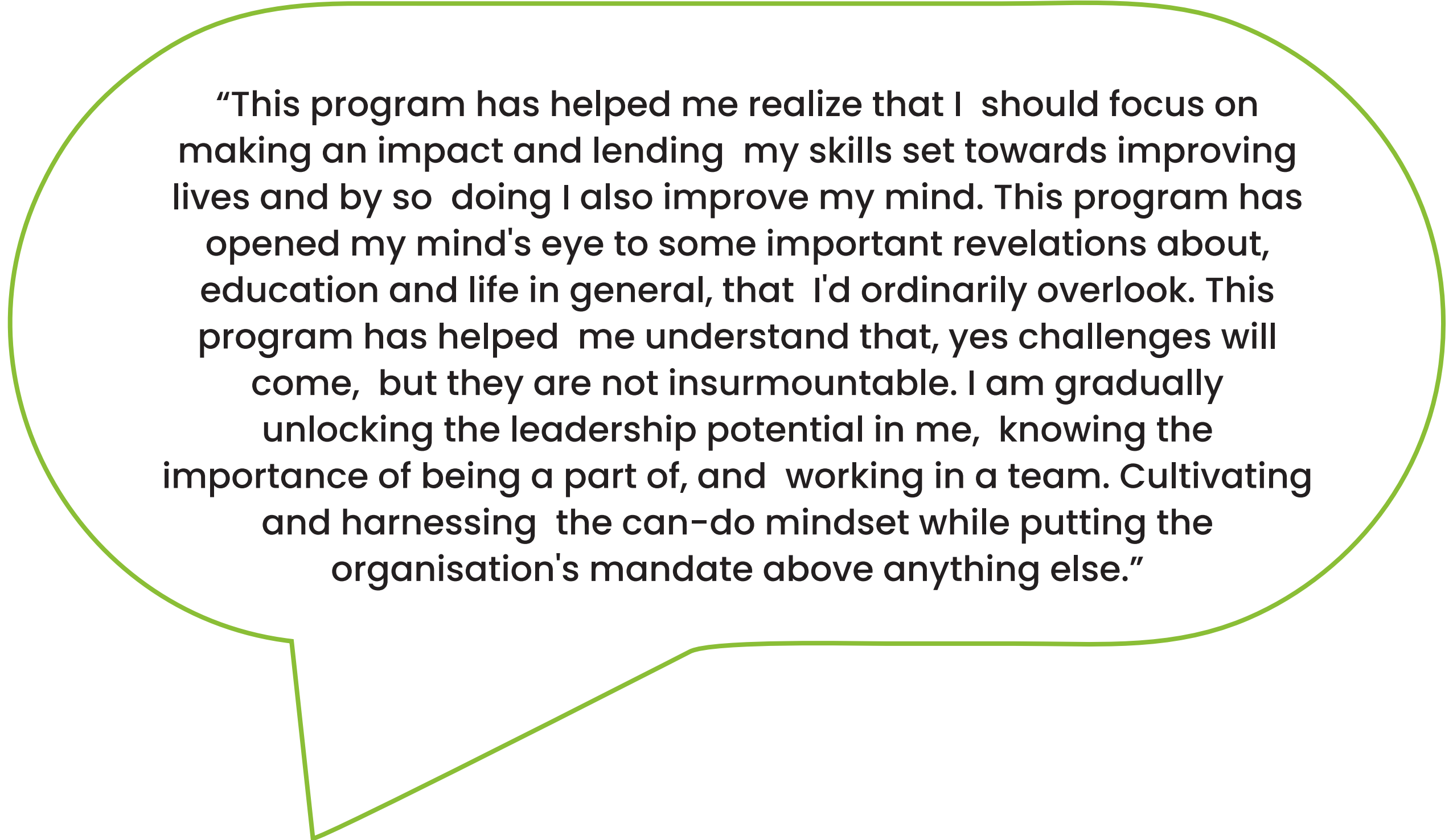


**3 States**

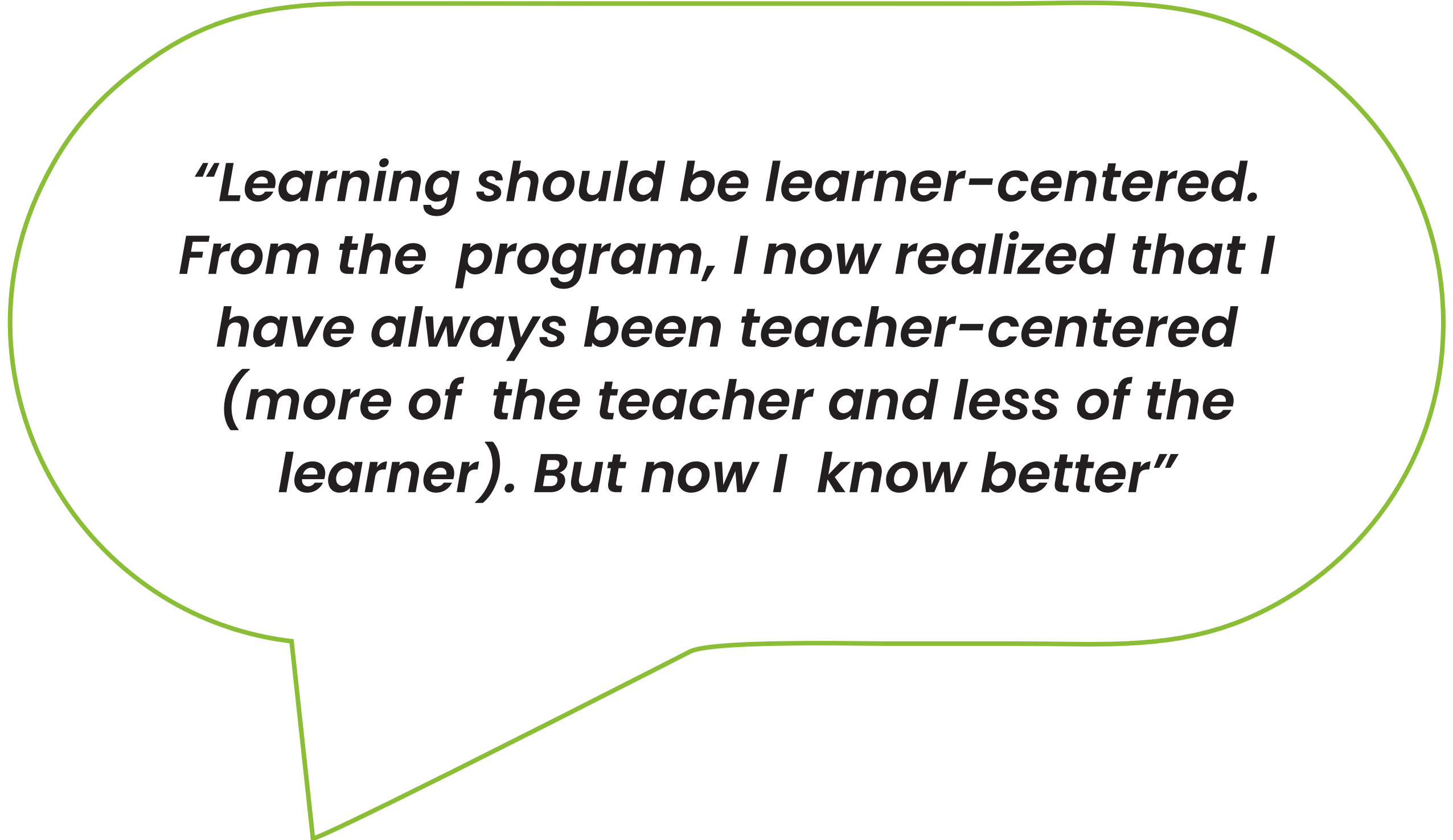
# WHAT OUR FELLOWS ARE SAYING ABOUT THEIR LEADERSHIP DEVELOPMENT

We are developing the collective leadership of our Fellows and increasing our support to help them thrive.





“This program has helped me realize that I should focus on making an impact and lending my skills set towards improving lives and by so doing I also improve my mind. This program has opened my mind's eye to some important revelations about, education and life in general, that I'd ordinarily overlook. This program has helped me understand that, yes challenges will come, but they are not insurmountable. I am gradually unlocking the leadership potential in me, knowing the importance of being a part of, and working in a team. Cultivating and harnessing the can-do mindset while putting the organisation's mandate above anything else.”



***“Learning should be learner-centered. From the program, I now realized that I have always been teacher-centered (more of the teacher and less of the learner). But now I know better”***

**WHAT HEAD OF SCHOOLS  
ARE SAYING ABOUT OUR  
FELLOWS' CONTRIBUTION  
TO THE COMMUNITY**

*“ I have worked with many Fellows from Teach for Nigeria, Each of them is unique and is passionate about improving the quality of education. Within a short time, Constant Bassegy has endeared himself, not just to the pupils, but also to the parents. He has a good relationship with all the teachers in the school and I've never had a problem with him. He is the go-to person for technical support and assistance in my school. He has also become the primary 6 common entrance class exam tutor, sports master, and computer teacher, and his Be the change project (Digital Literacy project) aligns perfectly well with the school vision and long-term development plan. I am grateful to TFN for always finding our school worthy of hardworking and disciplined fellows since 2017.”*

**Mrs. Temitope Adeniyi**

Head of school, EAC Primary school,  
Ita Oshin. Abeokuta North. Ogun state



*“The Fellows posted to my school have shown outstanding skills in teaching which in turn have impacted the lives of these students. They possess the ultimate “can do” attitude while taking on all tasks with positive energy and a smile on their faces. Their personality and attitude to work have made it easy for both their pupils and colleagues to interact with them. They have exhibited all the factors that lead to success in any workplace, and I am confident that they add value to any organization that they join after their fellowship. I would like to appreciate the management for considering my school one of the beneficiaries of Teach for Nigeria. We will forever remain grateful for such an opportunity and will greatly miss Ijeoma and Sodiq.”*

**Busari Abdul Malik  
Ayotunde**

Head Teacher, LG 1 School, Idiroko.

*“During the period of Stephen Onwughalu and Seun Olalere's placement, they have proven to be diligent in their duties by displaying a high level of intellectual and academic abilities in teaching their pupils. This led to massive improvement in the academic grades of our pupils. They also introduced the pupils to extra co-curricular activities such as debating, practical science classes as well as a computer training project for the pupils which helped them get basic computer literacy skills.”*

**Mrs. Popoola T. F.**

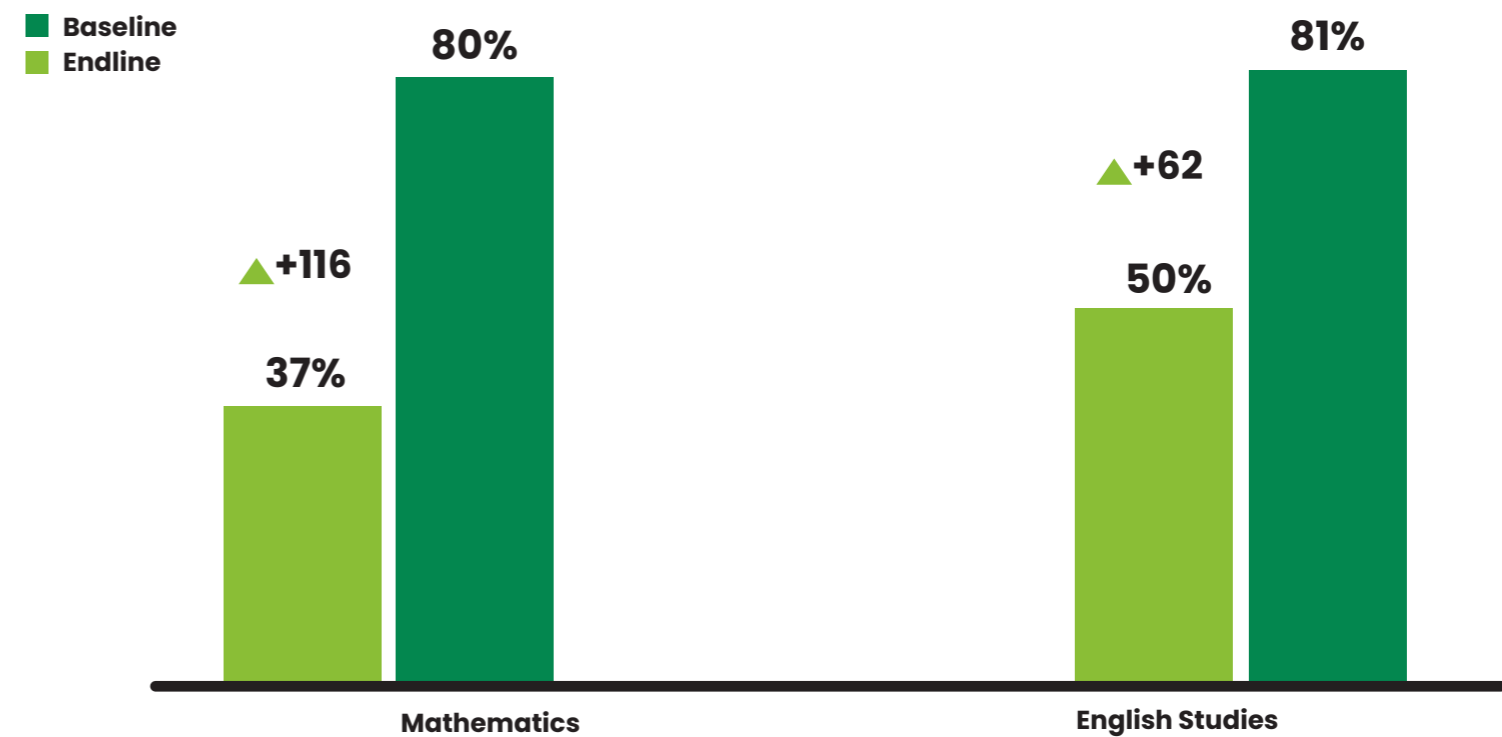
Head Teacher II, St. John Catholic Primary School II, Iperu-Remo.



# OUR STUDENTS ARE DEVELOPING IN LIGHT OF OUR VISION

Evidence from our classrooms show that we have recorded tremendous academic learning gains despite the setback caused by the pandemic break. However, we are building on these strong academic learning gains to focus on broader holistic student development – growth mindset, self-awareness, collaboration, and communication.

## RATE OF STUDENTS WHO MEET THE MINIMUM ACADEMIC PROFICIENCY BENCHMARK (+50)



Source: TFN's Baseline and End-line Academix Report - 2020/2021 School Year. Sample size: 16,452

# OUR NOVEL IMPACT EVALUATION

We are also building more rigorous evidence of our program's impact on student learning and the classroom climate that helps students to thrive.

In partnership with Teach For All and RAND Corporation (the principal investigator), Teach For Nigeria is undergoing a 2-year study to assess the effect of its program on:

- School community
- Holistic student outcomes (including academic and socio-emotional learning)
- Teaching quality perception



**180 teachers**



**80 Schools**



**5,760 Students**



**The pictures below are from the data collection activity carried out across different schools.**



Cross section of students taking assessments/survey during the baseline data collection of the TFN research



Cross section of students taking assessments/survey during the baseline data collection of the TFN research



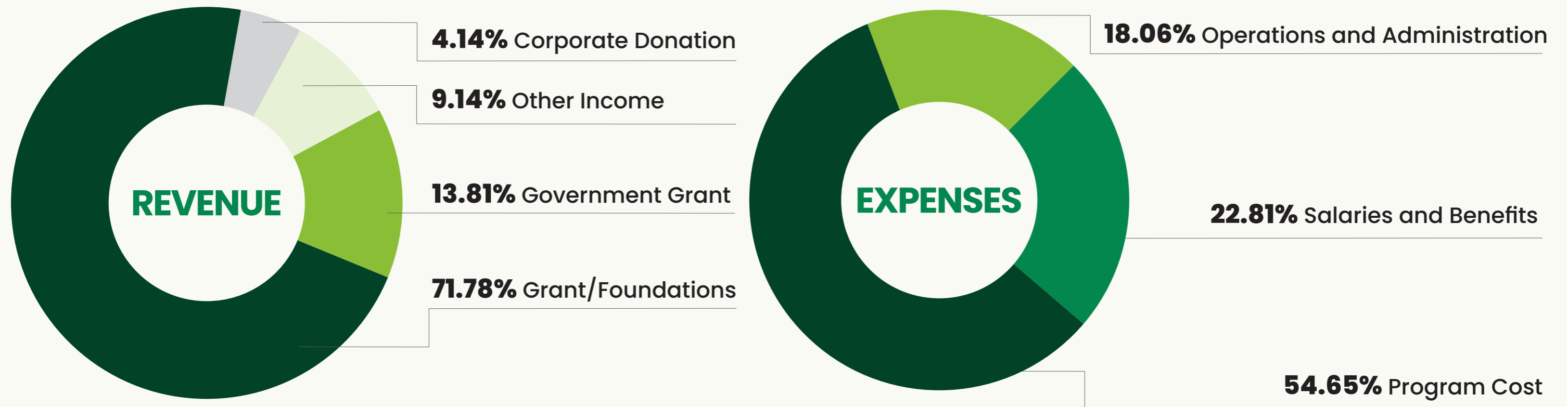
An enumerator administering the head teacher survey to a school head



An enumerator administering the teacher survey to a teacher

# FINANCIAL REPORT

Teach For Nigeria is committed to using our resources in service of our vision and mission. At the end of the fiscal year in December 2021, unaudited total expenses were #991,428,763 as represented below:



**54.7%** of our expenditures focused on quality teacher recruitment, placement, training, coaching and retention.

## WAYS TO SUPPORT

2022 marks TFN's fifth anniversary. To commemorate our five years of intentionality, there are several ways that you can get involved and support our vision to make sure every Nigerian child has access to quality education.



## DONATE

Your donation supports the scaling and expansion of our impact to all high-need schools in Nigeria.

Donate here:

<https://teachfornigeria.org/donate/>

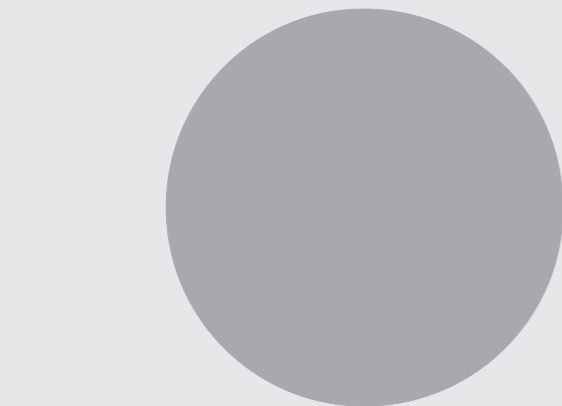


## APPLY

Apply for the Teach For Nigeria Fellowship to become a fellow.

Click here:

<https://teachfornigeria.org/application-guidelines/>



NEWS

## SIGN UP FOR OUR NEWSLETTER





Sign up for our email newsletter to stay up to date on our impact spotlights, engagement opportunities and more.





## JOIN THE CONVERSATION ON SOCIAL MEDIA

Follow us on social media, share our story and join the conversation.

-  @Teach For Nigeria
-  @Teach4Nigeria
-  @teachfornigeria
-  @Teach For Nigeria

## GIVE US A SHOUTOUT

Post about us on social media, tag us and connect us with your social media network.

## CONNECT US

Connect us with a potential donor within your network.



# OUR DONORS AND SUPPORTERS

Donations from our donors and supporters help Teach For Nigeria to increase the pipeline of quality teachers, close the opportunity gap and transform student outcomes in high-need schools.

We are deeply grateful to all friends and supporters for their generous support and for the championed belief that “One day all Nigerian children will have access to quality education”.



African Philanthropy Forum





TEACHFORNIGERIA