

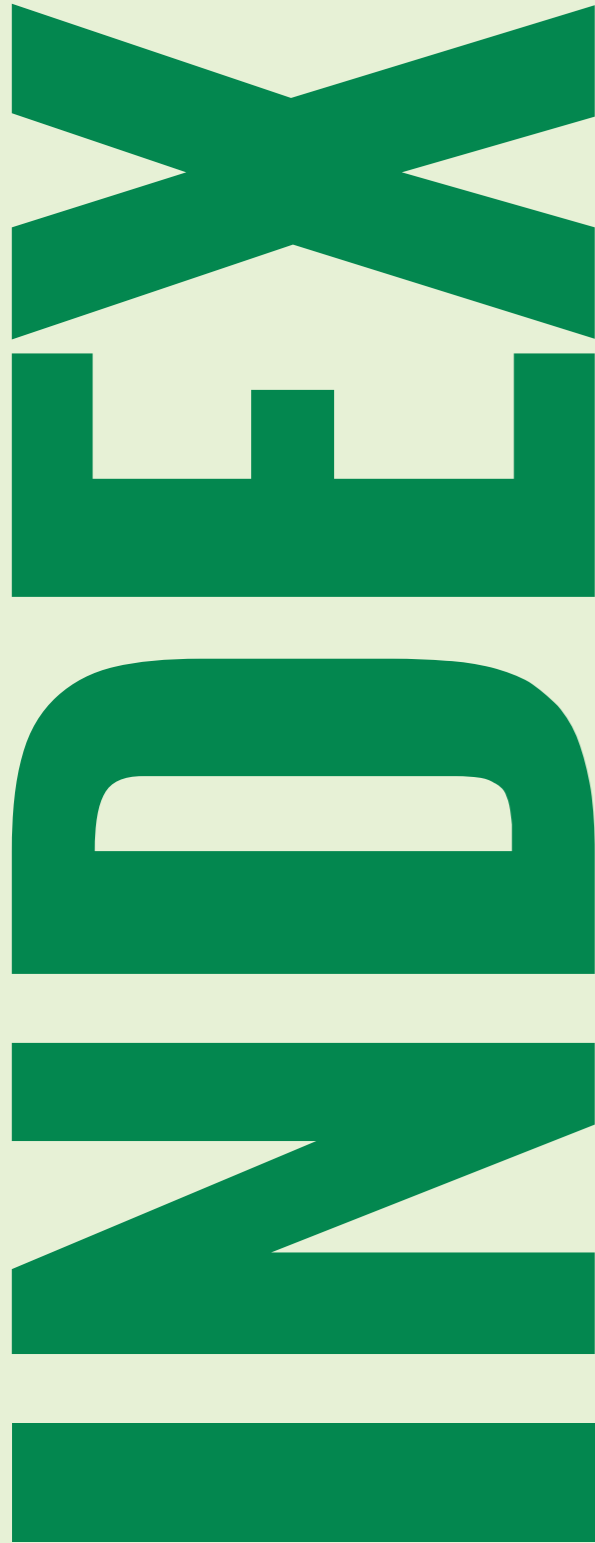
BREAKING BARRIERS

2022 ANNUAL REPORT



TEACHFORNIGERIA





01 Why Teach for Nigeria
Page 05

03 A Diverse Cohort of Fellows
Page 11

05 The Alumni Incubator Program
Page 31

07 The Progress We Are Seeing
Page 40

09 Ways To Support
Page 47

02 6 YEARS OF IMPACT
Page 10

04 Transforming Our Fellows'
Leadership Journey
Page 18

06 Accelerating Change Through
In-service Teacher Training
Page 37

08 Financial Report
Page 46

10 Our Donors and Supporters
Page 49



Dear Friends,

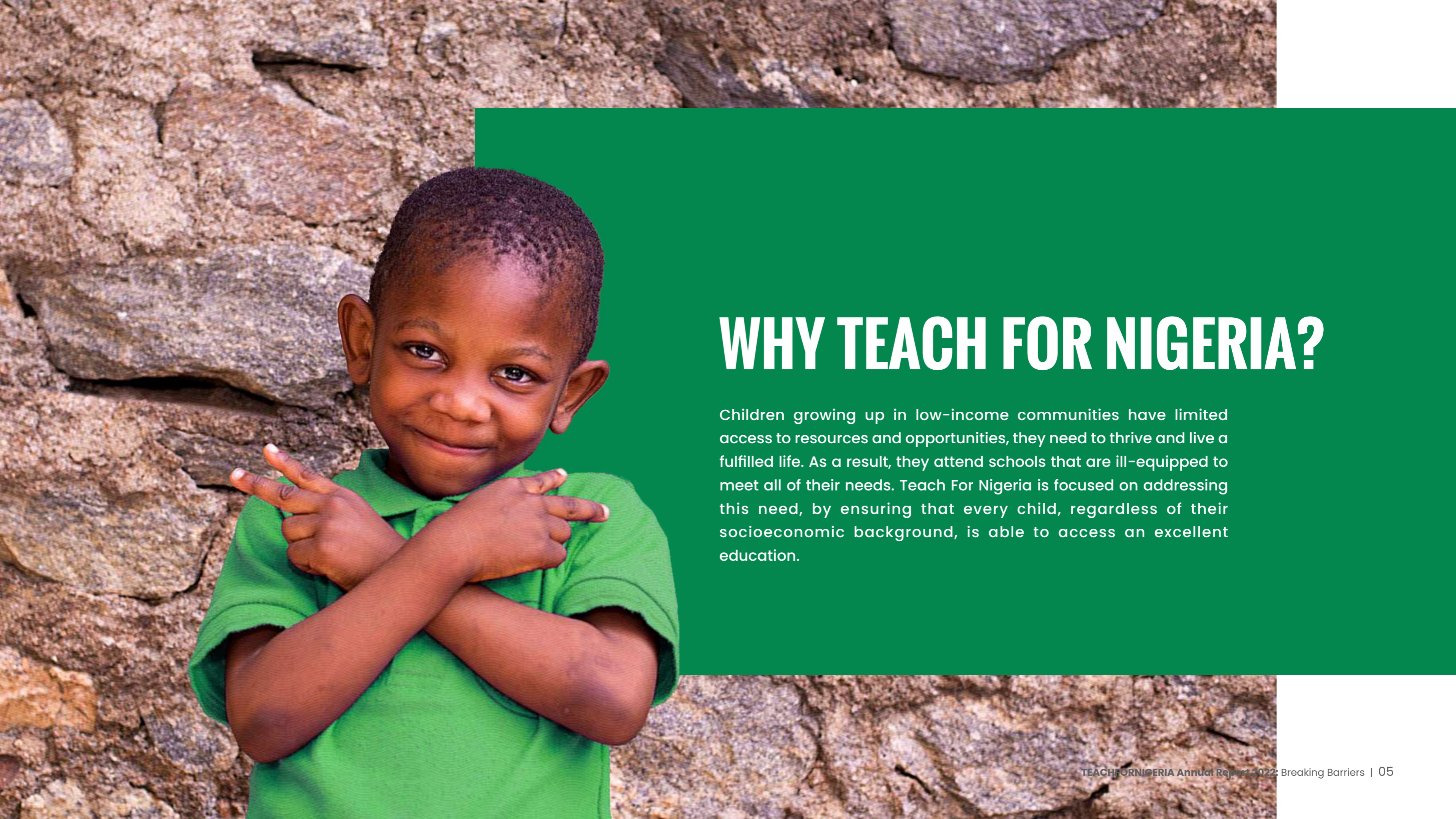
Although every year is different, 2022 was filled with more positive development than the previous year, for which we are grateful! I am constantly inspired by the commitment, hard work, and passion of our team and supporters like you, who are dedicated to ensuring a brighter future for all Nigerian children.

The last school year was a busy but productive year for us at Teach for Nigeria. The COVID-19 pandemic has exposed and exacerbated the existing educational inequities in Nigeria, making it even more urgent for us to continue our efforts. We, therefore, spent an incredible amount of time exploring an approach that will enable us to scale our impact in order to meet the growing challenges of educational inequity in communities across Nigeria.

As we reflect on 2022 and all that was accomplished, we are inspired by the challenges we confronted and the impact recorded as our Students and Fellows demonstrated unparalleled resilience in closing the learning gap at an accelerated pace. As a result, the theme of this annual report, "Breaking Barriers," is a direct reflection of our commitment to persevering in the face of adversity to ensure that all children in Nigeria have access to quality education, as evidenced by the successful recruitment of 320 Fellows in 2022, who are now impacting the lives of 37,867 students.

We remain proud of the progress we have made over these past years and are reminded of the growing barriers that children continue to face in accessing education in various communities in Nigeria. Accelerating impact to meet the needs of children growing up in poverty will require your continued support, as we work to mobilize more leaders towards unlocking the potential of all children.

Folawe Omikunle
Chief Executive Officer



WHY TEACH FOR NIGERIA?

Children growing up in low-income communities have limited access to resources and opportunities, they need to thrive and live a fulfilled life. As a result, they attend schools that are ill-equipped to meet all of their needs. Teach For Nigeria is focused on addressing this need, by ensuring that every child, regardless of their socioeconomic background, is able to access an excellent education.

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 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 different sectors. 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 toward sustainable economic and human development as well as peace and security.

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.



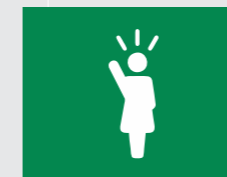
Integrity:

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.





OUR BOARD OF TRUSTEES

Teach For Nigeria has a team of dedicated stewards called the Board Of Trustees who are committed to ensuring that the organization's mission and vision are achieved. 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.



LAI KOIKI

CEO and Founder,
Greensprings School.



JOKE CHUKWUMAH

School Director, Children's
International School.



BOLANLE NJIDEOFOR

Senior Recruitment,
McKinsey & Company.



ABUBAKAR SULEIMAN

Chief Executive Officer, Sterling Bank PLC.

OUR AMBASSADORS



Bayo Oyewole



Catherine Bickersteth



Frank Nweke II



Kayode Akinkugbe



Nndidi Okezie



Tosin Osunkoya



Femi Ogunsanya



Ladi Delano



Joke Silva



Abdulrahman Mijinyawa



Bimpe Nkontchou



Olubankole Wellington



Dudun Peterside



Eric Idiahi



Fatima Wali - Abdulrahman

OUR TEAM



Folawe Omikunle
Chief Executive Officer



Flora Gabtony
Head of Training and
Leadership Development



Edikan Mbang
Head of Impact



Bosede Ogidan
Head of Alumni Development



Joy Abara
Head of Recruitment,
Selection and Matriculation.



Olajumoke Olowogunle
Finance Coordinator



Fatai Odebunmi
Placement and Stakeholders
Management Officer



Oluwatofunmi Ganiyu
Program Coordinator,
School Leadership
Development Program.



Samuel Adebowale
Finance Officer



Emmanuella Nweke
Program Coordinator,
ProFuturo.



Funmilayo Adeyemi
Development and
Partnership Coordinator



Francis Ameh
Data and Impact Officer



Assumpta Dagat
Senior Coach



Courage Agbeti
Senior Coach



Moses Stephen
Senior Coach



Afeez Iyiola
Coach



Jemima Nnamdi-Iweha
Coach



Linda Opara
Coach



Jonathan Obiaraije
Coach



Gideon Ogunfeyimi
Coach



Daniel Akoh
Coach

OUR TEAM



Olayinka Bisiriyu
Coach



Chiamaka Mbaegbu
Selector



Winifred Nnamdi
Coach



Nene Ibezim
Coach



Olalekan Oladele
Coach



Bright Kemasuode
Coach



Joshua Ajani
Coach



Daphne IHEME
HR/Admin Officer



Oluwatomi Abraham
Coach



Yusuf Sobanke
Coach



Francisca Okodi
Coach



Godwin Kwaghnee
Data and Impact Officer



Daniel Orieveruwwe
Coach



Segun Ogundairo
Coach



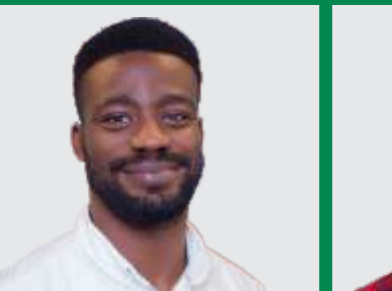
Joshua Obazeiki
Coach



Oluwadamilola Bande-Matthews
Coach



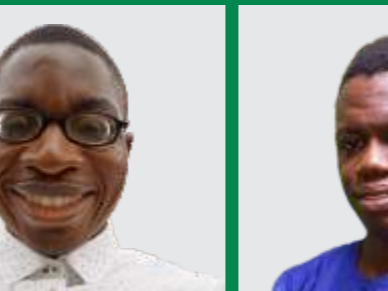
Michael Iyoko
Coach



Richard Adefusi
Recruitment Associate



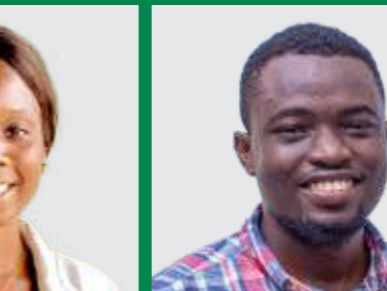
Joyce Ewache
Human Resources Officer



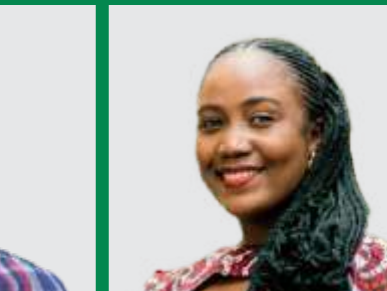
Samuel Chibueze
Alumni Development Officer



Ebenezer Akinwale
Coach



Temitope Salami
Administrative Officer



Sunday Daniel
Coach



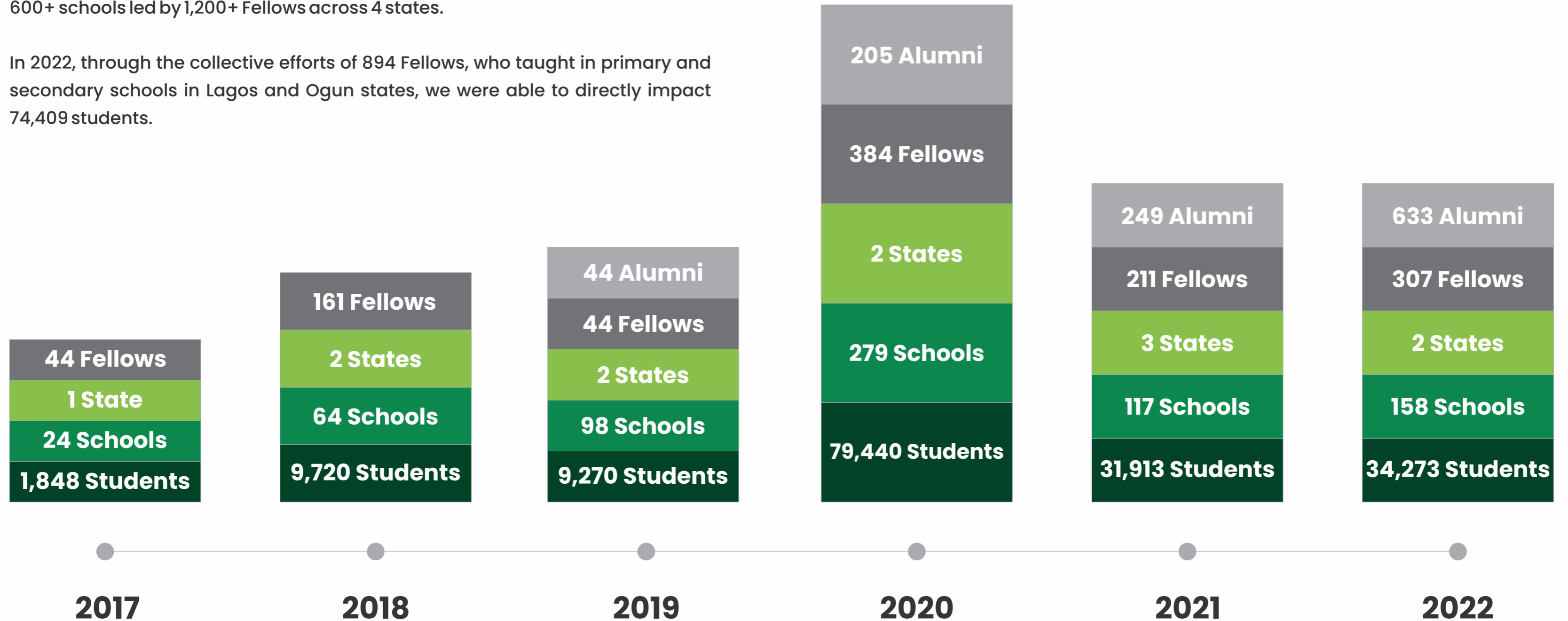
Chiamaka Ndukwu
Project Lead - TFNx

Gorata Nomasonto Sepopa
Virtual Assistant to CEO

6 YEARS OF IMPACT

Since its inception, Teach For Nigeria has reached more than 200,000 students in 600+ schools led by 1,200+ Fellows across 4 states.

In 2022, through the collective efforts of 894 Fellows, who taught in primary and secondary schools in Lagos and Ogun states, we were able to directly impact 74,409 students.





WE RECRUITED A DIVERSE COHORT OF FELLOWS

As the effect of the COVID-19 pandemic continues to affect every aspect of life, it became clear that we needed to adjust our recruitment strategies to align with the new reality. This involved a shift from traditional in-person recruitment to the development of a hybrid recruitment strategy that allowed us to attract and engage qualified candidates. This strategy formed a central part of our innovative recruitment efforts to reach and engage our target audience.

As a result of this, we leveraged digital channels, held virtual information sessions/webinars, and developed data-driven targeted campaigns with messages that resonated with our target audience. Furthermore, we built deeper partnerships with universities and educational institutions across the country, collaborating with them to connect with graduates who are passionate about education and social impact. These efforts have been successful in attracting a diverse pool of candidates who are committed to making a difference.

In total, we received 31,066 applications from interested candidates. Following a thorough review of the applications received, 409 applicants met our criteria and were offered the opportunity to join the program. After a rigorous interview and selection process, 368 applicants accepted our offer and 307 resumed at their placement schools.



31,066

REGISTRATIONS RECEIVED



5,345

COMPLETED APPLICATIONS



409

OFFERS GIVEN



368

ACCEPTED OFFERS

37%
NON-STEM

56%
MALE

63%
STEM-FOCUSED

44%
FEMALE





OUR FELLOWS ARE PLACED IN COMMUNITIES WITH THE HIGHEST NEEDS



59 Fellows in Lagos State



244 Fellows in Ogun State



73 Fellows in 77 secondary schools



230 Fellows in 100 primary schools

303 Fellows

117 Schools

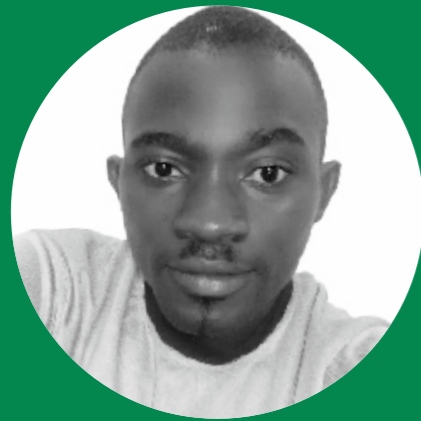
2 States



TEACHFORNIGERIA



**WHAT APPLICANTS ARE SAYING
ABOUT THEIR DECISION TO APPLY
FOR THE FELLOWSHIP**



"My dream is to make a positive difference in the lives of young people so that as they grow, they discover their life's purpose, pursue it tenaciously with unwavering determination, comprehend the platforms required for the fulfillment of their dreams, and, finally, live it. This vision is perfectly aligned with the goals of Teach for Nigeria. I believe that becoming a fellow will provide me with a platform to realize my ambitions and dreams".



Adedeji Ayoade



"I believe I will be able to use my experience as an administrator and aspiring educator, with over four years of combined industry experience in Education, Finance, and Human Resources, to tell children's stories of hope and address their academic challenges".



Oladimeji Akanni



I am extremely motivated to tutor primary and secondary school students in computer networking and programming, such as Javascript, HTML, and CSS. I want to give back to people who do not have the financial means to pursue good technological education."



Lotanna Nnamani



WE ARE INVESTED IN TRANSFORMING OUR FELLOWS' LEADERSHIP JOURNEY

In response to the pandemic and lessons learned from the last two years, we recognized that it was crucial to adapt our training and leadership development program to adequately equip fellows with the skills, mindset and knowledge to teach and lead successfully in their schools and communities.

THE PRE-SERVICE TRAINING INSTITUTE (PSTI)

The 2022 Pre-Service Training Institute (PSTI) was designed as a 6-week hybrid training program held between July 25 and September 9. The Institute implemented key leadership development methodologies to create innovative ways to drive holistic student academic and non-academic outcomes. To assess engagement, implement real-time feedback and measure performance, a point system was introduced to evaluate all activities while incorporating other levels of competency assessments. This approach not only allowed us to continue improving our program throughout the institute, but it also exposed participants to a variety of assessment methods that could be applied in their placement schools.

The PSTI brought together 320 prospective Fellows and 33 school leaders from the second cohort of the School Leadership Development (SLD) program. This collaborative learning opportunity allowed school leaders to gain a deeper understanding of the fellowship program and more importantly, gain insights into the challenges teachers in under-resourced schools face. The school leaders' presence at the PSTI enhanced learning experiences, enriched discussions and encouraged collaboration toward a comprehensive approach to addressing education challenges in Nigeria. Through these efforts, we delivered high-quality training that equipped Fellows and School Leaders to prepare students for a changing world, even in the face of unprecedented challenges.





6 weeks



320 Fellows



81 sessions



53 physical training sessions



28 virtual training sessions



40 facilitators



40 institute staff

ONGOING TRAINING, SUPPORT AND PROFESSIONAL DEVELOPMENT

To continue to drive change and transform the educational landscape in Nigeria, we reviewed our ongoing training and support to equip Fellows with leveraging data and feedback to evolve their teaching practice. Additionally, through our partnership with Tai Solarin College of Education, Fellows without a degree in education are enrolled for a Professional Diploma in Education (PDE). In 2022, 200 Teach For Nigeria Fellows were admitted for a PDE.

OUR COACHING PROGRAM

Our coaching program is a vital component of our approach to supporting the leadership development of our fellows during the two-year fellowship. During this period, fellows are supported by coaches, with 1 coach per 23 Fellows. Coaches build relationships with fellows before the fellowship begins, and serve as our first point of contact during the Institute when they start to lay the foundation for building strong relationships with Fellows. They work closely to provide feedback on lesson planning, host small group bonding circles, welcome Fellows into the institute, observe and provide feedback on classroom teaching, support fellows in devising plans of action and teach sessions on leading through teaching. Each coach meets with fellows to observe, model, and provide resources to improve their leadership skills and classroom impact.



COACHING SUPPORT MODEL

We designed our support model to be comprehensive and holistic, addressing all aspects of our fellows' development throughout their two-year fellowship. This includes providing support for Technical Classroom Skills, Personal Development, and Management of Fellows, with the aim of empowering our fellows to deliver high-quality education to their students.

Technical Classroom Skills

Coaches work closely with fellows to provide a range of support mechanisms to improve their teaching practices. This includes organizing and facilitating workshops and training sessions, providing tips and resources, offering feedback and observations, and encouraging peer observations.

Through workshops and Training Sessions, coaches provide practical strategies and tools to help fellows improve their teaching practices. They also provide fellows with a range of tips, tools, and resources to help them improve their teaching practices. In addition, coaches observe fellows in the classroom and provide constructive feedback to improve their teaching practices. They provide feedback on lesson planning, classroom management, and student assessment, and they help fellows to identify areas for improvement. Coaches also encourage fellows to participate in peer observations, where they observe and provide feedback to their colleagues. This promotes a culture of continuous improvement and learning and allows fellows to learn from each other. Through these support mechanisms, the Teach For Nigeria coaching program equips fellows with the necessary knowledge and skills to provide high-quality education to their students.

Personal Development

The Teach For Nigeria coaching program not only supports Technical Classroom Skills but also prioritizes Personal Development for fellows. Coaches collaborate with fellows to identify and develop their leadership potential through workshops, training, and one-on-one coaching sessions. These sessions equip fellows with the knowledge and skills required to lead their classrooms and communities effectively. Coaches provide guidance on career paths, professional development opportunities, and networking, while also facilitating small group bonding circles to foster connections among fellows, enabling them to share experiences, challenges, and successes.

Management Of Fellows

Coaches play a critical role in ensuring that Fellows are meeting program expectations and managing their time effectively. One key area where coaches support fellows is in the management of lesson plans. Coaches work closely with fellows to ensure that they are submitting quality lesson plans, and they provide feedback that helps Fellows improve. In addition, Coaches also play a key role in helping fellows to manage their time effectively. They work with fellows to set goals and deadlines for completing tasks and assignments, and help them to develop strategies for managing stress and balancing their personal and professional responsibilities.

OUR PEER-TO-PEER LEARNING AND COMMUNITY OF PRACTICE

Our Peer-to-Peer learning groups (Fellows Connect) have been a catalyst for transformative learning, empowering Fellows to take ownership of their personal and professional development through shared experiences and shared learning. Through this dynamic Fellow-led space, our Fellows have forged meaningful connections that have accelerated their growth to drive greater impact in the communities they serve. The seamless and swift transition of our 2022 cohort of Fellows to their respective placement schools is a testament to the invaluable support provided by our connect groups.

One of the recorded impact of this group is the successful engagement of local stakeholders; Jephthah Adelowo, Anthony Igbokwe and other Fellows in Ilara connect group of Imeko-Afon, in Ogun state organised a stakeholders engagement meeting which strengthened their collaboration with members of the community. Through their engagement, fellows and community members worked together to develop an action plan to ensure all children in Imeko-Afon attend school. To this end, selected community members led and enforced a "No child At Home " policy, ensuring that every school-age child should be learning and not at home tending to their family businesses. Through the Fellows Connect Program, many more Fellows like Jephthah and Anthony are recording significant community-level transformation.

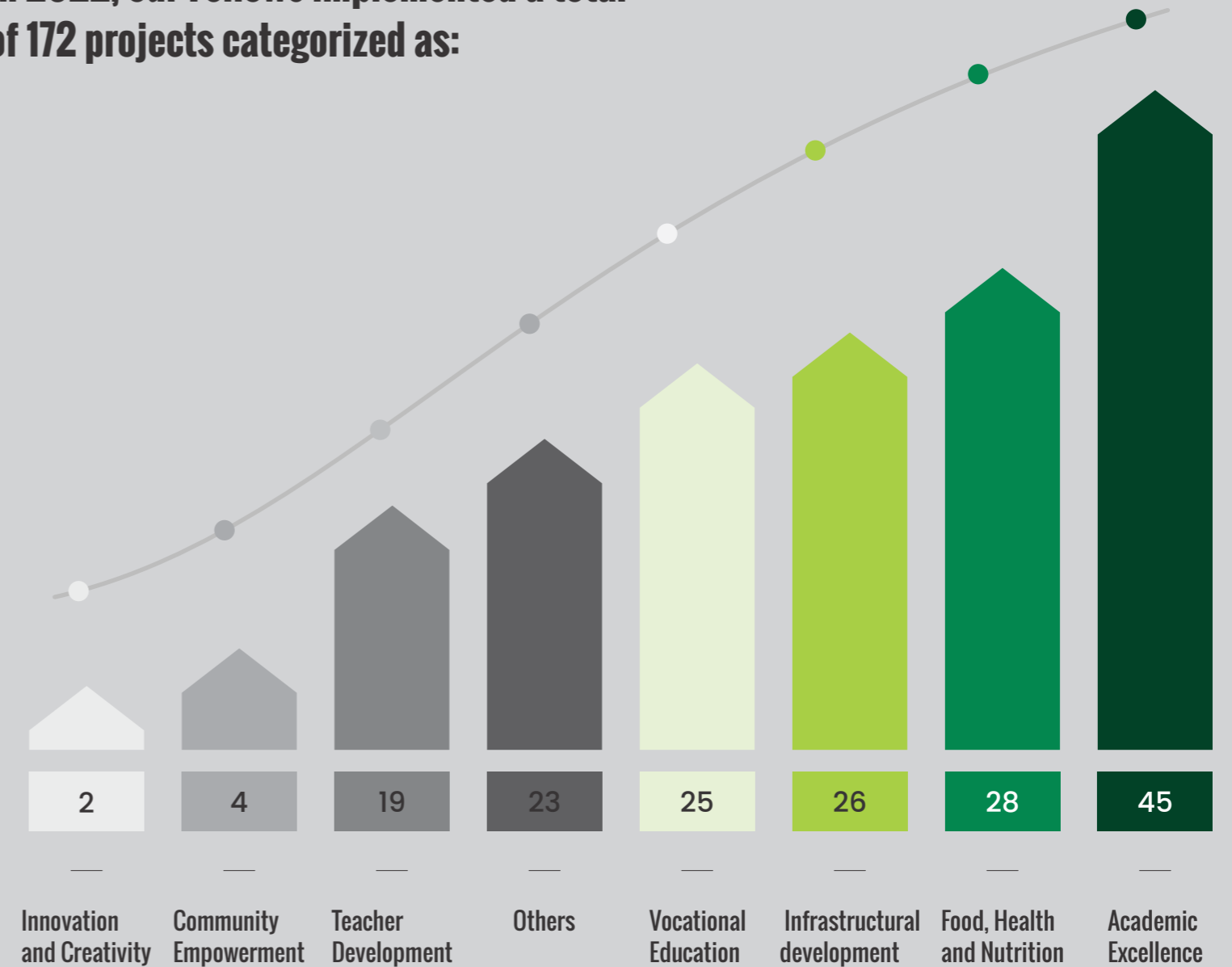


OUR FELLOWS ARE TRANSFORMING COMMUNITIES

Community Impact Projects

Our Community Impact Projects (generally referred to as the Be The Change Projects [BTCP]) are transforming the communities that Teach For Nigeria serves and beyond. Through these projects, fellows have identified and addressed pressing needs in their schools, communities and within the education system that is holding children back from fulfilling their potential. In 2022, fellows implemented a total of 172 projects.

In 2022, our Fellows implemented a total of 172 projects categorized as:



• **48%** of projects in Lagos state



• **52%** of projects in Ogun state



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



EDUMENTAL HUB:

The Edumental Hub is an initiative focused on making mental health awareness and education available to community stakeholders. The goal of the initiative is to break down the stigma surrounding mental health and provide evidence-based information and tools to empower parents and community members to take charge of children's mental well-being. Through workshops, training programs, online resources, and community events, the Edumental Hub aims to create a more mentally healthy society where individuals are equipped with the knowledge and skills to support children's mental health.

Chinyere Emeka-Ojo and her colleagues (Abdullateef Dauda, Abua Emmanuel, Fagoroye Bolanle, Fajemirokun Ibukun and Janet Olaniyi) Fellows teaching in Ado-Odo Ota community, Ogun State founded the initiative because they observed that 80% of the children in their classrooms struggle academically as a result of emotional and mental struggles caused by factors such as dysfunctional homes, abuse and neglect, poverty and others. They also observed that teachers and parents do not have adequate knowledge of child psychology and how to deal with children's emotional and mental health issues, which had a significant negative impact on the children's academic outcomes. So far, Edumental Hub has trained 75 teachers, 5 school leaders, 3 Educational Officers (SUBEB), 120 parents, 15 Community Leaders and 30 TFN Fellows in Ado/Odo Ota L.G.A. The Hub has directly and indirectly impacted over 13,000 people while the Edumental Kiddies Club provides emotional support to 834 students in six schools.

PROJECT SPORTIVATE:

This after-school program is specifically designed to tackle low motivation to learn among children in Ibiade and surrounding communities by engaging children in sporting activities (especially football since it is a popular and well-loved sport in many communities). In addition to football training, the program also utilizes unconventional teaching methods to foster understanding of basic numeracy concepts. This includes using football-related examples and activities to teach math concepts like addition, subtraction, multiplication, and division. By connecting the learning material to something that children already enjoy and are familiar with, the program aims to make the material more accessible and engaging.

The founders of the Sportivate Program, Joseph Ogbonnaya and Lateef Afolabi, are teaching fellows at the Local Government Primary School 2 in Ibiade, Ogun State. They launched the program after observing a recurring issue of low attendance among their students, particularly on Thursdays and Fridays. They discovered that this was due to a lack of motivation to come to school. They also observed that many of the children who missed school frequently would come after hours to play football, showing enthusiasm and enjoyment for the sport.

However, the continuous absenteeism of their students resulted in poor academic performance, a lack of self-confidence, and an increased tendency to engage in social vices. These observations led Ogbonnaya and Afolabi to create the Sportivate Program, which aims to use football as a catalyst to encourage regular attendance and promote a positive attitude towards learning among the students.



PROJECT READING CLUB:

This initiative is focused on improving students' reading habits and foundational literacy skills at St. Paul's Demonstration School in the Obafemi Owode community. As part of this project, a library was created in one of the school's current classrooms with help from parents, teachers, and community members. The reading club has been successful in helping the students realize their full potential and instilling confidence in them. Students in the club can now easily read, write, and communicate in English.

The founder of this initiative, Ubonobong Emmanuel, discovered that students in primary 4-6 between the ages of 7 and 15 had very little interest in reading, which resulted in poor performance on the continuous assessment for English studies. It became increasingly challenging for the students to learn the English language because most of the communication in the classroom was done in Yoruba, their native tongue. The parents of the learners never thought it was important for their kids to learn English.

The library and reading club has encouraged students to develop a love for reading, improve their English language skills, and boost their confidence. Through the initiative, Ubonobong hopes to create a culture of reading in the community and inspire parents to recognize the importance of their children's English language education. With the support of parents, teachers, and community members, the initiative is making a positive impact on the lives of the students and contributing to their academic success.



PROJECT HALE AND HEARTY:

In the low-income community of Ogbogbo on the outskirts of Ijebu-Ode, many parents lack the resources to care for their children when they fall ill, causing students to miss out on crucial learning opportunities and perform poorly in assessments. Project Hale and Hearty aims to provide basic medical care for children in this community and five other nearby communities in Ogun State.

The founder of this initiative, Omotoyosi Idris, is a Fellow at Baptist Primary School in Ogbogbo. She observed a pattern of low attendance and poor personal hygiene among her students, who often came to school sick and were sent to the school's ill-equipped sick bay. With only one bed, one assistant nurse, and no medications, the sick bay was unable to meet the students' healthcare needs, and most were sent home to their parents for care. This resulted in missed days or even weeks of school until they felt better.

Recognizing the critical need for accessible medical care for her students and the broader community, Omotoyosi started Project Hale and Hearty. The initiative provides basic medical care to students in her school and five other nearby communities, including Imegun, Iworo, Erigo, Ijari, and Igbeba. Through Project Hale and Hearty, Omotoyosi hopes to improve students' health, reduce absenteeism, and ultimately contribute to their academic success.





OUR ALUMNI COMMUNITY IS FOSTERING EDUCATION EQUITY

In 2022, we graduated our 4th cohort of 392 Fellows, bringing our alumni community to a total of 641 outstanding change agents. As our Alumni community continues to grow, we recognize that it presents new challenges and opportunities, requiring us to adapt our existing system to accommodate this growth. To foster connectivity within our alumni community, we created spaces to enable ongoing engagement amongst our members. These spaces presented opportunities for career growth and professional development. Furthermore, we began the journey of exploring innovative technology to better manage our alumni database and engage with our alumni community.



THE ALUMNI INCUBATOR PROGRAM

The Teach For Nigeria Incubation Hub continues to provide the Teach For Nigeria alumni community with a unique opportunity to grow and scale their social enterprises while being equipped with the knowledge, tools and mindset required to build and sustain their innovative solutions targeted at addressing challenges in providing quality education to children in Nigeria. In 2022, we ran our 3-month incubation program. 30 alumni applicants applied for the 2022 Incubation Hub program, and 10 initiatives were selected to participate in this year's program.





 **10 Innovators**  **45+ hours**

 **14 training sessions**  **3 weeks**

The incubation hub program is structured into two components, an ideation workshop and bootcamp. The Ideation Workshop is a three-week training that includes virtual faculty-led sessions, self-paced courses, and expert-led business advisor sessions on key concepts and principles for enterprise success. Following the completion of the workshop by all participants, a pitch competition was held to identify the top five (5) innovators for the Incubation Bootcamp.

The bootcamp delved deeper into exploring the techniques and systems required for leading sustainable, impact-driven enterprises. All five participants here competed for a NGN 2,000,000 seed grant to invest in their businesses. Schoolinka and Virtual Xcursions emerged as winners of the Incubation hub grant award.

Schoolinka

Schoolinka, an ed-tech social enterprise founded by Oluwaseun Kayode, a 2017 TFN cohort, focused on addressing the challenge of poor teaching quality in Africa, by empowering teachers and school leaders to pursue continuous professional development. Schoolinka uses artificial intelligence to recommend and implement custom training on its platform to meet the needs of educators, equipping them with the necessary 21st-century skills and assisting these educators in obtaining better-paying teaching jobs at our partner schools. Schoolinka has trained 3,564 educators since its inception and plans to train 100,000 teachers over the next five years. Oluwaseun Kayode, the founder and CEO of Schoolinka, was awarded the 2022 Incubation Hub Seed grant. With this support, Schoolinka will be able to hire a growth manager to scale its impact for the next six months.

Virtual Xcursions

VirtualXcursions, an ed-tech social enterprise founded by Odinakachukwu Nwosu, a 2018 TFN cohort, focused on enabling students to explore and engage in interactive learning experiences from the comfort of their classrooms or homes. Through the use of interactive simulations, videos, images, and audio guides, VirtualXcursions eliminates the need for traditional learning field trips that require extensive planning, travel, and other logistical considerations. With this innovative ed-tech solution, students can experience the same level of engagement and learning outcomes as they would from a physical excursion, but from the comfort of their classrooms or homes, making it accessible to learners of all types and abilities. VirtualXcursions has impacted 300 students and 10 teachers since its inception. They intend to reach 1,000,000 students in 500 schools over the next five years. Odinakachukwu Nwosu, founder and CEO of VirtualXcursions, finished second in the 2022 Incubation Hub Seed grant competition. With this support, Virtual Xcursion will be able to deploy a web platform in 2023 to scale its operations.



OUR ALUMNI-LED INITIATIVES ARE TRANSFORMING MORE COMMUNITIES

Over the years, our alumni have gained invaluable experience working with children in classrooms and communities which has profoundly shaped their understanding of the root issues that many children face. This understanding has enabled them to offer practical solutions to tackle even the most difficult problems with unwavering commitment. As a result, they have become dynamic individuals capable of applying their skills across a wide range of fields.

Drawing from their rich classroom experience, our alumni have launched several initiatives aimed at addressing some of the most pressing challenges facing children today. These initiatives are a testament to the transformative power of our program, which empowers individuals to make a lasting impact in their communities and beyond. Below are some of the initiatives from our alumni community:

- **BOOKACLAN ACADEMY**, founded by Samuel Onyeledo, a 2020 alumnus, is addressing the issue of poor literacy foundation and reading culture among students in Northern Nigeria. The initiative focuses on improving the foundational learning outcomes of students by setting up digital libraries in low-income communities. Bookaclan has set up three literacy hubs in different communities in Kaduna state - Bookaclan Kigo Knowledge Hub, Aliyu Makama Literacy Hub and Nuhu Bamalli Literacy Hub. More than 5,800 learners from underserved schools have been impacted by the Bookaclan project.

- **Elizabeth Ijaduola founded EMPOWERME Initiative** in 2019 when she realized that most mothers in the northern part of Nigeria are not able to support their children in school due to a lack of entrepreneurial skills. Hence they resort to begging ends in frustration which puts the well-being of their children at risk. EmpowerMe is equipping young girls and women with the skills to be financially responsible and make meaningful contributions towards the welfare and education of their children.

EmpowerMe is focused on providing economic and networking opportunities for women in low-income communities through vocational and financial management skills training to enable them to care for their children's educational

needs. EmpowerMe has received over USD 3800 in grant support in the last 2 years. She has trained and empowered 180+ child-bearing women (19-50 years) in underserved communities in sewing, catering and bag and shoe making in Kano and Kaduna States. EmpowerMe has built a state-of-the-art capacity development hub with 4 skill acquisition experts in Kaduna focused on the economic empowerment of women.

- **TALENT MINE ACADEMY**, an initiative founded by Aramide Kayode is focused on addressing the challenge of out-of-school children by providing scholarships for foundational learning and additional life enrichment programs to help children reach their full potential. Talent Mine Academy collaborates with low-cost private schools to offer scholarships to out-of-school children while organising weekly enrichment programs for Children in low-income communities and providing economic empowerment for parents. Over 100 children have been impacted through the Life Skills Enrichment Program. 33 children have access to fully funded 12 years of basic education on their private School Scholarship Scheme. Currently, the organisation is fundraising \$41,000 to build a tuition-free school for out-of-school children in Ota, Ogun state.

● **BRACE UP THE YOUNG**, a social impact project founded by 2020 Teach for Nigeria alumnus, Obasanjo Fajemirokun, is focused on solving the problem of poor learning infrastructure by improving learning outcomes for children in low-income communities through the renovation of school infrastructure such as classrooms and mobilising Africa's most promising talents to understand and participate actively in policy and governance. Brace up the Young educates and mentors young people in Nigeria's low-income communities to become innovative and accountable leaders. BYT accomplishes this through three thematic areas: access to high-quality education, capacity building, and governance and policies.

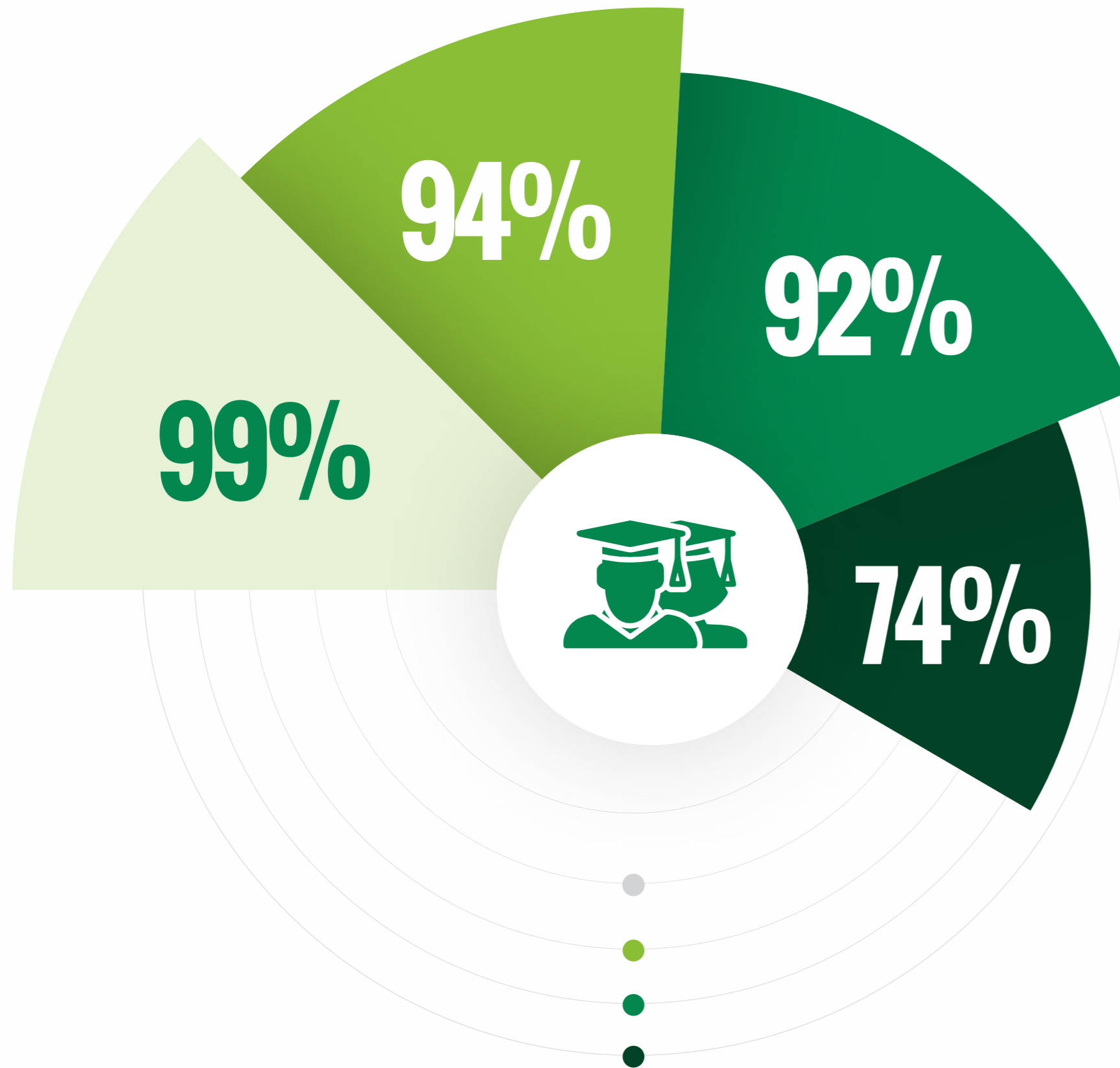
BTY provided direct access to quality education to over 1,055 children in slums and low-income communities across seven Nigerian states in 2021 through her BTYSchoolTour, BTYback2school, Makoko outreach, and BTY community of schools projects. BTY accomplished the foregoing by directly training and engaging 47 youths in life skills and providing them with a platform to express their abilities. Already, 3 unused classrooms of Lucida Estaphz Model School in Iyana-Iyesi, Ota, Ogun state have been renovated, providing access to quality education to over 100 students in a school year. Currently, they are gathering resources for the renovation of another two classroom blocks at AUD Primary School, Ota, Ogun State.

He recently launched an app: We Included App (Wi-App) aimed at increasing the inclusion of women, young people,

and persons living with disabilities (PWDs) in Nigeria's electoral process. Stakeholders' meetings with PWDs have been organised on Inclusion in the 2023 Electoral Process. The organisation organises an annual SDGs Youth Advocate Fellowship for 20 young change-makers across the world working to create positive change in their communities and actualize the SDGs locally. Those successful will embark on two weeks of virtual BootCamp that will equip them with skills, knowledge and network to scale their impact.

● **SCHOOLINKA** is an Edtech Social Enterprise founded by a TFN Alumnus, Oluwaseun Kayode, that seeks to address the issue of poor teaching quality, which contributes to poor learning outcomes and unfulfilled education in low and middle-income schools. Schoolinka is Africa's first online learning platform dedicated to teachers' continuous professional development with a learning model that is powered by experience. Schoolinka is solving the problem of poor teaching quality by powering the continuous professional development of teachers and school leaders in Africa with technology. Since 2019, Schoolinka has helped over 3000 educators have access to high-quality learning, leveraging the expertise of more than 50 growth associates and faculty members. In 2022, AMAZON WEB SERVICES (AWS) granted \$30,000 in AWS credits to Schoolinka through the 2021 UNLEASH Innovation Lab Program. With this grant, Schoolinka is able to reach more Teachers. Schoolinka is deploying an AI-powered e-learning platform for the professional development of teachers across Africa.





We have a growing alumni movement of leaders who are committed to our mission; In a 2022 Alumni Survey that had submissions from 2017 – 2020 cohorts,

- 99% reported positively about their belief in the possibility of our mission and the role they play in achieving it.
- 94% reported to be working in education or studying for an education-related degree.
- 92% reported either working or studying to expand opportunities for children and/or to improve the quality of life in under-served communities.
- 74% of those employed in education continue to support students as classroom teachers.

ACCELERATING CHANGE THROUGH IN-SERVICE TEACHER TRAINING

The Teach For Nigeria In-Service Teacher Training Program is aimed at training public school teachers in underserved schools through a hybrid training approach. In 2022, 2,619 teachers were trained by Alumni and Fellows. The teachers were trained on key methodologies for classroom Vision and Planning, Strategies for Building Classroom Culture, Checking for Student Understanding, Basic Digital Skills, Building Collaborative Learning and Large Classroom Management Strategies. Since launching this program, 18,675 teachers have been trained, thereby impacting over 600,000 children.



SCHOOL LEADERS LEADING CHANGE

The School Leadership Development (SLD) Program is a fellowship program designed for school headteachers and principals across Teach For Nigeria partner schools in Ogun State. In recognizing the crucial role played by school leaders in addressing systemic educational injustices, this program focuses on unleashing the leadership of school leaders to pursue holistic student outcomes and systemic change.

TRAINING STRUCTURE

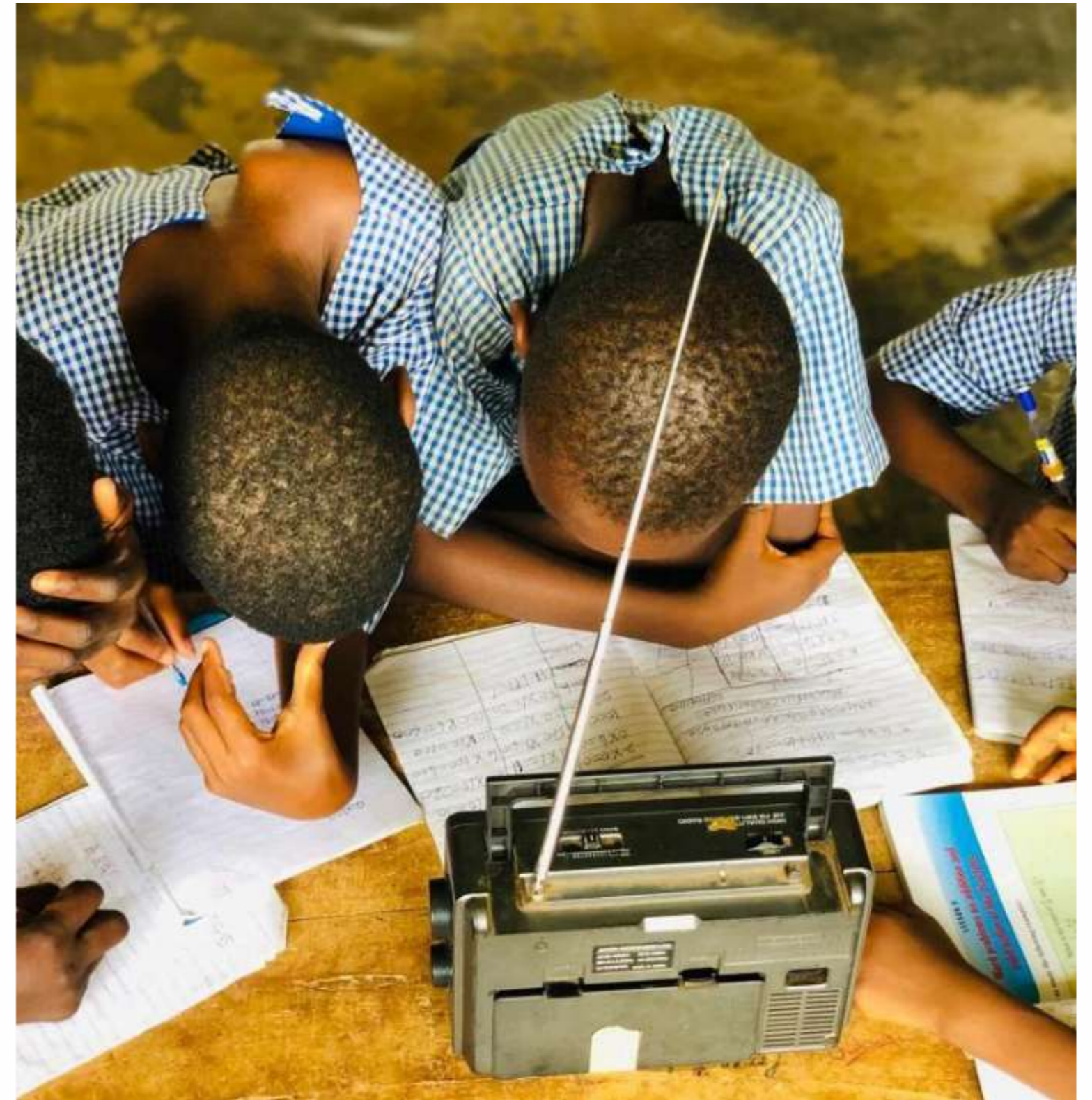
In July, the SLD fellowship began with the rigorous selection of 34 school leaders in Ogun State. The participants included; 14 headteachers of primary schools, 4 principals of secondary schools, 5 education officers from LGEA, 5 SUBEB education officers and the Ministry of Education of Ogun State, 2 local government education secretaries, 1 assistant head teacher and 3 vice principals. Through a combination of online modules, in-person workshops, and mentoring, our school leaders were exposed to best practices in leadership, management, and education. The training was designed to include experiential learning opportunities to enable participants to sharpen their critical thinking, problem-solving, and communication skills,



CLOSING THE GAP WITH REMOTE LEARNING

The Radio School Program was redesigned after a thorough review of its existing curriculum alongside key stakeholders (parents, teachers, government officials, headteachers, radio presenters, and radio station representatives). The feedback and recommendations received during the review phase informed the development of a robust literacy curriculum. The new curriculum is aimed at providing a well-rounded literacy education that includes comprehension, grammar, storytelling, and phonics. Since implementing these changes, we have produced 65 episodes of our radio program and expanded our reach to six additional communities, including Ijebu East, Ijebu North, Ijebu North East, Odogbolu, Ijebu Ode, and Ogun Waterside.

By partnering with an additional radio station, we have been able to reach an estimated 52,420 children in Ogun State and beyond. In addition, our parent engagement segment allows us to remotely involve parents in their children's learning processes. Through this segment, parents can witness the outcome of their children's efforts and learning, which motivates them to become more involved in their children's education. This engagement has had a positive impact on children's academic performance and has strengthened the bond between parents and their children's school.



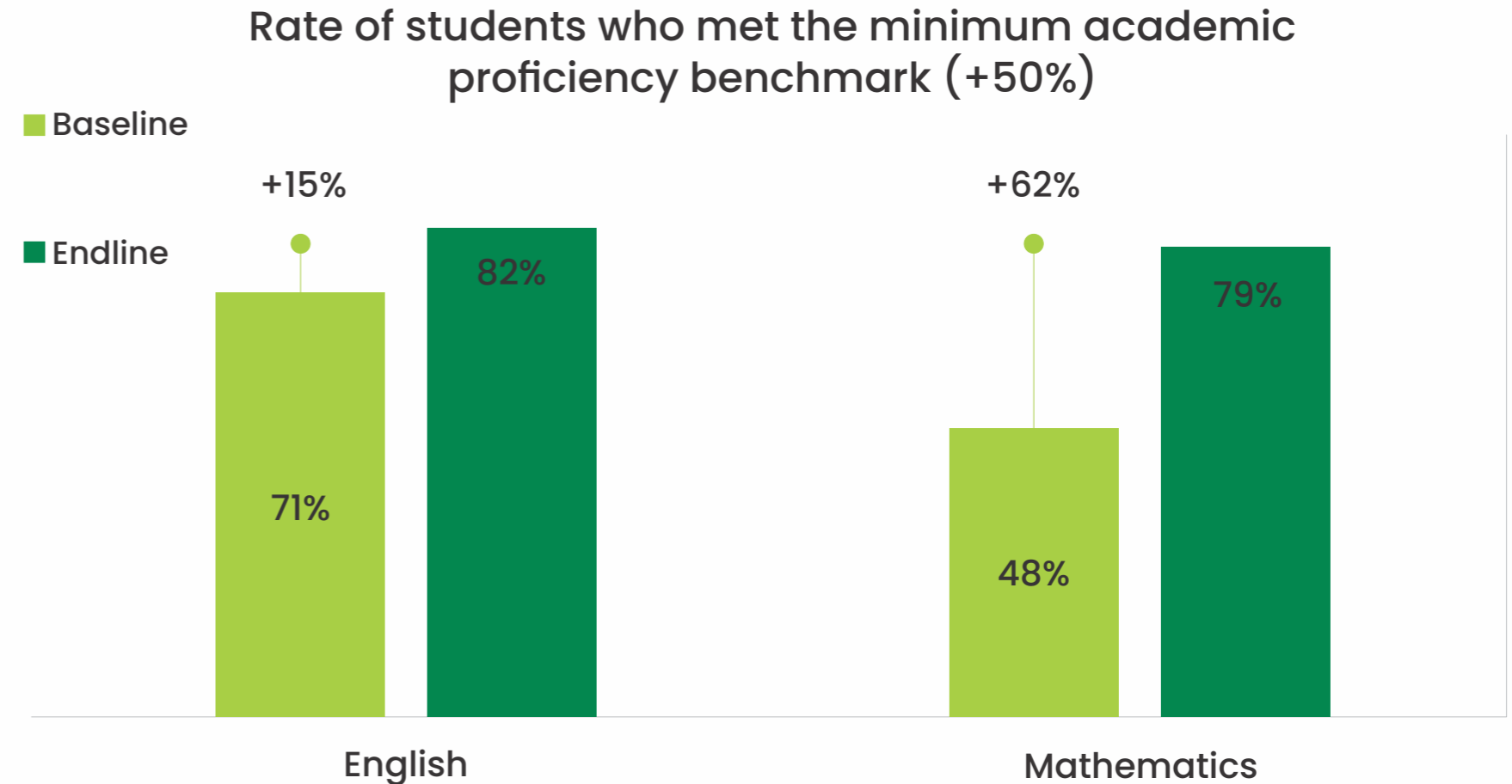
**THE PROGRESS
WE ARE SEEING**



TFN PROGRAM IMPACT ON STUDENTS

Student learning levels improve when we have Teach For Nigeria Fellows in the classroom

Evidence from multiple sources reveals that students in Teach For Nigeria classrooms are making significant progress academically and non-academically. In the 2021/2022 school year, evidence from our internal program measurement showed that the number of students who attained mathematics proficiency grew from 48% to 79%, and those who attained literacy proficiency grew from 71% to 82%.



Source: TFN's 2021/2022 Academic Report

This means that 4 in 5 students taught by TFN Fellows attained grade-level proficiency in Numeracy and Literacy by the end of the 2021/2022 school year. Fellows have also driven holistic learning in their classrooms. Students' self-rating of socioemotional skills development has remained high throughout the year – self-awareness (3.9/5), growth mindset (4.2/5), and collaboration (4.0/5).

Proficiency rate is a measure of students scoring a minimum of 50% in assessments

EVALUATION OF THE TFN PROGRAM BY RAND CORPORATION

The impact analysis from the ongoing external research demonstrate that the TFN program was successful in improving the academic achievement of students

Preliminary first-year results from a two-year quasi-experimental study in progress by RAND Corporation to evaluate the impact of Teach For Nigeria's Leadership Development Program show that students in classrooms taught by Teach For Nigeria fellows scored approximately 0.11 standard deviations higher in mathematics and 0.07 standard deviations higher in literacy. This means that students taught by TFN Fellows have an equivalent of 2–3 months of additional learning gains in literacy and 2–5 months of additional learning gains in mathematics compared to students not taught by TFN Fellows.

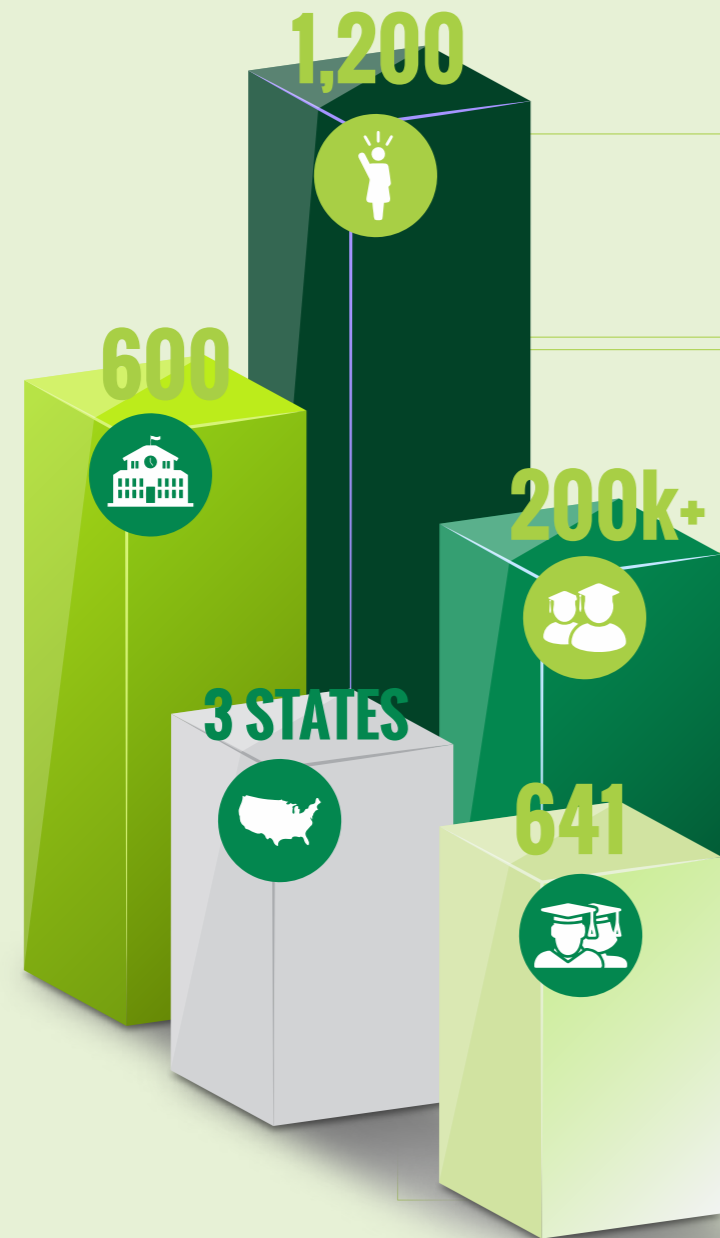
The qualitative insights clearly indicate parents, school heads and peer teachers' perceptions of progress in terms of student behaviour and socio-emotional development. More findings from this study can be found [here](#).



Key Insights

The findings show that students in Teach For Nigeria classrooms have between 2–3 months of additional learning gains in Literacy and 2–5 months of additional learning gains in Mathematics compared to students in comparison groups.

SINCE INCEPTION IN 2017:



1,200+ leaders recruited

200k+ students directly impacted

3 STATES REACHED – Ogun, Kaduna, Lagos and Oyo.







Over 600 high-need schools reached

641 alumni currently advancing TFN's mission

WHERE WE ARE IN

2022

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

-  **503 Fellows**
-  **+75k Students**
-  **177 Schools**
-  **+90 Communities**
-  **641 Alumni**
-  **2 States**

THE PROGRAM HAS SIGNIFICANTLY GROWN THE MINDSET AND LEADERSHIP OF FELLOWS

At the end of 2021/2022 school year;



98% of Fellows reported positively about their belief in the possibility of our mission and the role they play in achieving it.



93% of Fellows met the criteria for classroom and community leadership as reported by the leadership development coaches.



85% of students reported that they were in highly effective learning environments.



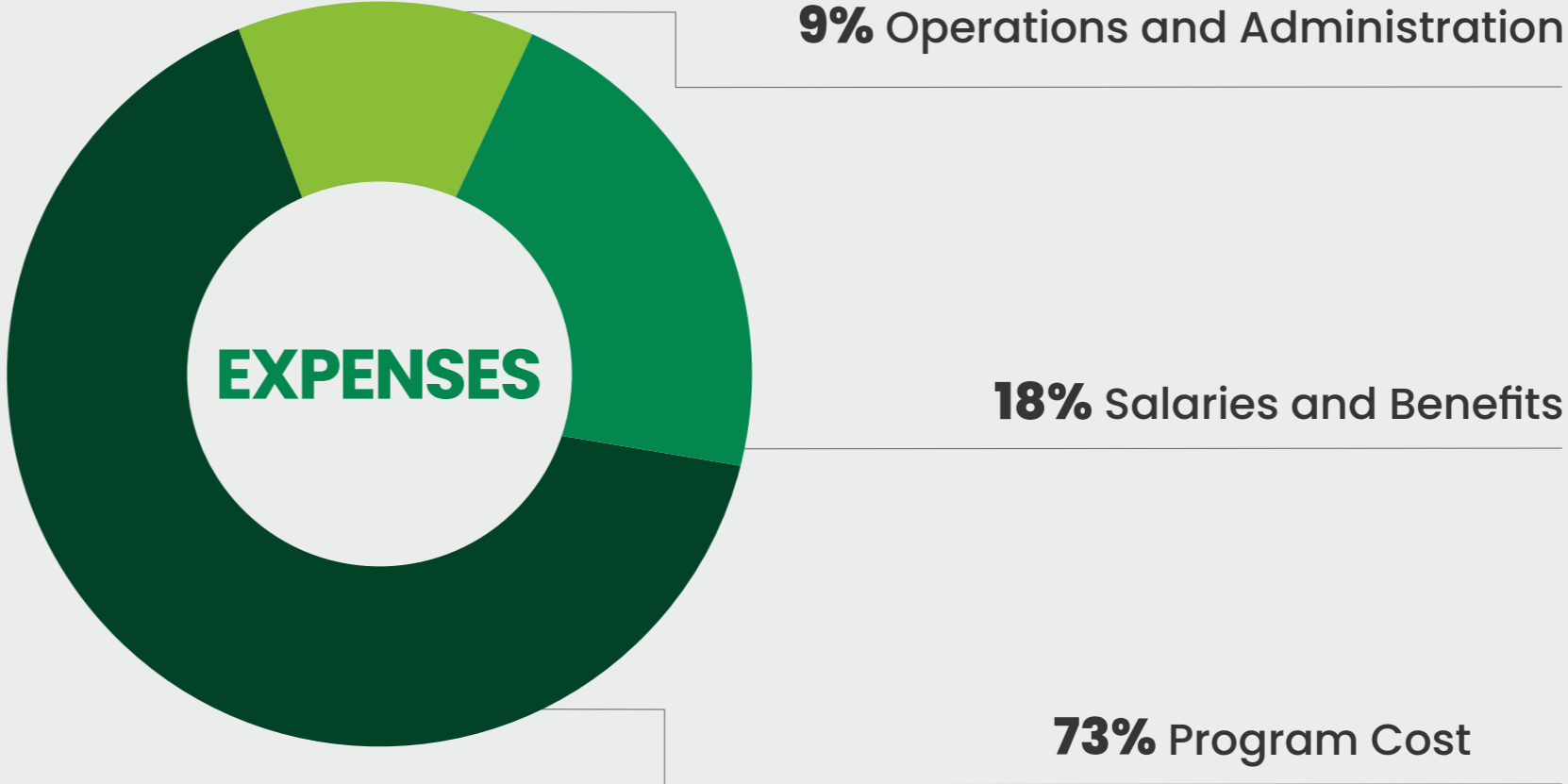
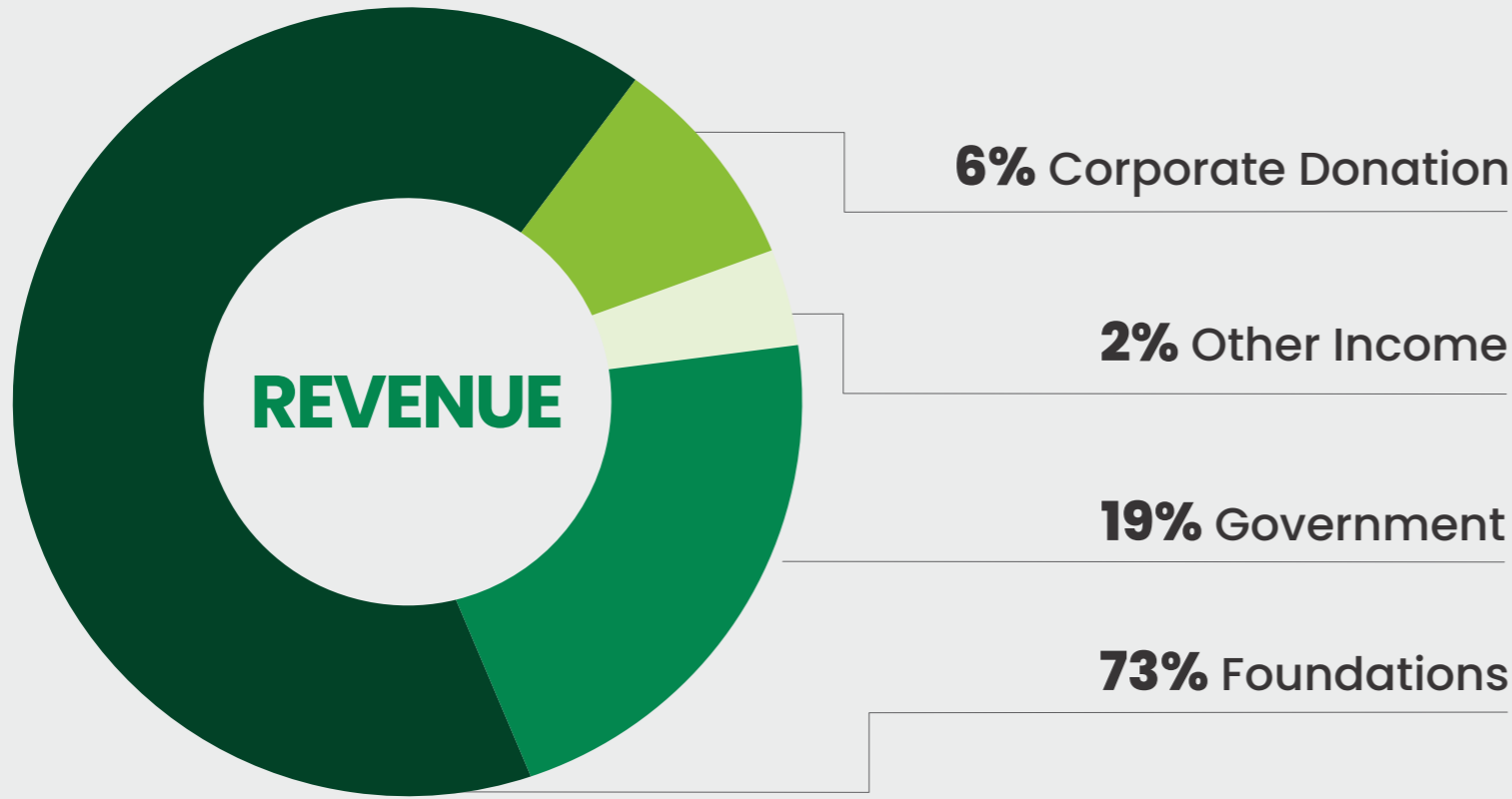
100% of 2020 Fellows initiated and executed community projects that addressed Literacy and Numeracy skills in students, youth and women empowerment, health, and digital literacy among a range of other thematic areas – reaching an estimated 15,000+ beneficiaries.



98% of school heads reported that Fellows create strong classroom and school environs, and contribute highly to student learning outcomes.

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 2022, unaudited total expenses were N1,486,765,721 (amount) as represented below:



WAYS TO SUPPORT

There are several ways that you can get involved and support our vision and accelerate our efforts in ensuring that all children access 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”.





TEACHFORNIGERIA