THE EARLY YEARS

CELEBRATING A DECADE OF IMPACT



Oando Foundation
10 years
2011 - 2021
TRANSFORMING LIVES THROUGH EDUCATION

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CELEBRATING A DECADE OF IMPACT



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FOREWORD

Following the global commitment towards the attainment of six wide-ranging education goals in 2015, we have witnessed great strides towards universal primary education, increased participation in secondary and tertiary education and, in many countries, gender equality. Despite these remarkable efforts, the world deferred the achievement of Education for All to 2030 to bridge the gap that still existed. These gaps are most evident in education access, quality, and equity, with the poorest and most disadvantaged shouldering the heaviest burden. Overall, the poor quality of learning at primary level still has millions of children leaving school without basic skills **and an uncertain future.**

Today, the world is saddled with an unprecedented global health crisis that has created the greatest disruption of education systems in history, affecting nearly 1.6 billion learners in 190 countries. With an education system already burdened with economic, political, and socio-cultural factors that has left over 10 million children from receiving primary education, the closure of schools in Nigeria affected over 36 million learners including those in internally displaced camps.

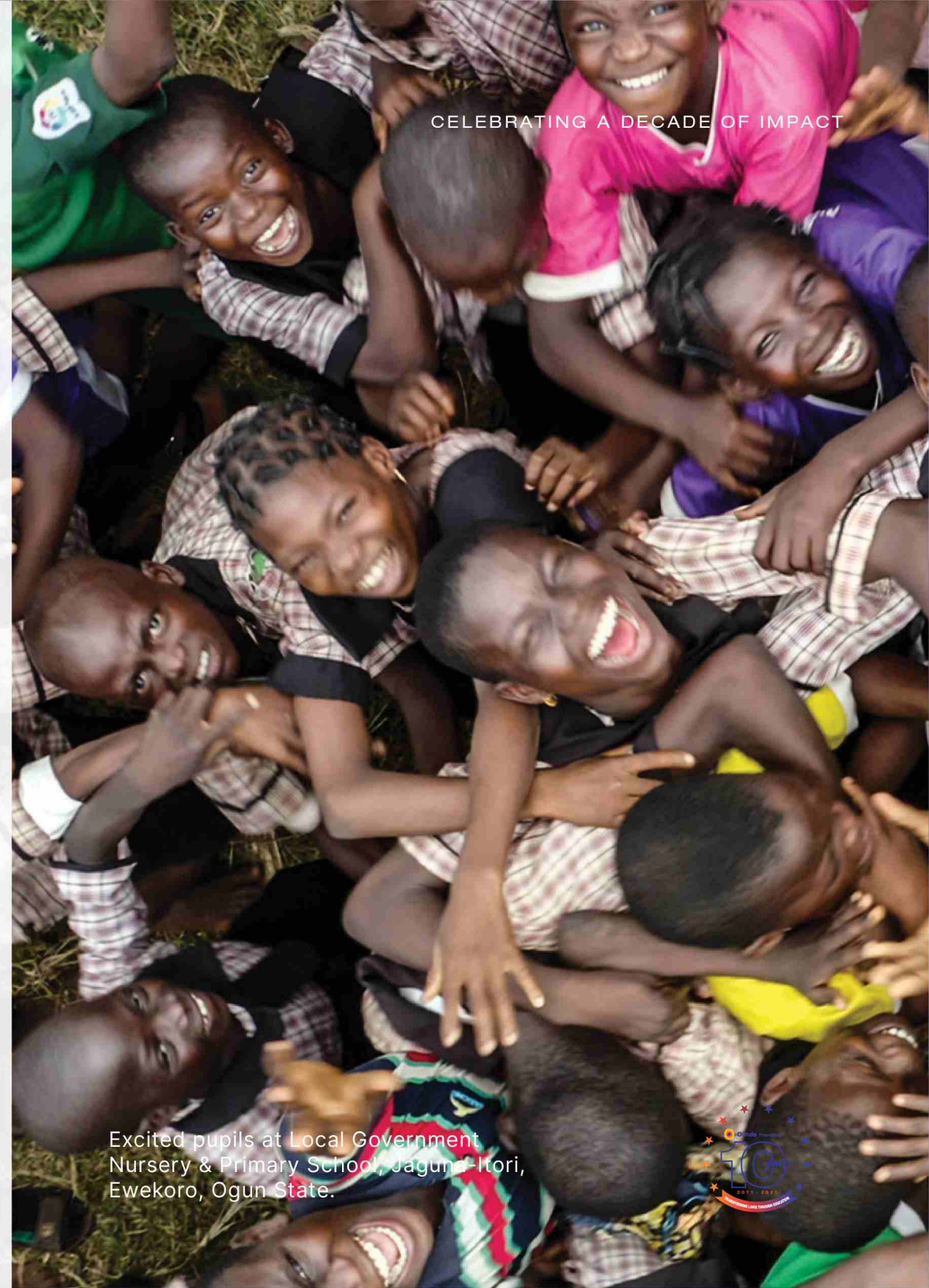
Borne out of a firm belief that investment in education pays the best dividend and every child deserves the right to quality education that develops their personality, talents, mental and physical abilities; irrespective of gender, cultural, or socio-economic status, Oando Foundation is committed to increasing access and improving the overall quality of teaching and learning in public primary schools across Nigeria through our Adopt-A-School Initiative (AASI). The initiative serves as a unique response by our founding partner, Oando PLC, to decades of neglect within the Nigerian education sector which impacts the quality of our human capital negatively.

Since 2011, we have evolved as an organization, rising amid challenges, and exercising faith in the possibility of a transformed public education system; working and collaborating to see this become a reality. Today, we can proudly say that Oando Foundation is indeed making a difference. Through the Adopt-A-School Initiative, over half a million (586,000) direct beneficiaries (including 60,000+ out of school children) and 1.7 million indirect beneficiaries across 88 school communities; particularly girls and vulnerable children are now on the path to acquiring literacy and numeracy skills that will improve their lives, impact positively on their communities, and enable them to compete with their peers globally.

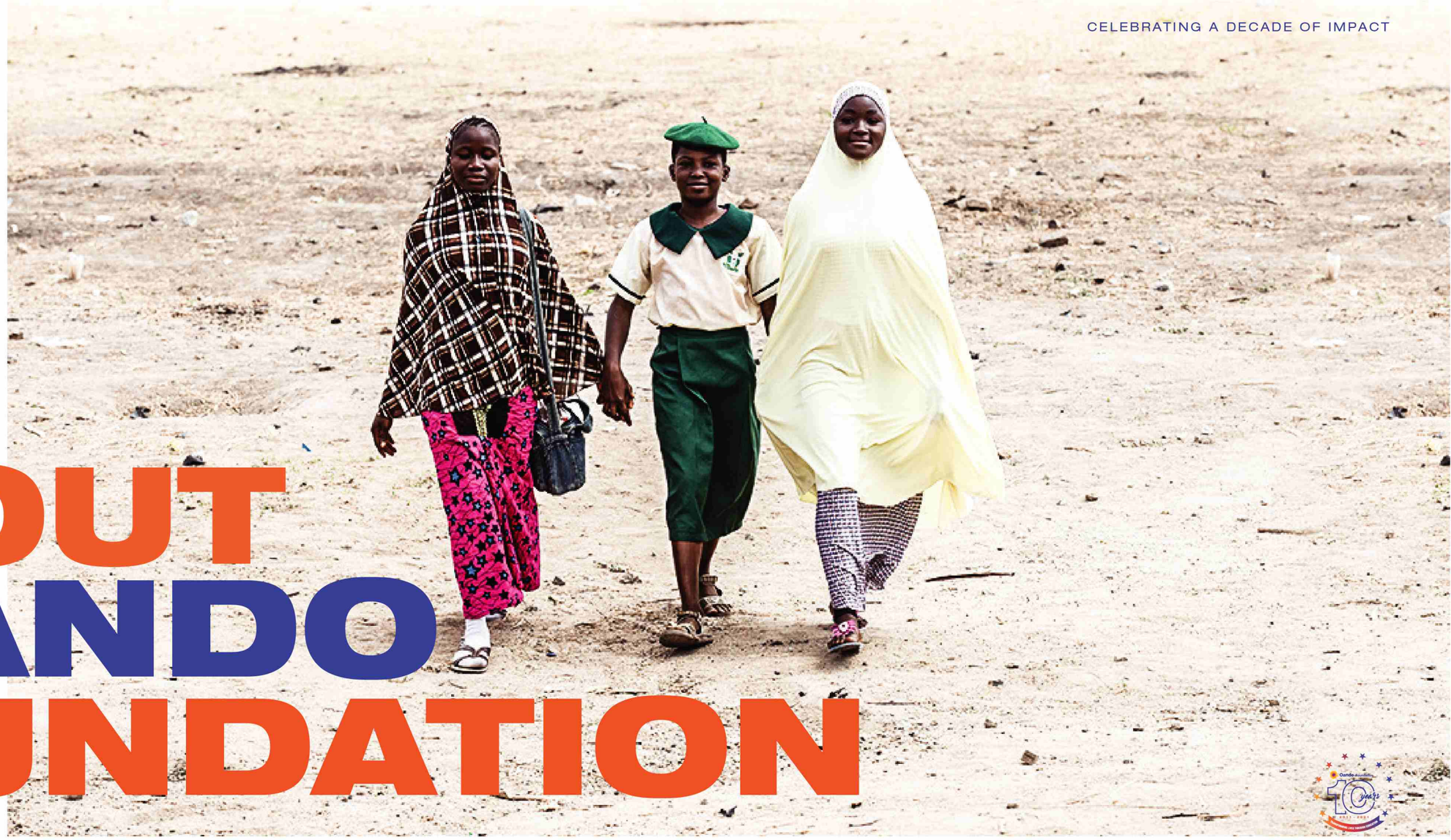
The celebration of our 10th anniversary presents a unique opportunity to reflect on the journey so far - to share our successes, challenges, lessons, and impact with the wider community. We are grateful to all who have supported the Foundation's work in diverse ways through the decade; especially our employees (past and present), Board of Trustees, Strategic partners in government, private sector, civil society, sponsors, mentors, volunteers, and programme beneficiaries for their invaluable support and collaboration in the execution of our strategic objectives. Looking ahead, we are challenged to be more and do more. With a sense of heightened urgency occasioned by the COVID-19 pandemic, we must reach out beyond traditional boundaries, work collaboratively with all stakeholders to develop, and rapidly scale innovative approaches hinged on technology. We will engage effective cross-sectoral partnerships, championed by the Private Sector to increase education investment utilizing nimble financial solutions to augment government's contributions. We will continue to advocate for improved education systems, remedial education provisions and mechanisms to protect the poor and vulnerable.

We hope our curation of photographs, stories and quotes provide a glimpse of our raison d'etre, bring smiles to your faces, tug at your heartstrings and provide moments of deep reflection or introspection. We look forward to the future knowing that our work has only just begun. Collectively, we can turn the tide positively for current and future generations!

Mrs. Adekanla Adegoke
HEAD, OANDO FOUNDATION



Excited pupils at Local Government Nursery & Primary School, Jagun-Itori, Ewekoro, Ogun State.



ABOUT OANDO FOUNDATION

An estimated 10.5 million children in Nigeria (representing 42 percent of primary-school-age children) are out of school, with 90% of them never having attended school (although an unknown number receive Islamic instruction). Over 40% of children are severely food deprived and lack easy access to water and good shelter, including girls and vulnerable children, especially those who have had their education interrupted due to activities of Non-state Armed Groups (NSAG) in North-eastern Nigeria.

Huge geographical disparities exist; the percentage of children out of school in the North-east Nigeria is thirty (30) times greater than the percentage in the South-east. Learning outcomes in are deeply unsatisfactory.

Public primary schools are in deplorable conditions, with many parents losing faith in teachers' ability to transfer knowledge. Learning is constrained by teachers who lack pedagogical skills and are often poorly motivated. School communities are fragmented, lacking the voice to call education service providers to account or effectively support school improvement processes. School infrastructure is either inadequate, decaying or both.

The flow of direct government funds to public schools is limited and uneven. The monitoring of, and support for schools by relevant education agencies is weak.

Government planning systems remain limited, unable to draw on relevant evidence.

> **Over 40% of children are severely food deprived and lack easy access to water and good shelter.**





The priority accorded to education by the political establishment, notably the State Government is unpredictable. Consequently, levels of financing and attention to systemic reform vary by state and over time.

These challenges are compounded by rising levels of insecurity and health challenges occasioned by the Covid-19 pandemic. Thus, putting State Governments under pressure to divert resources from sectors such as education, to security and now public health.

Oando Foundation is an independent charity established by Oando Plc to support the Nigerian government in actualizing its Universal Basic Education (UBE) goal. We recognize that improving the quality of basic education in Nigeria requires a multi-faceted approach. Consequently, we deploy an integrated strategy that delivers a superior learning environment for both the pupils and teachers alike.

This is achieved through our signature programme – The Adopt-A-School Initiative (AASI) implemented in

88

SCHOOLS ACROSS 23 STATES IN NIGERIA

Our programme interventions support the actualization of Sustainable Development Goals 4 (Quality Education); 5 (Gender Equality); 6 (Clean water and sanitation) and 17 (Partnerships for the Goals) in Nigeria.

The following chapters of this book chronicle our accomplishments over the last ten years and strategic focus in the coming years.





Equal access to basic education provides the platform for lifelong learning

MILESTONE



2011

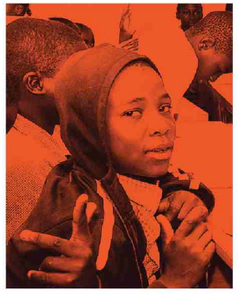
The Oando Foundation established to support the Nigerian Government in actualizing the Universal Basic Education goal.

2012

Launch of the Oando Scholarship Programme and the Employee Volunteer Program (EVP). 1,153 scholars supported and our Volunteers have conducted 4 career talks, 3 book drives, 4 school rehabilitation, donated 1,500 educational aids and sponsored 221 scholarships.

2013

Adopted 47 public primary schools across 19 states and the FCT. Currently support 88 schools across 22 states in Nigeria and the FCT.

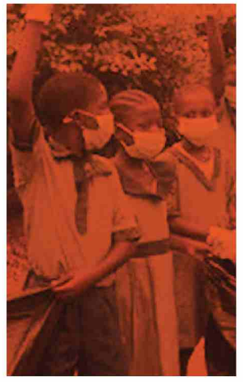


2014

Piloted the Early Childhood Care and Development (ECCD) and Digital Literacy programmes. Since launch, 11 ECCD and 39 solar powered ICT Centres established and 120+ teachers and caregivers, 150+ ICT Educators trained across adopted schools nationwide.

2015

1,731 School Based Management Committee (SBMC) members, 212 Education Management Information System (EMIS) officers and 170 School officers provided capacity building and mentorship support to improve education service delivery.



2016

Partnered with Educate A Child (EAC) to enroll out-of-school children (OOSC) nationwide. 60,955 OOSC have been mobilized and enrolled into adopted schools, achieving a 77% retention rate on programme completion.

2018

Scaled training of teachers and school managers in adopted schools. 2,832 teachers and 210 head teachers trained in school management, modern pedagogical practices, and subject content knowledge since inception.

2017

Partnered with Sumitomo Chemical to improve digital literacy and Early Child Care Development (ECCD) education. 8 solar powered ICT Centres and 1 ECCD centre established and 49 ICT Educators and10 ECCD teachers/caregivers trained. Recently, 7 schools and their host communities are being supported to build their knowledge of plastic recycling and sustainable environmental practices, directly impacting 7900+ children, teachers, government education managers and community members.

2019

Nominated to lead the Education Cluster of the Private Sector Advisory Group (PSAG) Nigeria. Cluster focuses on garnering and strengthening multi-stake-holder collaboration for improved education delivery.





2020

Executed infrastructure improvement projects across our adopted schools. Since inception, 249 classrooms, 118 toilet units, 10 school perimeter fences, 35 boreholes and 26 wash bays renovated / constructed to provide a conducive learning environment.

OANDO FOUNDATION MODEL

- ADOPT-A-SCHOOL INITIATIVE
- SPECIAL PROJECTS



ADOPT A SCHOOL INITIATIVE



ADOPT A SCHOOL INITIATIVE



The Adopt-A-School-Initiative utilizes a holistic school development approach. We believe for long term impact of all children acquiring basic literacy and numeracy in primary school, and more children, especially girls and other marginalized groups, enrolling and completing primary education; we would require better quality schools providing improved learning environments, more children attending these better quality schools, especially from disadvantaged backgrounds, and government agencies establishing effective school support systems and funding school improvement sustainably.

Our interventions seek to support existing state interventions in adapting best practices and ideas to accelerate access and quality of basic education addressing the needs of students, teachers, school leaders and the education community through:

- Scholarship programmes
- Infrastructural development
- Establishment of Early Childhood Care and Development centers
- Establishment of ICT Centers
- Capacity strengthening for Teachers, School Based Management Committee Members, and Local Government Education Authority Officers; and
- Mobilization and enrolment of Out-of-School-Children (OOSC)







Beyond the joy that schooling brings, children in hard-to-reach communities get the opportunity to engage with their peers.

ADOPT-A-SCHOOL INITIATIVE

SCHOLARSHIPS

Poverty remains a major barrier to children accessing formal education. As a key driver for increased enrolment and retention of students across adopted schools, Oando Scholars Programme is changing the lives of communities by giving vulnerable children the opportunity to attain higher education.

The programme annually sponsors 3 best performing primary six pupils from select adopted schools through their secondary education based on set criteria that prioritizes the girl child, whilst building a culture of excellence among children in these schools. The award covers tuition where applicable, and other ancillary costs such as transportation, study materials and uniforms.



1,153

SCHOLARSHIP BENEFECIARIES

with increased opportunities for lifelong learning and sustainable livelihoods.

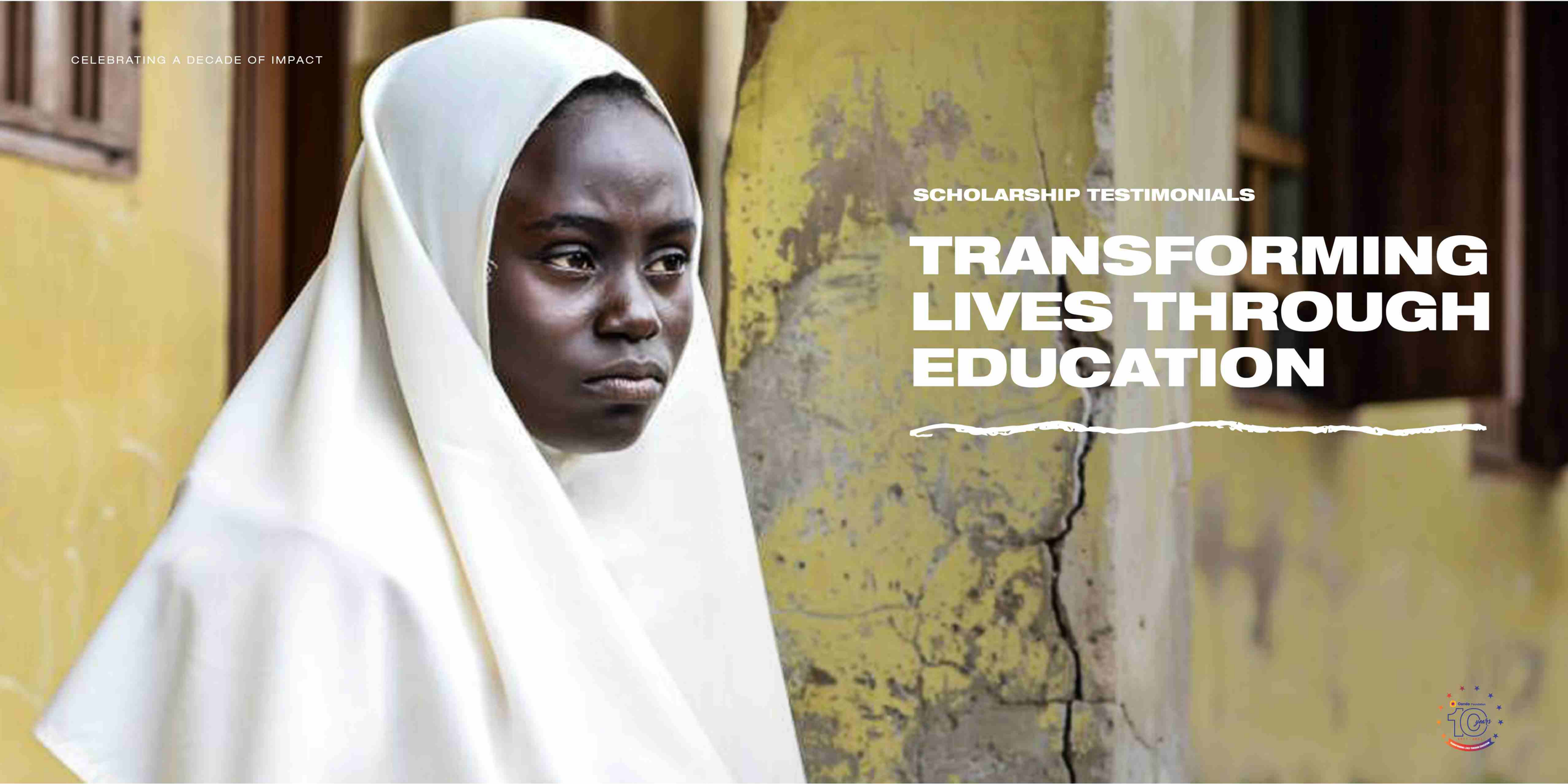




Whilst the government provides free basic education for children in public schools, most parents are unable to afford other necessities required for their children's schooling. Through the Oando Scholarship, select indigent children have the opportunity to pursue their dreams.



A scholar at home in Abuja. Education serves as an instrument of hope for a better future



SCHOLARSHIP TESTIMONIALS

TRANSFORMING LIVES THROUGH EDUCATION

Aisha Idris' Story

Her days were spent struggling to cut a path through the sea of people that filled the nooks and crannies of Ipata... a busy market in Ilorin, North-central Nigeria. Squashed between the milling bodies, she balanced the heavy tray on her head and pushed her way through streets under the scorching sun shouting *"Pure water! Come and buy my pure water"* at the top her of lungs. The muscles in her neck taut from the weight she carried, she would beckon at passersby till she was hoarse, trying to be heard amidst the chaos. As dawn turned to dusk, weary feet moving slowly through the dust, she would return home with her tray hopefully empty, and some money safely hidden within the folds of her dress.

This was the reality of Aisha Idris's life for many years before fate smiled on her through the scholarship programme provided by Oando Foundation.

Raised an orphan by her 75-year-old grandmother, Aisha excelled in core school subjects including Mathematics and English Language. She expressed with glee her desire to become a medical doctor despite the daunting challenges that forced her grandmother to make a choice between keeping her granddaughter's dreams alive or prioritizing the immediate sustenance of her family; a struggle many low-income families are faced with daily.





The Foundation is providing a cushion for families to rise above their financial difficulties and support the children for a better life. Today, Aishat is a final-year secondary school student, where she continues to excel at the top five percent of her class. *"...I will be forever grateful to Oando Foundation,"* says Aisha, *"They gave me this second chance."*



“With an Oando Foundation Scholarship, I Will achieve My Goal.”

Mustapha Aminu is a 20-year-old second year student of Civil Engineering at Bayero University Kano (BUK). An Oando Foundation Scholarship beneficiary.

In 2012, Aminu was selected as a scholar in Primary 6 at Daura Model Primary School in Katsina State, due to his outstanding academic performance. *“I remember when Oando gave us a certificate that they will give us scholarship up to the university if we continue to do well in our studies, my parents were very happy”* he recalls. Being the first born of parents who worked as junior officers in the State Civil Service, Aminu knew his chances of going past secondary education were slim, as his younger siblings also needed support, thus putting pressure on his parents’ meagre resources.

Through the scholarship, Aminu completed his secondary education with stellar result, and is on track to complete his tertiary education with a first-class degree, having a GPA of 4.81 in the current academic year. In his words, *“... with the scholarship, I am able to sort out a lot of things and better focus on my schoolwork. I received N100,000 grant this year, paid my registration fees, bought some textbooks, and paid for my hostel accommodation. The scholarship has eased the burden on my parents a lot, so they are able to support my siblings. Oando has impacted my studies. My ambition is to become a great civil engineer who will impact his generation. With Oando scholarship, I will achieve my goal Insha Allah.”*







I was a student of Zumuratul Islamiat Primary School I and was awarded a scholarship to attend Ajuwon High School (Jnr) Ogun State in 2012. I lost my father who was the breadwinner when I was about to enter secondary school. Luckily for me, even with the loss of my dad, the scholarship has given me the opportunity to go to secondary school.

SARAH OTENE

Zumuratul Islamiat Primary School I
Akute, Ogun state.



Oando Scholars at Comprehensive Primary School Oboetim, Calabar, Cross River State

> ....the scholarship had improved my child's performance, she reads at night because she has books to read.

EUNICE AUGUSTINE ITA

Mother to Roselyn Ita, a Scholar at Comprehensive Secondary School Oboetim, Nsit Ibom, Akwa Ibom State.

> Even if I am a millionaire, and someone adds to my money, that would reduce the amount I need. But I'm not even a millionaire so the Oando scholarship makes a big difference for me and my family.

AMINU SIDI MOHAMMED

Father of Hajara Aminu Mohammed, a scholar of Upper Basic Junior Secondary School Udubo, Bauchi State.



ADOPT-A-SCHOOL INITIATIVE

INFRASTRUCTURE

Oando Foundation improves the quality of learning infrastructure in its adopted schools through construction of new classrooms, renovation of exisiting structures, provision of age-appropriate furniture, digital learning centres, and access to clean water and sanitation facilities, thus impacting learning outcomes and increasing girl child enrollment.



LGEA primary school, Rigassa, Kaduna State.

BUILT/RENOVATED

249

CLASSROOMS

CONSTRUCTED

118
UNITS OF TOILET

35
BOREHOLES

26
WASH BAYS





Pupils' sitting on bare floors in some public primary schools across the country represents increasing demand for stretched educational resources and dwindling supply of same.









This school is located in a notorious peri-urban slum. It serves both regular students and others with special needs. Since adoption in 2014, the Foundation has supported with rehabilitation of classrooms, provision of water, sanitation, and hygiene facilities, among others. The school has produced a Paralympic medalist in hockey.









The only primary school within the Bungha-Gida community, built through community effort. The school has witnessed an increase in enrolment since its adoption in 2017, boasting of new classroom blocks and sanitation facilities, among others.







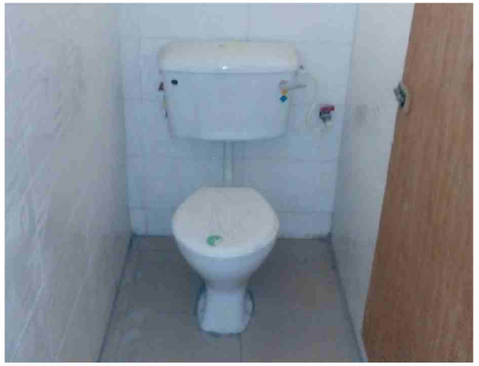


A derelict poultry pen served as makeshift classrooms for children in the Itori–Ewekoro community. Disruptions frequently occurred during the rainy season.

Working collaboratively with the community and other stakeholders, the school now has the basic requirements (infrastructure, Digital learning centre, potable water and playground equipments) to support conducive learning with an increasing student population.









Without access to adequate water and sanitation facilities in schools, children are at a high risk of contracting infectious diseases that can adversely affect their enrollment, attendance, and performance levels.

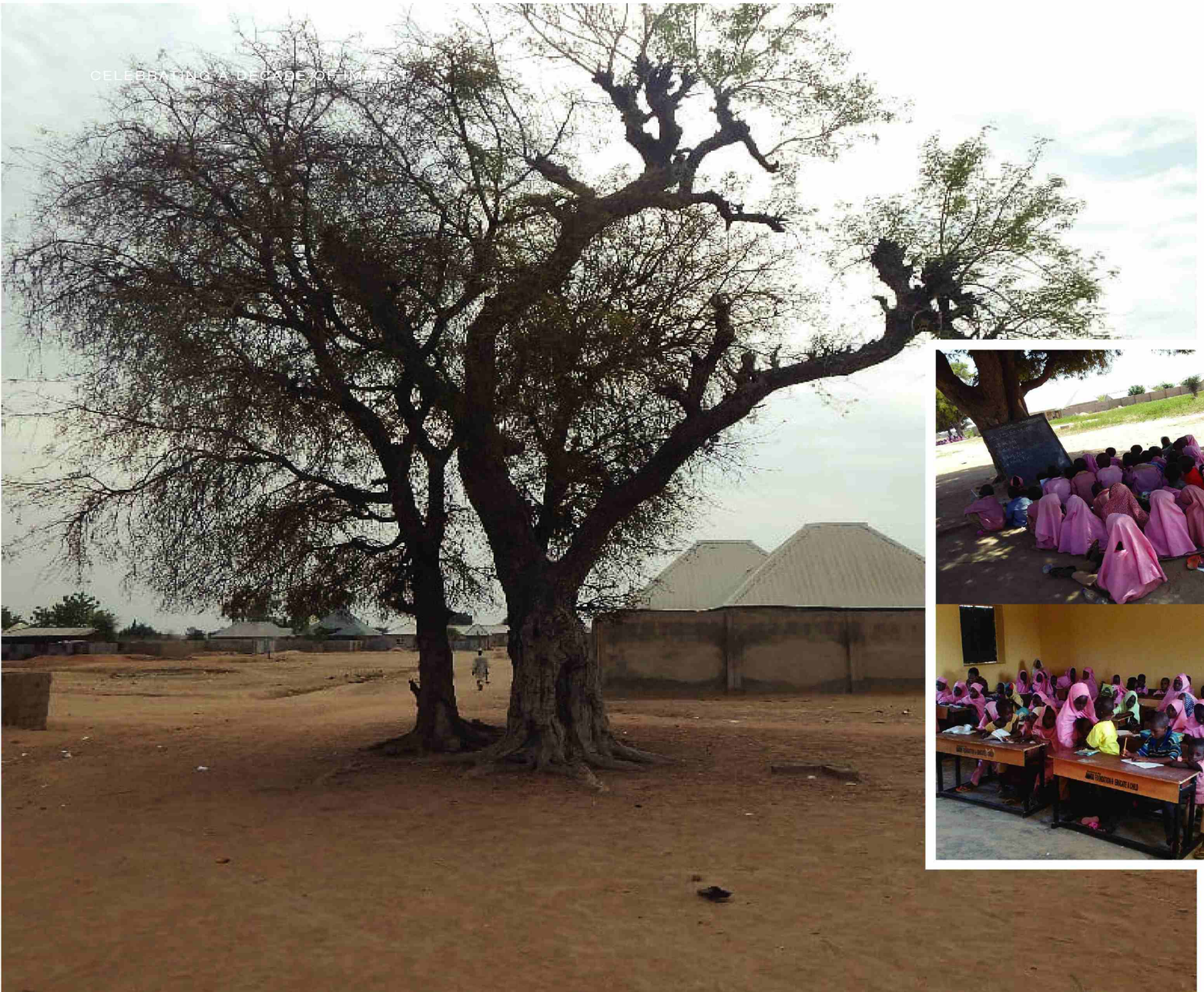
INFRASTRUCTURE TESTIMONIALS

PROVIDING CONDUCIVE SPACES

FOR ACCELERATED LEARNING

LGEA Nursery/Primary School, Bungha Gida, Jos, Plateau State.





The Yoldepate Tree

While a tree symbolizes shelter, protection, and life; for pupils of Yoldepate Primary School in North-east Nigeria, it served as a learning space. Many of the pupils were internally displaced persons resettled in a camp in Sabon-Geri community, Yoldepate, Adamawa State.

Through the Adopt-A-School Initiative, the school was adopted in 2015 and the learning environment transformed in 2016/17 through the construction of 2 blocks of 6 classrooms, units of child-friendly integrated toilets, motorized borehole kitted with power generating set and water storage facility, scholarship awarded to outstanding students, over 1,000 educational materials/starter kits to improve students' learning outcomes, and institutional capacity building for School Based Management Committees (SBMCs) and Quality Assurance Officers to support school management and governance.

"It is still like a dream" exclaimed the one of the Community Leaders, *"Our children have had to learn under the sun, sitting on the floor for over 2years despite all efforts to secure classrooms. Now see how Oando [Foundation] has has changed the whole school. This is more than we expected, and we are very happy."* Today, over 1,000 children, mostly internally displaced, now have access to a conducive learning environment in Yoledpate.

Teachers are more comfortable in school now. Before the construction of these toilets, teachers go outside the school to neighbouring houses to beg to use their toilet, they can be out for up to an hour depending on how soon they are able to find a willing neighbour. This affects the children as learning can barely go on for that long without the teacher. The children too are happy, especially those in senior classes, because they now have toilets to use.

MOHAMMED JODA ABUBAKAR
Low Cost Primary School, Jalingo, Taraba State.

I can say the schools are highly satisfied with the activties and intervention of Oando Foundation. For instance, Yoldepate Primary School in Yola South where pupils initially received their lessons under a tree because they didn't have a single classroom until the community through self-help built one classroom. Soon after, Oando Foundation adopted the school and intervened by building two blocks of six classrooms fully furnished, an ICT Center, and toilets. They also drilled a motorized borehole, which is providing water not only to the school but to residents of the community.

IBRAHIM ISA
Desk Officer Oando Foundation, Adamawa State
Universal Basic Education Board.



LGEA primary school, Itori – Ewekoro, Ogun State



ADOPT-A-SCHOOL INITIATIVE

EARLY CHILDHOOD CARE, DEVELOPMENT AND EDUCATION

The emotional, social, and physical development of young children have direct effect on their overall development and the quality of adult they become. That is why investing in the early years of a child is critical to maximizing their future well-being.

Oando Foundation Early Childhood Care Development (ECCD) component upgrades and where necessary, establishes ECCD Centres in its adopted schools, to meet the needs of pupils aged five years and below; helping them develop the socio-emotional and cognitive skills required based on the approved curriculum. ECCD Centres are equipped with age-appropriate furnishing, teaching, and learning materials to support learners' unique needs.



St. Patrick's Primary School, Odukpani, Cross River State.

11 **ECCD CENTRES UPGRADED IN**

6 **ADOPTED SCHOOLS ACROSS NIGERIA**





Children in ECCD Classes need age-appropriate teaching materials for playful learning.

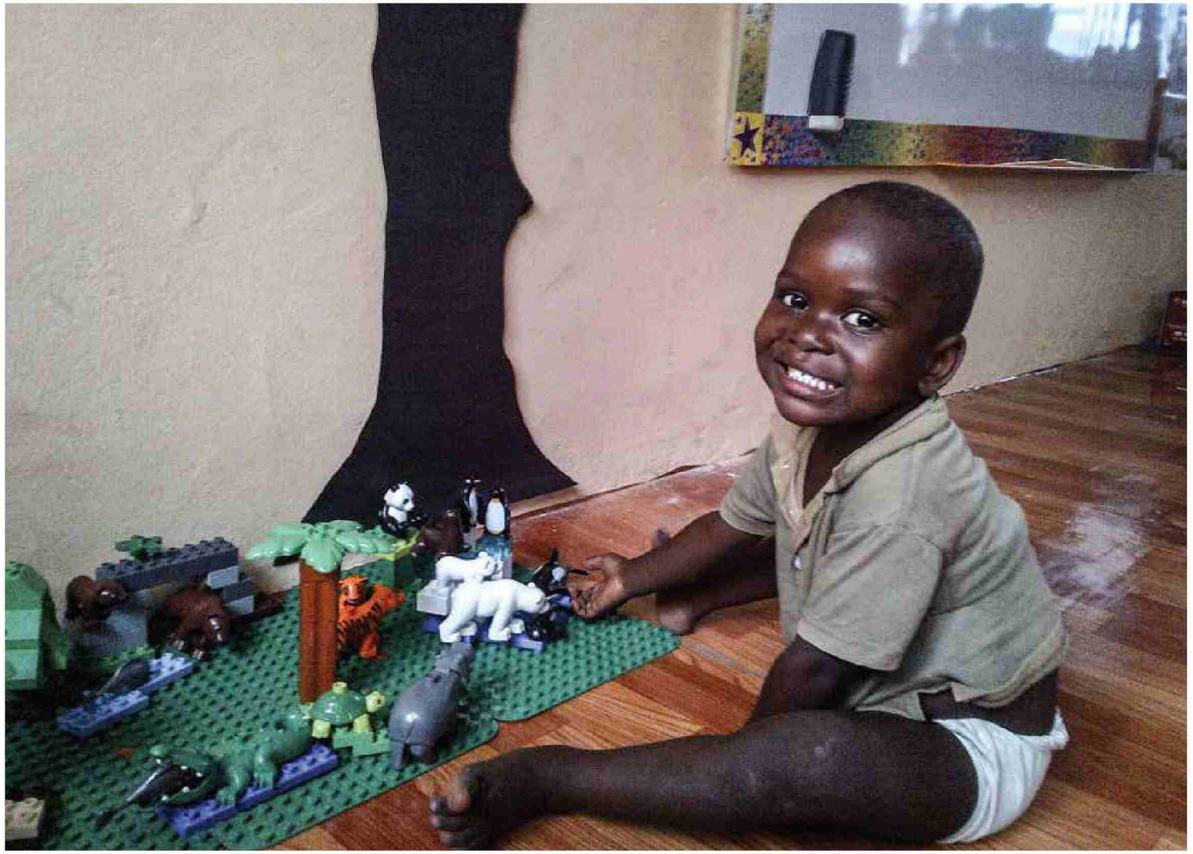




We support classroom designs conducive for children's learning and provision of a wide range of learning aids to stimulate practical, creative and engaging activities.







Play helps to nurture imagination and a sense of adventure. Through play, our pupils learn essential skills such as problem solving, working with others, sharing and much more.





Over and above the fun that it offers, role play is the primary way children explore, learn, make sense of and understand the world around them.

ECCD TESTIMONIALS

CATCHING THEM YOUNG



Archbishop Taylor Memorial Primary School, Victoria island, Lagos State.

Promoting early grade learning in North-Eastern Nigeria

Low levels of education and literacy in North-eastern Nigeria have been exacerbated by the Boko Haram insurgency, 2.8 million children need education-in-emergencies support in the three conflict-affected States (Borno, Yobe, Adamawa). In these States, at least 802 schools remain closed, and 497 classrooms are listed as destroyed, with another 1,392 damaged but repairable. Barriers to education in the region are complex, interrelated, and often self-reinforcing.

In Maiduguri Metropoplitan Council (MMC) Borno State, the story is not different. A significant number of children and their families have been displaced from their homes due to the insurgency. To support early education for children between age 5 and below so they can experience learning and increase their chance of continuing education, Oando Foundation in partnership with United States Agency for International Development's programme tagged Addressing Education in Northeast Nigeria (USAID AENN) and Sumitomo Chemical, we identified and upgraded two ECCD classrooms at Mafoni Liberty Primary school, Maiduguri, creating conducive learning environment with age-appropriate furnishing, teaching, and learning materials. Also building the capacity of 10 teachers and care workers to deploy evidenced-based child-centred approaches to improve learning and increase children engagement.

Prior to our intervention, children in the ECCD classes had little experience of child-friendly learning approaches in a school environment, the infrastructure provided was unsuitable for child learners, and the teachers and caregivers had received no formal training for effective management of their target group. Since our intervention, 300+ vlnerble children now have access to an improved learning environment receiving basic skills necessary for lifelong learning.







"The ECCD classroom has changed teaching and learning for our pupils. Our children have beautiful pieces of furniture, teaching materials and a sleeping corner. Now when children get tired, they do not fall asleep on the bare floor, they have a decent space to sleep. Thank you so much Oando Foundation."

HEAD TEACHER

Local Government Nursery & Primary School,
Jaguna-Itori, Ewekoro, Ogun State.

"I am deeply grateful to Oando Foundation for upgrading our ECCD classrooms, pupils now have a television for their educational cartoons, colouring books, beautiful furniture and loads of educational toys. The children cannot get their hands off the materials and it makes learning fun. As a teacher, I am encouraged to do more."

ECCD TEACHER

St. Patrick's Primary School, Odukpani,
Cross River State.



ADOPT-A-SCHOOL INITIATIVE

DIGITAL LITERACY

To bridge existing Information Communication and Technology (ICT) implementation gaps in public primary schools and empower pupils with 21st century technology skills through creativity and learning; we establish ICT Centers across adopted schools and strengthens the capacity of ICT Educators to ensure effective knowledge transfer and successful implementation of the national curriculum on ICT. Centers fully equipped with furniture, solar powered inverters, computers, server, projectors, printers, and ICT educational software are provided to aid digital learning aligned with the national curriculum.

In addition, we are maximizing linkages with other components of the AASI for improved outcomes. ICT Centers in adopted schools also serve as school data repository for local education officers, and teachers have access to various audio-visual teaching materials, including lesson plans and teacher guides uploaded on the computers for their self-study.

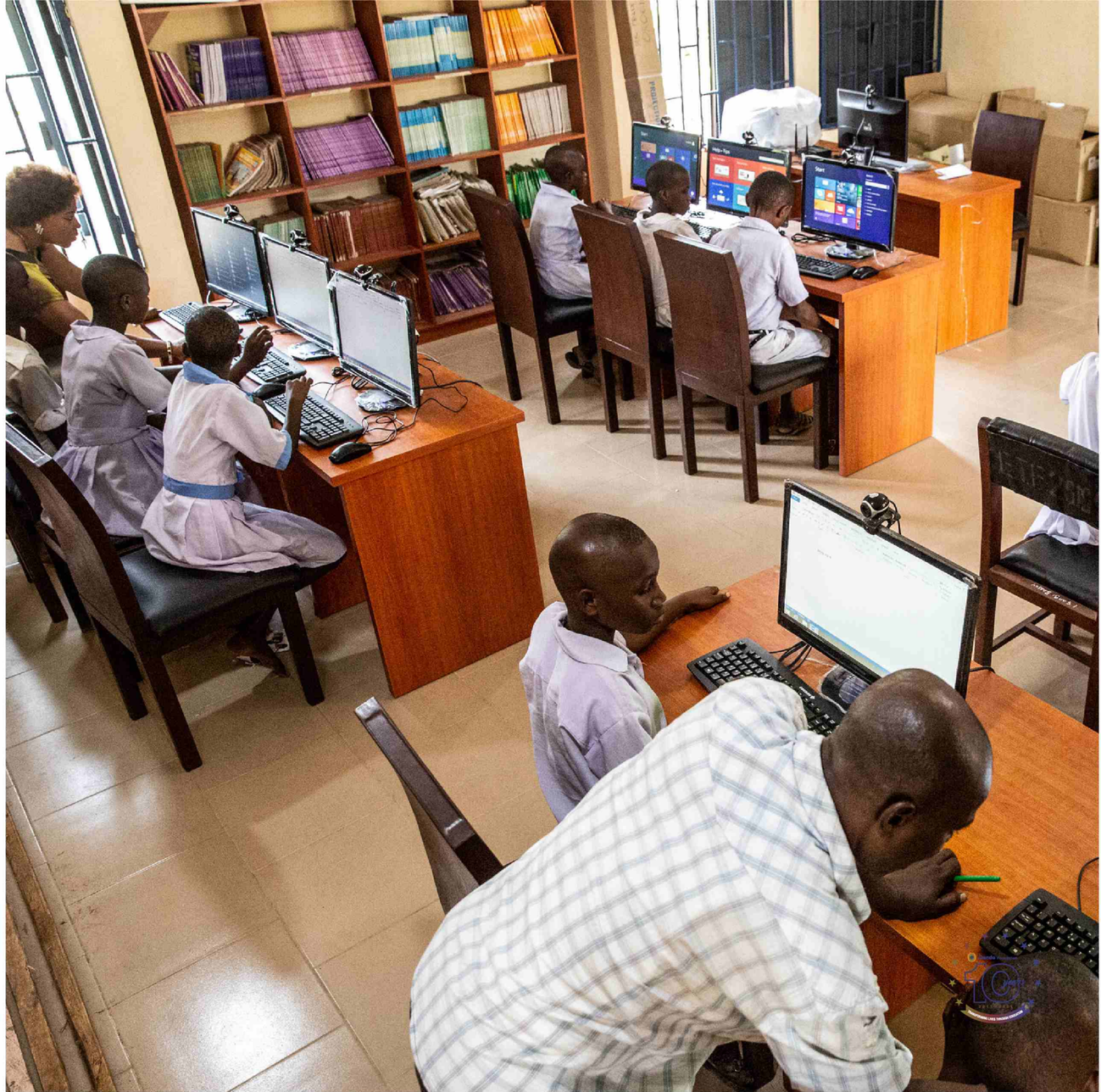


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SOLAR POWERED ICT CENTERS ACROSS ADOPTED SCHOOLS

79,000+

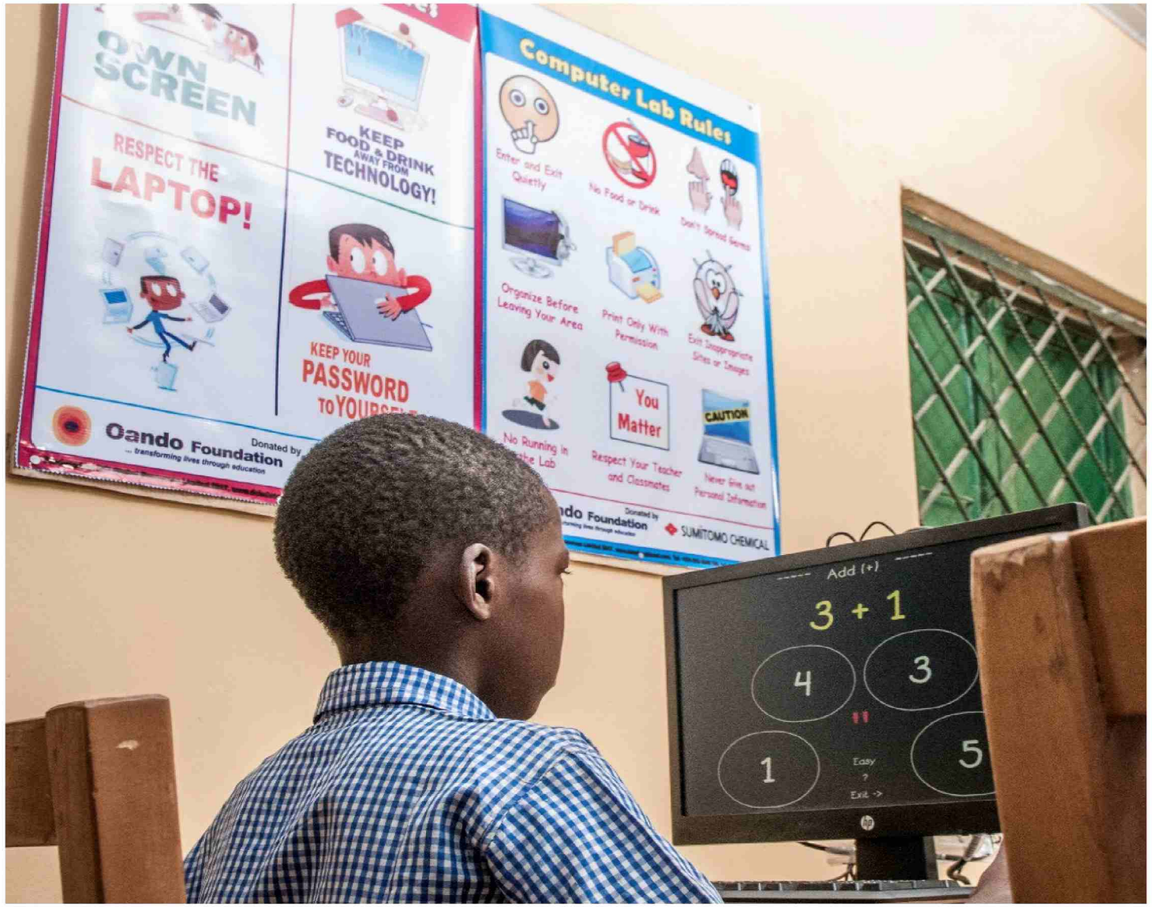
PUPILS HAVE ACCESS TO TECHNOLOGY-BASED LEARNING







Most children in rural areas in Nigeria do not have access to a computer; three out of every five children in the urban areas lack basic digital skills. Our ICT Centers support access to digital learning for children in adopted schools.





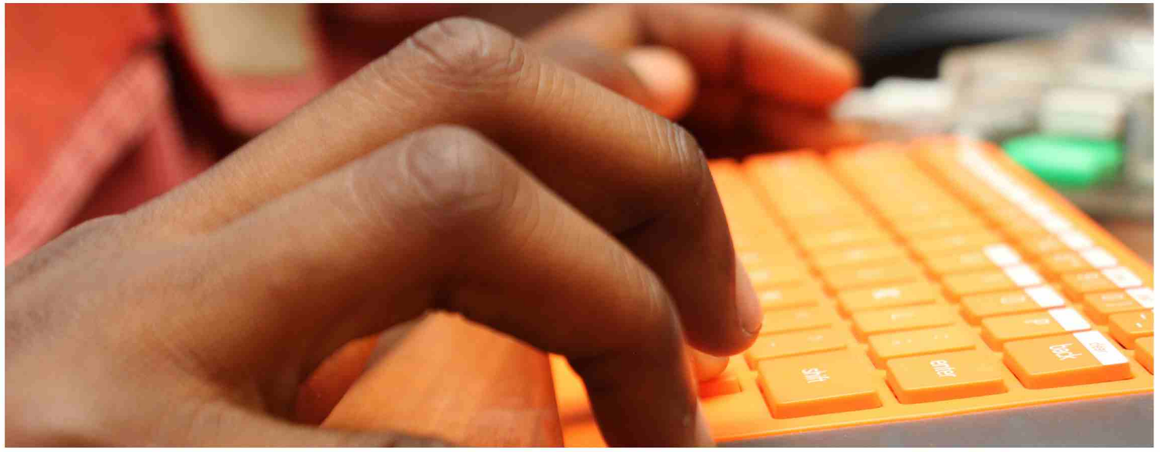
Digital Literacy Centers are equipped with relevant offline educational content that enhances pupils' computing skills and comprehension. Teachers also access various audio-visual materials for self-study.



In a male dominated field, we are empowering young girls from adopted schools with sciences skills, confidence, and opportunities to shape their world and compete favorably with their peers.



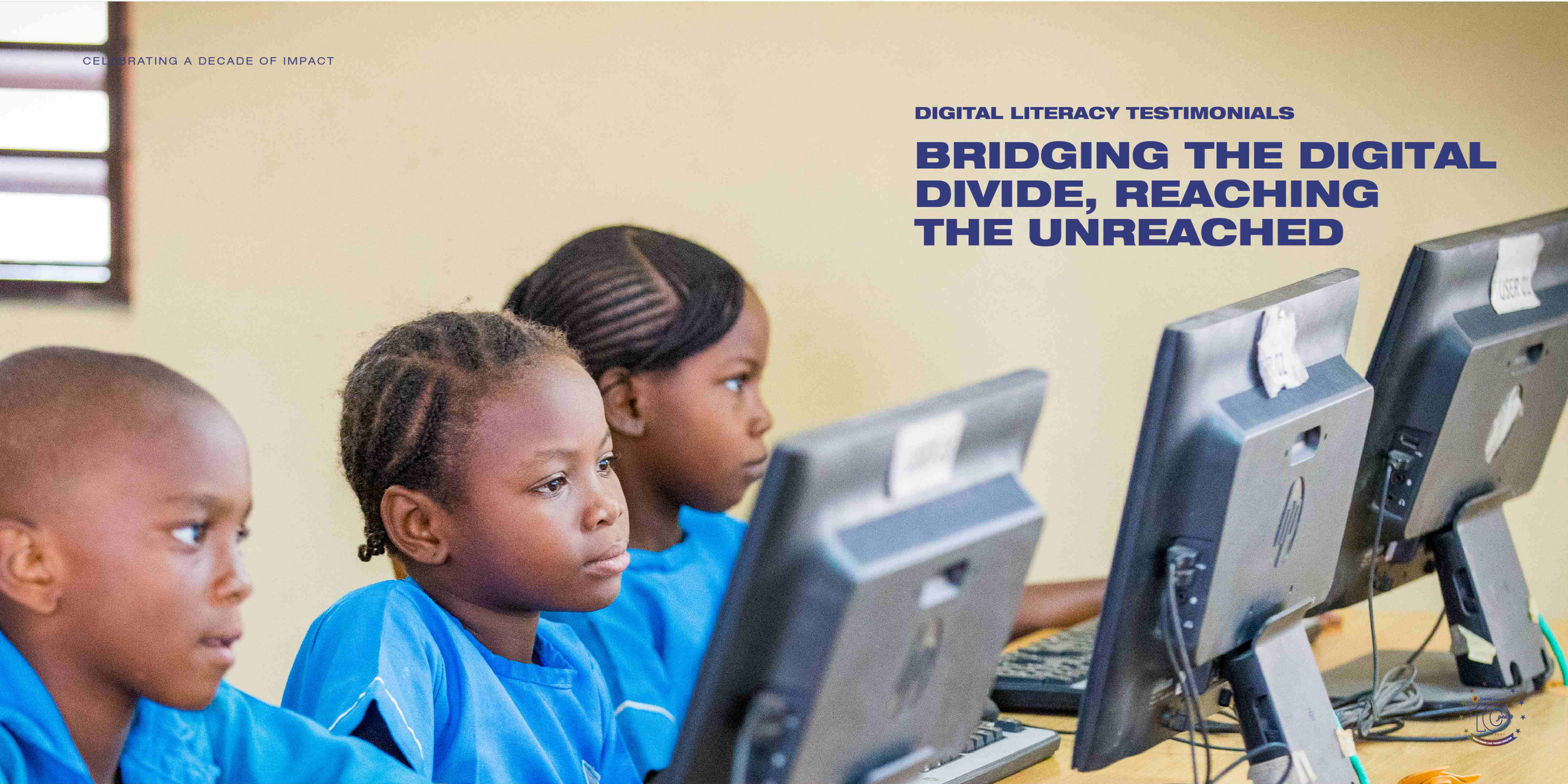
Girls Coding Clubs in Dele Ajomale Primary School, Ilasamaja & Olisa Primary Schools, Papa Ajao, Lagos State.





DIGITAL LITERACY TESTIMONIALS

BRIDGING THE DIGITAL DIVIDE, REACHING THE UNREACHED



“I can use a computer to design greeting cards for my friends.”

Fatima Buhari had never used a computer until her fourth year in primary school. Though she had a neighbour who owned a laptop a few blocks away from her home in the suburb of Sokoto in northwest Nigeria, she thought generally that only special and wealthy people own and use computers for special reasons. “*My father is a tailor, and my mother works with him. We don’t have a computer at home, I have only seen one with our neighbour,* ” says Fatima, who comes from a poor home where items like computers are seen as luxury items.

This however changed when Oando Foundation set up an ICT Centre in her school. “*I started using computer in this school in Primary 4 in the ICT Room. Our teacher said Oando [Foundation] gave us the ICT Room with many computers. Now I can type words and use computer to design greeting cards for my friends and do other things too*” says Fatima.

Through Oando Foundation’s support, thousands of disadvantaged children like Fatima, are able to see, touch and use a computer to improve their learning. For Fatima, she is already looking beyond the opportunity to use computer in her school: “*I will like to become a doctor. My teacher said I should learn to use the computer very well so that I can use it as a doctor in the future.* ”



Fatima Buhari (right) attending a computer class with some of her Primary 5 classmates in Ibrahim Gusau Islamiyya Primary School, Sokoto State.



Before, the children were just taught theories about computer but now they can see what a computer is, they can touch it, and even go as far as learning their schoolwork with it.
When they do that there is so much excitement that they have access to a computer because most of them do not have one at home. Most children in this school are from less privileged homes, so you can understand the value placed on this.

VERONICA AMBROSE DARIYAN
(Teacher) Nyinbago Primary School, Adamawa State.

The ICT Centre is very outstanding intervention because we are in a technological age. Even now you need the computer to write the Joint Admission and Matriculation Board (JAMB) exams, so this is very useful for our pupils to start early. The State Governor has asked us for the cost implication of replicating similar ICT Centres like the Oando [Foundation] model and we are confident this will soon become a statewide initiative.

FAROUK SHEHU
Permanent Secretary, Sokoto SUBEB.


A COMPUTER SYS

ADOPT-A-SCHOOL INITIATIVE

CAPACITY BUILDING

Education Managers, Teachers, and Community

To ensure quality delivery of education services, programmatic ownership and sustainability, the Foundation works with governement education stakeholders – State Universal Basic Education Board (SUBEB) and Local Governement Education Authorities (LGEAs) in the management, mentoring and coaching of teachers, proper and efficient data management (EMS), timely distribution of teaching and learning materials, and mobilization of community support for learning.

2,832 teachers and 210 head teachers have been trained in school management, modern pedagogical practices, and core subject knowledge. In addition, 1,731 SBMC members, 382 Education Managers and Quality Assurance Officers have been strengthened to improve basic education service delivery.



2,832

TEACHERS

210

HEAD TEACHERS

have been trained in school management, modern pedagogical practices, and core subject knowledge





Effective teacher professional development is the greatest investment for improving classroom learning experience and pupil's performance.





TEACHER TRAINING TESTIMONIALS

BUILDING CAPACITY FOR TEACHING IN THE 21ST CENTURY



Making teaching more Effective

Alimagani S. Umaru resumed at Our Lady of Fatima Primary School as headmaster in 2016, a time when the school was in dire need of intervention with a population of 284 pupils. According to him "*... since Oando Foundation started supporting the school in 2017, we now have over 1,000 pupils. We have seen very good changes in the way we prepare lesson notes and classroom engagement methods, because of the training we received. Apart from the training, we were given copies of Lesson Plans and Teacher Guides to enhance their classroom performance* ".

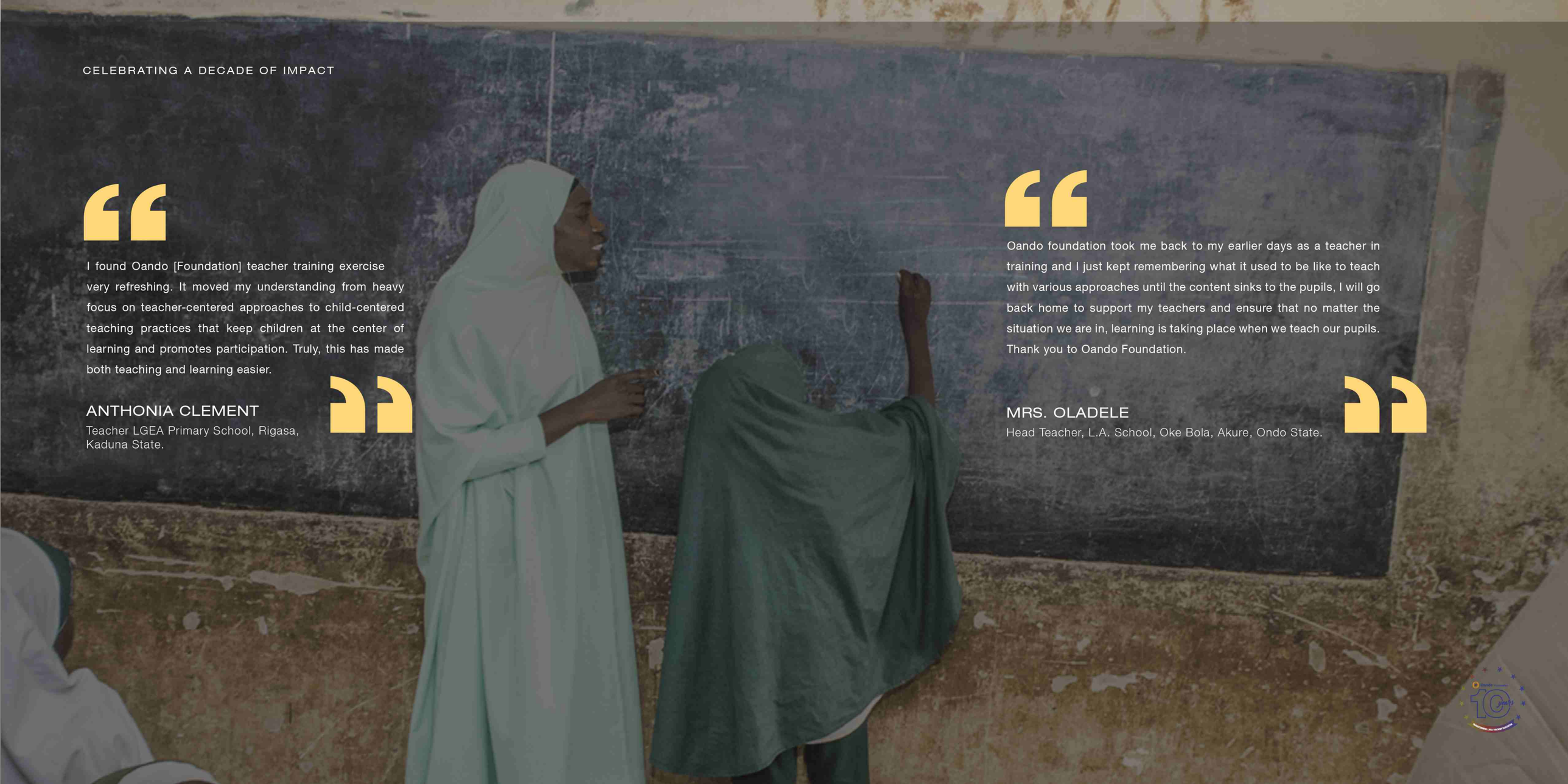
With improvement in the quality of teaching and upgrade of learning facilities in the school, children are happy to be in school and this is reflecting in their academic and extra-curricular activities.

On a personal note, the headmaster attributed improvement in his performance as a school manager to his participation in training for head teachers and their assistants on school management; *"Sincerely speaking, I give OANDO credit for helping me become better at my job. I learnt about key qualities of a leader during the training, one of which is empathy. I have been implementing this in my dealings and have seen better cooperation from my teachers. We are more productive now than before."*

ALIMAGANI S. UMARU

Headmaster, Our Lady of Fatima Primary School





I found Oando [Foundation] teacher training exercise very refreshing. It moved my understanding from heavy focus on teacher-centered approaches to child-centered teaching practices that keep children at the center of learning and promotes participation. Truly, this has made both teaching and learning easier.

ANTHONIA CLEMENT
Teacher LGEA Primary School, Rigasa, Kaduna State.

Oando foundation took me back to my earlier days as a teacher in training and I just kept remembering what it used to be like to teach with various approaches until the content sinks to the pupils, I will go back home to support my teachers and ensure that no matter the situation we are in, learning is taking place when we teach our pupils. Thank you to Oando Foundation.

MRS. OLADELE
Head Teacher, L.A. School, Oke Bola, Akure, Ondo State.

382

LOCAL GOVERNMENT EDUCATION AUTHORITY (LGEA) EDUCATION MANAGERS AND QUALITY ASSURANCE OFFICERS

have been strengthened to improve basic education service delivery.





LGEA TESTIMONIALS

EMPOWERMENT FOR EVIDENCE BASED EDUCATION PLANNING

Case Study

Education Management Information System (EMIS)

We are grateful for the Education Management Information System (EMIS) training and the laptops donated by Oando Foundation to support the Lagos State Office of Education Quality Assurance. The training showed us principles for effective use and application of EMIS to support the quality of data collection across our schools.

Our trained officers actively engaged in post training implementation, and this resulted in an upgrade of the agency's 2015 – 2016 database for all public schools and some private schools in the State. We automated the selection of schools to participate in the 2017/18 Whole School Evaluation Exercise (WSE) and review reports were delivered virtually at the end of the exercise, thus eliminating bias in the process. We also became more effective in goal setting and performance tracking, with the agency able to access and track officers' itinerary from headquarters and provide support where required.

MRS. RONKE SOYONBO

Former Director General, Office of Education Quality Assurance,
Lagos State Ministry of Education.





I have gained a lot. As an EMIS officer, I now see myself in another dimension, I can now see that we are not typing pools. We must work to ensure accu- racy and reliability of the information we provide, otherwise every arm within the education system will suffer. This training has widened my scope and I assure Oando Foundation that we will immediately start to put things right both at the school and local government levels.

MR. OLAWUNMI SAMSON O.

Chief Asst. Education Officer, Apapa LGEA
Lagos State.

My attitude to data has changed, right from gathering to collation and utilization of data for improving policies and decision making. I understand now that EMIS officers should drive data collation and management at the state and local levels, so that others can see the value it adds and buy in. Clearly, EMIS unit is the unifying decimal between all the agencies responsible for education data gathering. They are the only one that can bring all departments to work together. There is also a need for collaboration among all the agencies that work with schools for uniformity. This training is an eye-opener, we will definitely work differently moving forward.

MRS. OSUNLA H.

Deputy Director, Quality Assurance Office,
Mushin LGEA, Lagos State.

1,731

SCHOOL BASED MANAGEMENT COMMITTEE (SBMC) MEMBERS

have been strengthened to become effective at contributing to transformative education





Every child has the right to quality education. Schools can be improved through greater community involvement, increasing accountability and service delivery.





SBMCs are not committees set up to merely discuss problems, but community bodies which can take action to make their schools work better; building their capacity to understand their roles and strategies for delivery results in visible outcomes.

SBMC TESTIMONIALS

MOBILIZING COMMUNITIES FOR ACTION



Case Study

Strengthening community engagement

in Randawa Primary School, Mani, Katsina State.

Located in Mani Local Government, Katsina State, the Randawa Primary School Based Management Committee (SBMC) story shows how local communities nationwide are increasingly supporting public schools and contributing to improved teaching and learning.

Until 2015 when it was adopted by Oando Foundation along with six other primary schools in the State. RPS was an underperforming school with a population of 3,000+ pupils, lacking human and material resources to meet students' needs. Though the Foundation donated infrastructure, furniture, water and sanitation facilities which brought huge relief to the school community, there still remained other challenges.

Consequently, the Foundation commenced active sensitization, training and mentoring of the SBMC to mobilize resources on behalf of the school. This yielded positive results with the mobilization of 280 out of school children, *"...we currently have about 280 out-of-school children that were brought into the school, and provision of school uniforms, thanks to the efforts of the SBMC,"* says Ibrahim Alika, 48, the Head Teacher of Randawa Primary School.

In addition, the SBMC played a critical role in securing the World Bank's Community Social Development Programme (CSDP) support to build the school fence, among other projects in the community. It was a moment of pride for the SBMC and school community when the Governor of Katsina State commissioned the project. *"I like my school now, it is fenced and safe for us to play"* says 10-year old Shukura Haruna who is among the newest set of out-of-school children recently enrolled into Randawa by the SBMC.





I have learned many things concerning SBMC. I have the knowledge now on how SBMC should be working in any community. It is also clear that it's not only the government that should take all the responsibilities of the school, we as SBMC members or community members have roles to play.

ANI HELEN
SBMC Member,
Ekulu Primary School, Enugu State.

I cannot believe how much the SBMC has been able to achieve with Oando Foundation's support. We have mobilized the community to provide security for the facilities that Oando Foundation provided in the schools. We are engaging community members to make sure children come to school. The government is taking us seriously now because they see the value we are adding. I wish other schools can benefit from this.

MOHAMMED ABDULLAHI
SBMC Chairman,
Randawa Primary School, Katsina State.



ADOPT-A-SCHOOL INITIATIVE

OUT OF SCHOOL CHILDREN EDUCATION SUPPORT

Oando Foundation mobilizes and enrolls children between the ages of 7 -14 years who have never attended school or have had their schooling interrupted due to varying socio-economic reasons. Walk-in-Centres in our adopted schools serve as a safe informal learning space within the school system for newly enrolled Out-of-School-Children to learn basic literacy and numeracy skills.



MOBILIZED AND ENROLLED

60,955

CHILDREN INTO ADOPTED SCHOOLS

48
WALK-IN CENTERS

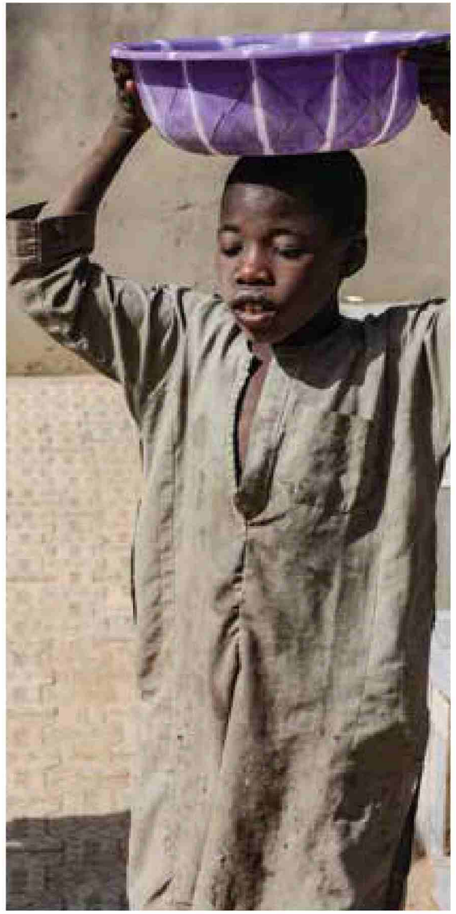
served

16,345
CHILDREN

82%
transition rate into formal classes











Poverty pushes parents to send their children to work, impeding their access to education.

Strengthening school-based management committees and sensitizing communities for action is a proven method for improving enrolment of out of school children and inclusive education.

Out of School, Now Back In School

Ten-year old Shukura Haruna lives with her parents in Randawa in Mani LGA, about 40 kilometers from the capital Katsina in Katsina State in the north of Nigeria. Shukura is the third child of her parents. She has two brothers. At 10, Shukura has had only one year of basic education – and that was about four years ago. “My father told me to stop going to school,” Shukura recalled. That was shortly after she moved from Primary 1 to 2 at Randawa Primary School, Mani.

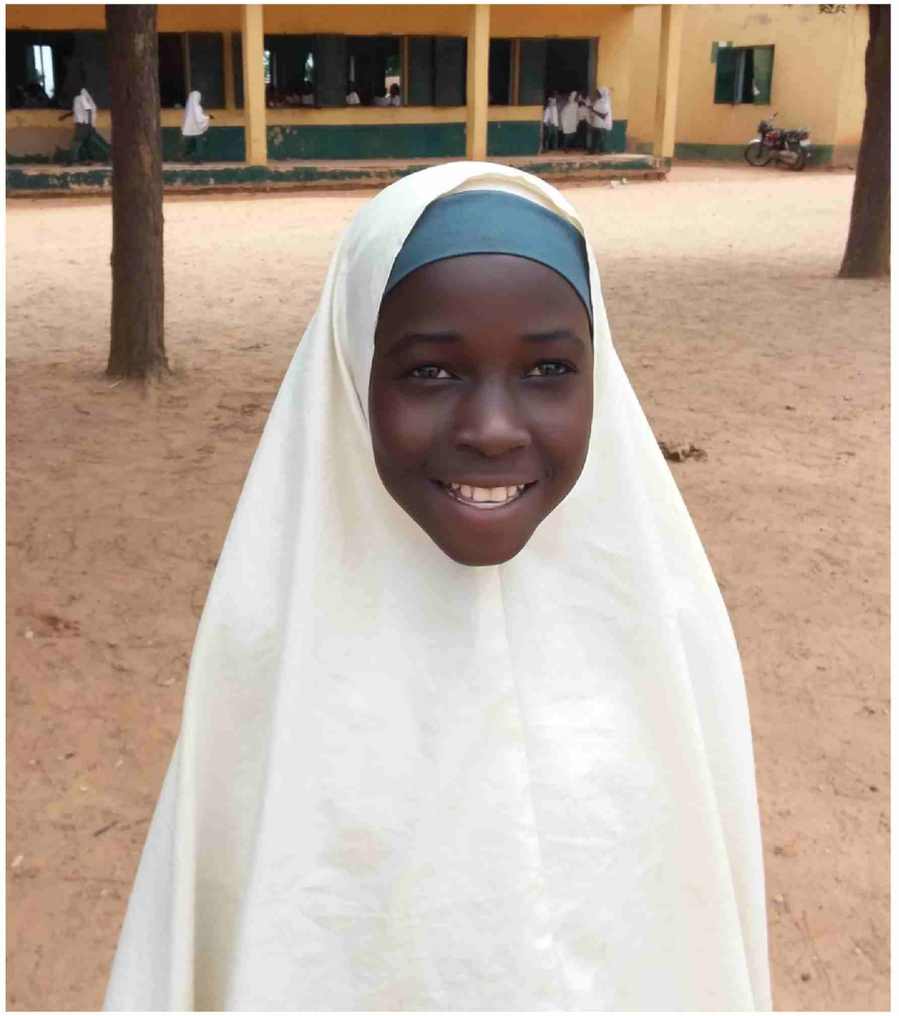
It is not uncommon for parents or guardians especially in rural, northern towns like Mani to halt their children’s education because of poverty or economic challenges. Many children have also been forced to abandon school because of socio-cultural norms and practices that discourage attendance in formal education, especially for girls. Conflicts are also a factor.

Out of school, Shukura was made to assist her mother in her business of knitting sweaters for sale at the local market, especially during the cold Harmattan season. Following Oando Foundation’s intervention in the school and capacity strengthening of the School Based Management Committee (SBMC), they prioritized community sensitization and mobilization of out-of-school children which led Shukura’s return to school – to Randawa Primary School after four years.





“I like school. I want to learn. I want to know how to read and write,” she said in plain Hausa language. *“I enjoy playing ” , a hand-thread game with my friends in school. I like my school, it is fenced so it is safe for us to play.” “We currently have about 280 out-of-school children who were enrolled at the start of the new academic year, thanks to the SBMC,”* says Mr Ibrahim Alika, the head teacher at Randawa. Through the efforts of the SBMC, Oando Foundation has facilitated the enrollment of over 60,955 out-of-school children across 23 states in Nigeria.





"We provided school uniforms for 47 children who were out-of-school until the SBMC sensitized their parents to sent them to Randawa Primary School for enrolment. We also provided a playground for the nursery children which motivated them to come to school along with their older siblings."

MAMUDU MUSA
SBMC Chairman at Randawa Pry School, Mani LGEA.

"The uniforms and other back to school materials provided by Oando Foundation has helped our [Education Crisis Response] programme ensure reintegration of over 1,500 internally displaced children into formal school in Bauchi. It takes off the burden from their parents who are unable to support their education at this time."

DALHATU DARAZO
(USAID-Education Crisis Response Programme)





Initiatives that cover the ancillary cost of education (learning aids, uniforms, shoes, etc.) to the most vulnerable children bridge to enroll and retain children in school enabling parents provide their family's other survival needs.



OOSC TESTIMONIAL

PROVIDING EDUCATIONAL OPPORTUNITIES FOR MARGINALIZED CHILDREN





SPECIAL PROJECTS

SPECIAL PROJECTS

Oando Foundation Special Projects provides opportunities for the Foundation to respond to emergencies and any other relevant project outside of basic education.

To date, we have supported a range of projects from Ebola response, Climate change and environmental sustainability, increasing impact across multiple sectors.



SPECIAL PROJECTS

INSPIRING HANDS

The “Inspiring Hands” programme was borne out of our desire to provide a structured platform for HumansOfOando to give time and talent to improve the quality of lives in our communities. Over the years, our volunteers have demonstrated dynamism, passion, and commitment to making a difference in the lives of pupils and teachers in our adopted schools and inadvertently the communities where our schools are located.

Many testimonials have grown out of our volunteer community, a valued community that has grown outside of Oando, some of which we are thrilled to share with you.









Volunteers can spark a love of reading or STEM (science, technology, engineering and math) in a young student, inspire a child to reach his highest potential or assist a teacher in a busy classroom.

Leveraging volunteers' skills and experience can support basic education in under resourced communities.

INSPIRING HANDS TESTIMONIALS

JUMPING FOR A CAUSE







In the summer of 2013, these three amazing ladies (Toyin, Stephanie and Rea) came up with a daring, and exciting way to raise money for the Foundation. They jumped 15,000 feet out of a plane. When asked why not find a less adventurous way to show support, they replied with a quote from Mother Teresa “It's not how much we give but how much love we put into giving.”





"I chose to join the Oando Foundation Volunteer Programme because I believe that the best way to find yourself and discover your purpose, is to render service to others."

EJIKE OKEKE

SPECIAL PROJECTS

CLEAN OUR WORLD!

Oando Foundation in partnership with Sumitomo Chemical initiated a project aimed at promoting environmental education and sustainable action for pupils in target schools and host communities in Lagos State.

The project tagged 'Clean Our World' (COW) creates awareness about environmental issues and responsible practices, empowers children and teachers in 7 public primary schools and their host communities with the knowledge of plastic recycling and waste management, whilst encouraging the adoption of eco-conscious lifestyles.



Since the launch of the project in October 2020

DIRECT REACH

7,994+ children, teachers, government representatives and community members

TRAINED

121 teachers and community members

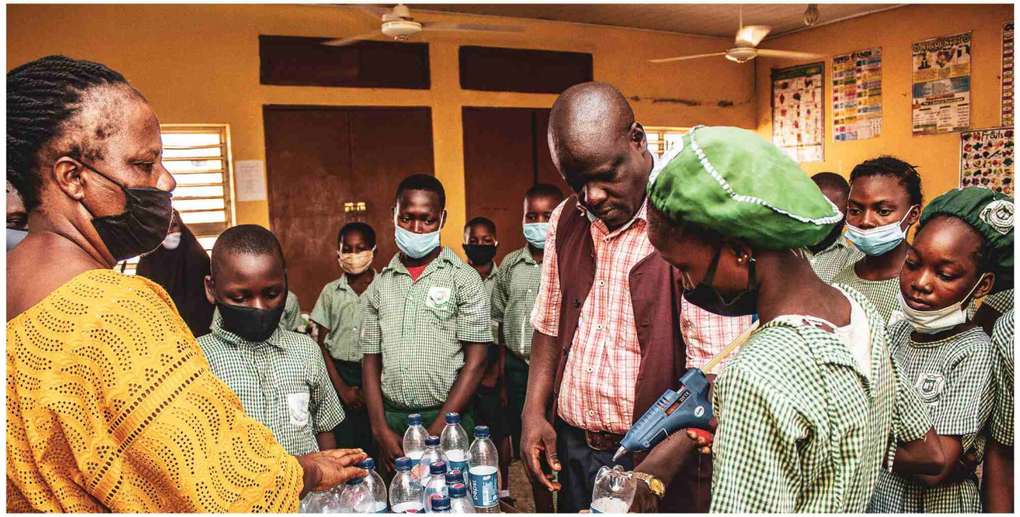
RECYCLED

500+kg from plastic buyback in 3 schools

Environmental education and proper waste management awareness creation

Donation of Climate Change Teaching and Learning Materials across 7 schools









Raising environmental awareness among children to spur an interest in caring for and protecting the environment, preparing them to prevent and overcome environmental challenges.

CLEAN OUR WORLD!

TESTIMONIALS

Thanks for choosing Metropolitan Primary school to participate in this laudable project. We are privileged and wish more blessing to your Foundation.

ALH. FAUSAT OLAWEPO
Education Secretary, Orile LGEA

Waste, especially plastic bottles, usually block drainages. But now that we have received training, we will teach our children, neighbors and sensitize the schools and parents.

MRS. RACHAEL OLAIDE
Officer, Oshodi-Isolo LGEA



SPECIAL PROJECTS

MAIYEGUN SCHOLARS GRANT

The Maiyegun Scholarship grant was instituted in response to an appeal from Nobelhouse College (formerly Maiyegun College) Abeokuta, Ogun state for sponsorship of outstanding indigent pupils to their college. The pupils were drawn from vulnerable families who ordinarily would not have enjoyed such educational opportunity. Oando Foundation was pleased to partner with the college and equip these pupils adequately to contribute meaningfully to the overall development of the country. Over a 5-year period (2013 - 2018), we made an annual grant award for five outstanding scholars.

Today, these scholars are currently in their second year of university studies.



TESTIMONIALS

This scholarship has really helped me since the past three years. It has developed my self-esteem and has made be believe I can go extra miles has long as I am determined, thanks to Oando.

Omole Mary

I am 14years and I have a dream of being a Pediatric Cardiologist in future based on my love for children.

Shobaye Daniel Year 10 14yrs

The scholarship has been of great help and relief to me and my parents. I have gained alot. I am most grateful to Oando. I want to be an automobile engineer. I live with my mum and brother

Daniel studies Computer Engineering at the University of Massachusetts, Boston, USA and Mary is a student of Medical Laboratory Sciences at the University of Medical Sciences, Ondo State, Nigeria.

I am Enehizena Peace, a Year 10 student, my stay at Nobelhouse college has been a great one. I have been taught a lot of wonderful things, even though it's quite difficult keeping up with frequent examinations I still have a great time. Thanks to Oando. I am 13 years old and I have a dream to become an Automobile engineer and also to own the biggest fashion designing industry in the world.

After graduating from Nobelhouse College, Peace gained admission to the University of Benin, Edo state, Nigeria to study Agricultural Engineering.

Oshinaike Kehinde Year 10 14 Years

Since I've gotten this scholarship, every day in school has always made me feel I'm one step closer to achieving my dreams. I ~~thank~~ also thank Oando ~~for~~ giving me a chance to prove myself. Once again I say a big thank you.

Future Ambition: Aeronautical Engineer

Today, Joshua and Kehinde are students of Microbiology and Gas and Petroleum Engineering respectively at the University of Lagos, Nigeria

Joshua Adegbite Year 10 Age: 14 years.

It's been wonderful. I've learnt a lot and also achieved what I didn't know I could achieve. Everyday, I become more grateful to the provider of the scholarship because it's been a wonderful experience.

Future Ambition: I'd like to be a scientist.

SPECIAL PROJECTS

EYE CARE SCREENING

In collaboration with AMA Foundation, teachers and pupils in Olisa Primary school & Special Inclusive Unit and Methodist Primary School, Mushin, Lagos benefitted from a free eye care screening and referral service aimed at supporting indigent children with visual impairments to access medical care necessary for improved learning performance.

128 pupils and 17 teachers,

some of whom received medication and reading glasses, benefited from the initiative.



SPECIAL PROJECTS

EBOLA SUPPORT TRUST FUND

The Ebola Support Fund was launched in the wake of the deadly Ebola Virus Disease (EVD) in Nigeria to support government response whilst providing scholarships for children who have lost their parents to the EVD to stay in school until graduation from the University.

The Education fund covers school fees and other education costs and was distributed to six (6) beneficiaries effective from the 2014-2015 academic school year.

As at year end 2020, three of the beneficiaries had graduated from university with two enrolled in the National Youth Service Corps and one in Law School whilst three remain on the scheme (two in primary school and one in medical school).

DONATED OVER

5,000



PROTECTIVE SUITS



GLOVES



PROTECTIVE GLASSES



BOOT COVERS

FUEL CONSUMPTION 3-MONTH PERIOD





To assist in the centre's operations.
INFECTIOUS DISEASE HOSPITAL
YABA, LAGOS STATE

From: [redacted]
Date: 1 January 2020 at 11:17:23 AM WAT
To: [redacted]@oandofoundation.org
Subject: LETTER OF APPRECIATION

Dear Sir/Ma,
We the [redacted] family wish to express our gratitude to the Oando foundation, for the scholarship given to [redacted] and [redacted] through their University Education.
You were very consistent and caring. This played a vital role in the success of their undergraduate program. May God continue to prosper Oando plc.

Yours sincerely,
The [redacted] Family.



ADVOCACY & PARTNERSHIPS



ADVOCACY & PARTNERSHIPS

Partnership is at the core of Oando Foundation's strategy to scale opportunities in basic education access and delivery for underserved children.

We actively utilization evidence from the Adopt-A-School-Programme model for advocacy, knowledge sharing, and replication efforts at various levels, leveraging key platforms across levels, leveraging key platforms across the public, private and development sectors such as the United Nations General Assembly (UNGA), World Innvation Summit on Education (WISE), National Education Group (NEG), and Pan-African Education Innovation Summit, among others. As part of its advocacy initiatives, the Foundation strategically coordinates private sector education affiliates, leading the Education Cluster of the Private Sector Advisory Group (PSAG) Nigeria; a viable platform due to its strategic focus on education support and effort at championing increased private sector participation in education planning and delivery in Nigeria.



Established over

60

strategic partnerships with key actors in the public, private, and social sectors to support programme delivery.





We are a decade away from the year that the world has committed to achieving Sustainable Development Goal 4. Achievement of SDG4 requires multilevel, multisectoral collaboration across board.

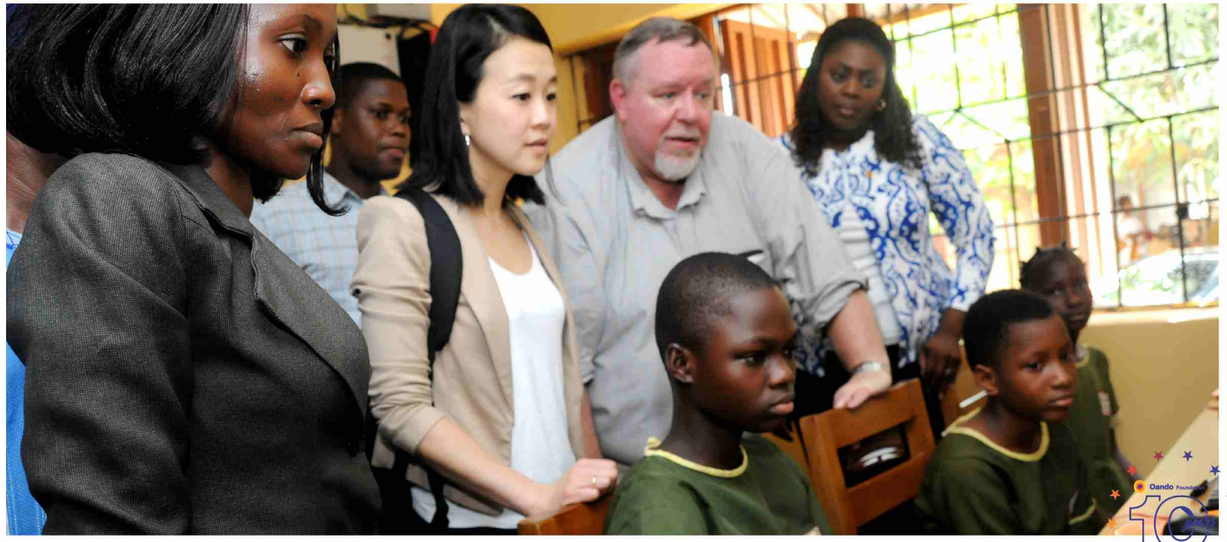







above
all







TESTIMONIALS

ADVOCACY & PARTNERSHIPS

"As an implementing partner working across 6 states of the federation; Kwara, Sokoto, Katsina, Ekiti, Kaduna and Plateau. Oando Foundation is doing so much across these states in schools by making the school environment safe for all l earners, providing capacity strengthening to teachers, for community to enable them demand accountability and support school improvement programmes, building infrastructures, boreholes, toilets, WASH bays and implementing hand washing in schools' way before COVID-19 pandemic because of the foresight Oando Foundation has."

DR. ADEYEMO ADEYEMI

Hilltrust Top Foundation

"We thank Oando Foundation for their partnership with us to help realize our wish to improve educational situation for children in Africa. Through our partnership, Oando Foundation built centers for computer education in Nigeria and provided children with much needed skills and knowledge. In our latest collaboration, the Clean Our World (COW) project is helping children in Lagos learn about environmental issues and utilize plastic waste for recycling as well as making their neighborhood clean and safe."

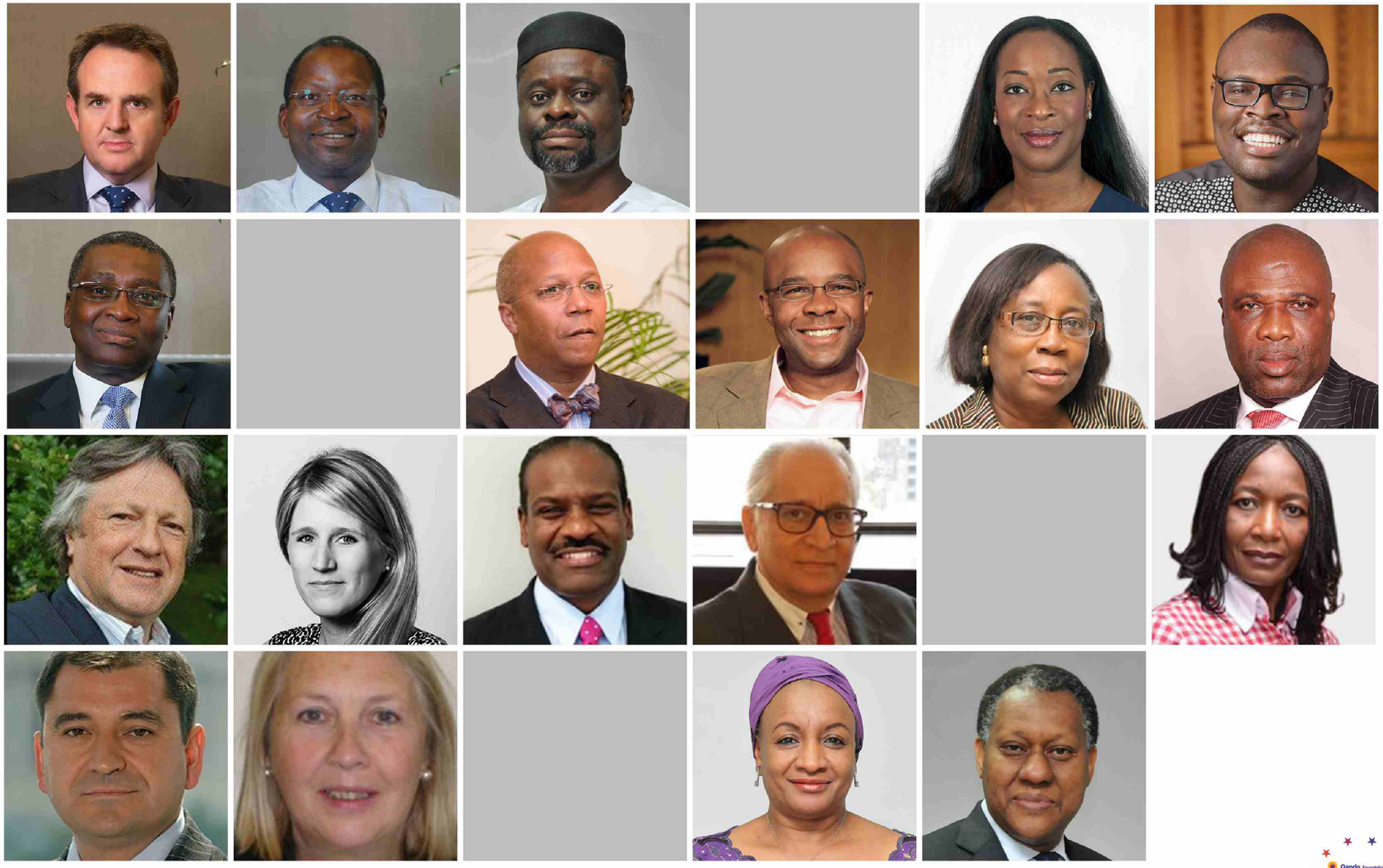
ISAO SHIBATA

Sumitomo Chemical Co., Ltd

Thank You!

Dear Trustees (past and present),

We recognize your amazing contributions; strategically and directly in supporting the Foundation these past years. We are honoured to have you on our team!





FUTURE OUTLOOK



FUTURE OUTLOOK

The last ten years have been eventful and impactful. We have built on the goodwill and commitment demonstrated by state and local partners, working through government and community systems to create ownership and sustained participation in programme delivery, leveraged counterpart contributions towards our school improvement targets, including infrastructure upgrade.

We have improved skills and built capacity of the State Universal Basic Education Boards (SUBEBs), Local Government Education Authorities (LGEAs) and School Based Management Committees (SBMCs) to deliver basic education dividends to their communities and strategically contextualize our approaches and solutions for sustainability, replication and scale up.

Steadily, we are changing behaviour towards education in the communities we serve by empowering our partners, SBMCs, and grassroots mobilizers with evidence-based messaging on the importance of basic education, and their role in ensuring increased enrolment, retention and transition within the school system.

Our strategic partnership with key technical and funding organizations contributes to the overall quality of projects implemented, providing opportunities for increased awareness and project scale.
As we look forward to the coming years, we are reminded of the unique educational challenges exacerbated by the COVID-19 pandemic.

Evidently, the use of digital opportunities for continued learning during the temporary school closure benefitted children in private schools, leaving children in public schools with largely ineffective alternatives that may have long-term impact on educational achievements.

It is therefore pertinent among other education priorities to stem the learning disruption and prevent a further slide in Nigeria's already chal- lenged education system. Our strategic focus will include:

- Accelerating digital learning opportunities
- Deepening direct programme interventions
- Strengthening established partnerships and promote advocacy efforts
- Scaling Existing Initiatives

Oando Foundation

10 years

2011 - 2021

TRANSFORMING LIVES THROUGH EDUCATION



THE EARLY YEARS