Between April and September 2020, we launched the first phase of our Virtual Learning Program to support our learners living across underserved communities in Nigeria and to limit the negative impact of the COVID-19 lockdown on their education. This report shares key learnings, impact stories, our plan for sustainability, and opportunities for collaboration.
2020 has been a remarkable year for us as an organization amidst the uncertainties that came with the global pandemic. This affected nearly all spheres of our lives and various organizations including ours had to look inwards towards mitigating the effects of the COVID-19 pandemic on the education of our beneficiaries across communities, especially when schools were forced to shut down in March this year.

After we shut down our newly launched Innovation Hub and all our learning facilities in a bid to protect our staff, volunteers, and learners in the early half of March, we reflected on various ways to remain impactful, relevant, and sustainable, and we came up with various programs and initiatives to support our beneficiaries beyond what we had been used to.

This led to the birth of our Virtual Learning Program and the creation of our first Virtual Classroom in Africa which attracted global attention and recognition. For the first time, underserved children across communities owned internet-enabled personal digital devices and could learn remotely from teachers and trainers across Nigeria and globally. We had recorded a few setbacks in onboarding our learners to the program due to several challenges in logistics caused by the pandemic. However, the program saw a successful engagement of our learners, children, youth, teachers, and volunteers and we were opportune to expand our reach, scale our operations, and increase our impact.

This would not have been possible without the early collaboration of key organizations like Eat’N’Go, Microsoft, Alitheia Capital, ESPN, LoveFutbol, Ruff ‘N’ Tumble, Prudential Zenith Life Insurance, and a number of partners whose support financially and technically, enabled us to launch, sustain and scale the Virtual Learning Program.

We also launched the Cluster Learning Program which enabled our younger learners in primary schools to learn collaboratively in technology-enabled clusters within their neighborhoods led by community-based teachers and volunteers. We have just concluded the first phase of our learning intervention which has seen over a thousand kids learning remotely while leveraging technology.

Through this report, we intend to share some of our findings, learnings, and recommendations, especially, to enable organizations and institutions to easily navigate the path we took. As we presently plan to scale the program to reach 10,000 learners in the next year, we remain enthusiastic about launching the second phase of the learning intervention that would be more engaging, impactful, and rewarding to our beneficiaries as well as partners.

We appreciate all our partners, volunteers, and hundreds of individual donors whose support has been very instrumental in various ways. We thank you all for the confidence over the years that has enabled us to support over 107,450 kids in 42 communities in Nigeria and engaged over 10,100 volunteers in 35 countries.

We look forward to scaling greater heights with you on board!

Orondaam Otto
Executive Director
THE VIRTUAL LEARNING PROGRAM

Slum2School Africa is a leading volunteer-driven developmental organization providing educational scholarships for underserved children living across slums and remote communities. Over the past 8 years, through collaborations with individuals and corporates within the public and private sector, we have created safe learning spaces, used 21st-century pedagogy and technology to improve learning outcomes, and provided several other health and psychosocial support for underserved children in slums and hard-to-reach communities.

Slum2School has always been a forward-thinking and technology-focused organization and the COVID-19 pandemic provided a unique and exciting opportunity to engage children in the communities we serve using technology on a larger scale.

This program was designed and executed at the peak of the COVID-19 pandemic and amidst lockdowns. We believed that this approach of leveraging technology and community-based learning was the best way to reach our students who may otherwise not have been able to continue learning effectively. Our approach was premised on the result of our pre-intervention survey across 10 slum communities in Lagos at the beginning of the pandemic in April 2020.

We surveyed 1310 student beneficiaries between primary and tertiary institutions and some of our key findings are summarized below:
This program ensures that previous educational gains are maintained and boosted. The program curriculum was intentionally designed to build the “total child” and to create a wholesome learning experience building on the Nigerian school curriculum and providing beneficiaries with further knowledge and skills that make them competitive and able to thrive in the 21st-century globalized world.
PROGRAM OVERVIEW

The Slum2School Virtual Learning Program leverages digital technology and robust content to create a wholesome learning experience outside of the traditional classroom, bringing quality education right to the homes and communities of learners. It is made up of the Virtual Learning and Cluster Learning Programs.

**VIRTUAL LEARNING**

The Virtual Learning Program targets learners in Junior Secondary School to Senior Secondary School (JSS1 - SSS3) and is run through digital tablets. Each learner receives a tablet pre-loaded with learning content and learning is coordinated and monitored by facilitators and trained teachers who will engage the learners remotely through various digital educational platforms and from the Virtual Learning Studio/Classroom.

**CLUSTER LEARNING**

The Cluster Learning Program (learning clusters) adopts both the virtual and physical modes of teaching. Here, trained teachers/trainers across communities are provided with a working laptop and learning materials and assigned to a group of 30 learners with similar learning needs to deliver neighborhood and home-based learning sessions.

Both feature a tailor-made curriculum that satisfies the local learning needs and international best practices, ensuring students that pass through the program possess 21st-century skills that make them globally competitive.
The program is driven from our Virtual Learning Studio/Classroom which ensures that the socialization component of brick and mortar classrooms is maintained. The Virtual Classroom was created in-house using locally available and adapted materials and technology and is context adapted to suit our needs and beneficiary demography.

It is an interactive digital classroom that can host thousands of learners at the same time. The synchronous engagement of learners keeps them motivated.
**Beneficiary Selection**

Pilot beneficiaries were selected from amongst existing Slum2School beneficiaries. A survey was administered to gauge interest in the program and capture demographic data matched against a vulnerability index. For the virtual learning program, beneficiaries who indicated interest and previously had good records were shortlisted and tablets given to the most vulnerable. For cluster learning, the most vulnerable interested beneficiaries were enrolled in available clusters. Cluster availability was dependent on the presence of trained teachers within close proximity to the students due to COVID-19 movement restrictions.

**Intervention Activities**

At the beginning of the intervention, beneficiaries of the Virtual Learning Program, as well as their guardians, were invited for a week-long program training for a day of sensitization. The details of the program were shared including a code of engagement, questions asked, and informed consent for participation was taken. This was carried out to ensure family buy-in and support and to ensure that guardians committed to supporting their wards in taking part in all program activities.

Additionally, guardians and beneficiaries signed guarantee forms before devices were handed over. They committed to treating the devices carefully and protecting them. In this training, beneficiaries were taught how to use their devices, keep their devices safe, use program applications, join the Virtual Classroom, and log necessary evaluation data. They were also introduced to their curriculum, timetable, and learning outcomes for each course. A baseline evaluation was conducted on core learning outcomes: literacy, numeracy, and social norms.

After training and evaluation, students began using their devices to learn remotely. Internet data was provided to all learners to ensure that they accessed learning content. The most reliable internet service provider in the community was used to ensure minimal instability and internet interruptions. Each beneficiary was also provided with a noise-canceling headset to ensure they did not get distracted by surrounding sounds during classes. Core program learning platforms include Atom Learning for formal education, CISCO, SCRATCH, and Microsoft teams. Evaluations were carried out periodically to measure learning progress. Beneficiaries also took part in various projects and initiatives including the STEM summer innovation challenge and the mentorship session with ViacomCBS to put their learning into action.

At the beginning of the intervention, beneficiaries for the Cluster Learning Program were profiled and divided into cluster groups based on their learning needs and neighborhood to ensure ease of travel. Cluster trainers were thoroughly trained in the Slum2School community-based cluster method and given teaching aids and laptops to run clusters. Training included sensitization on running safe clusters in light of the COVID-19 Health and Safety Protocol, computer training, expanded curriculum, program ethics, and monitoring and evaluation. Each trainer was assigned 30 learners to engage in small neighborhood-based groups. In clusters, students learn through a variety of methods including educational videos, crafts, and projects to build psychomotor skills and questions.

The goal of the Virtual Learning Curriculum was to blend formal education (literacy and numeracy) with 21st-century skills (creativity, communication, digital literacy, collaboration, critical thinking) to produce a rich learning experience and a beneficiary that is well-rounded and able to add value to their community. In this method, learning is strengthened by 'doing'. Learners and family members are supported to take ownership of their learning and to build skills like problem-solving, communication, creativity, and collaboration. This method combines design thinking, project-based learning, cooperative learning, problem, and competency-based learning, and psychomotor development.
A dedicated program team, driven by a program coordinator, is responsible for monitoring student activity daily and reviews daily reports from the teachers including attendance and class participation for virtual activities. Because of small cluster sizes, individual trainers monitor learners in their cluster and works with the program guideline to follow up on every learner.

**Beneficiary Assessment Structure**

- Baseline Evaluation in Arithmetic and Literacy
- Daily Classwork and Weekly Assignments
- Group Projects
- Monthly Modules/Exams
- Fortnightly Continuous Assessments
- EndLine Evaluation

**Program Assessment**

- Progress increase in student grade average in Virtual Learning Program
- Progress increase in cluster grade average
- Punctuality and class attendance
- Beneficiary Feedback
- Family/Guardian Feedback
- Baseline, Midline, EndLine Project Evaluation
- Beneficiary Retention
<table>
<thead>
<tr>
<th></th>
<th>TO MEASURE</th>
<th>INDICATOR</th>
<th>DATA COLLECTION INSTRUMENT</th>
<th>MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Literacy</td>
<td>Beneficiary’s ability to score above 50% in literacy tests, assignments, group projects and class participation for learning level.</td>
<td>Literacy tests, assignments, worksheets</td>
<td>Pre-intervention, midline and end line tests</td>
</tr>
<tr>
<td>2</td>
<td>Numeracy</td>
<td>Beneficiary’s ability to score above 50% in numeracy tests assignments, group projects and class participation for learning level</td>
<td>Literacy tests, assignments, worksheets</td>
<td>Comparing prior-to and after intervention</td>
</tr>
<tr>
<td>3</td>
<td>Class attendance and beneficiary retention</td>
<td>Class attendance patterns</td>
<td>Attendance register</td>
<td>Comparing monthly attendance patterns</td>
</tr>
<tr>
<td>4</td>
<td>Quality of training</td>
<td>Teachers ability to use Slum2School Cluster method</td>
<td>Test and appraisal</td>
<td>Post-training test and monthly appraisals from local facilitator</td>
</tr>
</tbody>
</table>
A total of **1050 beneficiaries** were enrolled in the program **[944 in clusters and 106 in self-paced (remote) learning]** were enrolled in the program self-paced (remote) learning. Beneficiaries in clusters were classified into levels based on an assessment of their efficiency in **Literacy, Numeracy and Social Habits**.

<table>
<thead>
<tr>
<th></th>
<th>%Literacy</th>
<th>%Numeracy</th>
<th>%Social Habits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Before</td>
<td>After</td>
<td>Before</td>
</tr>
<tr>
<td>Beginners</td>
<td>41.2</td>
<td>63.1</td>
<td>38.2</td>
</tr>
<tr>
<td>(50.5%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td>55</td>
<td>74</td>
<td>47.2</td>
</tr>
<tr>
<td>(29.7%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced</td>
<td>27</td>
<td>58.1</td>
<td>34.2</td>
</tr>
<tr>
<td>(19.8%)</td>
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</tr>
</tbody>
</table>
In total, 10 communities were reached. These included 6 communities across Lagos State Mainland Local Government Area (Adogbo, Migbewe, Yansiwe, Makoko, Adekunle, and Sogunro) and 3 communities in Tarkwa Bay (Ogogoro, Store and Community Square) and Saga in Epe.
“I’m usually curious about the world of science and technology and how it provides solutions in our immediate environment. During the lockdown, I created a COVID-19 social distance alert system for my project in the STEM Innovation Summer Program by Corona School.”

Through the Virtual Learning Program, I learned how to use Microsoft Office 365, Microsoft Word, Microsoft Teams, and Microsoft Excel. I recently completed the ‘Get Connected’ course on CISCO Academy, and I will soon be certified.

“During the lockdown, I created a COVID-19 social distance alert system for my project in the STEM Innovation Summer Program by Corona School.”

“Virtual Learning has been one of the greatest opportunities I have ever had. Over the past three months, I have been able to learn a lot about education and innovation. Firstly, I learned how to make perfect use of my device. On the learning platform, I also learned how to sign in and make use of my Microsoft Teams for scheduling a meeting, attending live classes, how to join a meeting, uploading assignments, and making use of the icons when having live meetings. In addition, I also learned how to design logo and fliers.”

“Virtual Learning has been one of the greatest opportunities I have ever had. Over the past three months, I have been able to learn a lot about education and innovation. Firstly, I learned how to make perfect use of my device. On the learning platform, I also learned how to sign in and make use of my Microsoft Teams for scheduling a meeting, attending live classes, how to join a meeting, uploading assignments, and making use of the icons when having live meetings. In addition, I also learned how to design logo and fliers.”

Three months before the program, she was unable to learn but after the commencement of the Cluster Learning Program, she has improved in both literacy, numeracy, and general knowledge. Moyosore is at the beginner level in the Cluster Program and upon the baseline test conducted, her results showed that she couldn’t recite and write the letter A to Z and numbers 1 to 10.

At first, it wasn’t easy for her but now, she’s one of the best pupils in her cluster. At the beginning of the program, Moyosore wasn’t outspoken and wasn’t able to answer questions in the presence of her peers but now, she leads her peers and answers she’s able to answer questions adequately.
7-year-old Rejoice Chigozie is our beneficiary from the Store Community in Tarkwa Bay, Lagos. Rejoice was assessed before the commencement of the cluster learning program. Based on her results, she was assigned to beginner level one because she could not communicate, recite, and write A to Z or 1 to 10. Upon program commencement, her cluster teacher realized that she could learn better using the repetition, song-based, and practical teaching technique.

Three months down the training, Rejoice can now recite A to Z, count from 1 to 40, and identify colors.

“As a teacher, the Cluster Learning Program has been an incredible experience for me. I am happy to impact knowledge into the children in my cluster, and I am grateful for the opportunity to mentor them. As I have been able to learn a lot regarding cluster education practice, identify the unique aspects of the children in my cluster, their weaknesses and strengths, this has created the opportunity for me to engage the children in a more direct and personalized teaching method.”

I have recorded tremendous improvement in the academic level of the children in my cluster that gives me great fulfillment.”

Mrs. John Joy is a 34-year-old widow from the Store community in Tarkwa Bay. Mrs. Joy has 3 of her children (9-year-old Favour John at the intermediate level, 7-year-old Marvelous John at the beginner level, and 4-year-old Prosper John at the beginner level), taking part in the Cluster Learning Program. Mrs. Joy is excited about the cluster learning program as she testified that Marvelous couldn’t write at all before the commencement of the program but can currently write well. She has seen a rapid improvement in her kids ever since they started the program and she is glad her children got the opportunity to be part of the program.
PROGRAM SUSTAINABILITY

The following considerations ensure program sustainability:

- **Post-COVID-19, students transition into a full blended hybrid learning experience (virtual plus physical classroom activities) and continue to run virtual classes and periodic community cluster classes that will ensure efficient monitoring and evaluation of learners.**

- **Strong community engagement that ensures proper follow up on learners during and post-intervention and effective outcomes and impact.**

- **The Virtual Learning Counselling component ensures learners are continuously mentored, tracked, and supported to reduce dropout rates, increase retention, and keep learners motivated. Weekly follow up calls will easily detect any changes in learning patterns or drawbacks as learners will be able to communicate with mentors.**

- **The relief bank component is set to cushion the challenge of economic hardship, ensuring that learners do not have to stop learning in instances where they are expected to sell or hawk to support the livelihood of the family.**
KEY FINDINGS

The cluster learning program has proved to be more efficient than the traditional classroom method as over 60 percent improvement on learning outcomes measured for the cluster program outmatches the improvement rate of the traditional classroom teaching method for beneficiaries enrolled to learn in clusters.

The tailored curriculum designed to suit each learning cluster and the adoption of self-paced learning proved to be a major factor for this result. Our research result showed that the children at the beginner level, for example, showed improvement due to the inculcation of interactive videos and creative practical sessions designed for their level.

Another factor that determined this improvement was the teacher to student ratio. Each teacher was responsible for 30 learners. Splitting the learners into groups of 5 created the avenue for a teacher to student relationship where the teacher gets to understand the learner more, assess the learner and the method to be used on the learner. These helped to ascertain the improvement against a traditional classroom method where over 30 children are being taught at the same time, leaving little or no time for the teacher to try other teaching techniques for a particular child lagging behind.

The Virtual Learning Program proved to be very efficient for learners in secondary schools as the program incorporated interactive, game-based, and innovative learning methodology. The use of these devices (tablets and laptops) served as an exciting and motivating learning experience for the learners.

Upon evaluation of the program, both approaches (Cluster and Virtual Learning) greatly aid inclusion. Based on these findings, we intend to employ the cluster approach as an intervention program in reducing the number of out-of-school children. This will tackle the challenge of illiteracy in undeserving communities and utilize the Virtual Learning Studio to support our beneficiaries in learning curriculum content, develop digital skills, and remain focused and motivated on their education.
FUTURE PLANS

- Reach **10,000** deserving children from underserved communities.
- Expand impact to other state across Nigeria.
- Develop a Learning Management system adopting key learnings and local curriculum.
- Scale the Virtual learning program in 2 Africa countries while sharing knowledge with partner organizations to improve capacity.
- Create a teacher training program to improve the learning delivery and cluster learning pedagogy.
Thanks to the incredible support of our partner organizations, individual donors, board members, the outstanding commitment and generosity of volunteers and staff, our Virtual Learning Program has been impactful and transformative across ten communities. As we come to the end of the first phase of our program, here is a summary of our Financials and our projections for more impact in the coming months. Thanks to you, we were able to build our Virtual Learning Studio, sustain all our teachers, and hire more teachers during the shutdown of schools. We were able to provide digital devices for our learners and teachers and support the continuous learning of over 1000 learners using digital technology over the past six months.

<table>
<thead>
<tr>
<th>Financial Overview</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds Raised</td>
<td>N61,764,806.20</td>
</tr>
<tr>
<td>Funds Invested</td>
<td>N37,008,500.00</td>
</tr>
<tr>
<td>Program Duration (First Phase)</td>
<td>April to September 2020</td>
</tr>
<tr>
<td>Amount Budgeted (2020/2021)</td>
<td>N421,550,000.00</td>
</tr>
</tbody>
</table>

Figure 1

Figure 2

- **Administrative Cost**: 7%
- **Virtual/Cluster Learning Training Expenses**: 23%
- **Virtual Learning Devices**: 46%
- **Virtual Learning Studio**: 13%
- **Covid-19 Advocacy/Relief Bank/Distribution**: 11%
INCOME BY SOURCE OF FUNDS

- Government: 1%
- Corporate Partners: 26%
- Individuals: 11%
- Gifts in Kind: 62%

DONATION CHANNELS

- Direct Bank Transfers: 63%
- GoFundMe: 24%
- Paypal: 4%
- Paystack: 5%
- Others: 4%

Impact Report | 2020
# EXPENDITURE ANALYSIS

## Virtual Learning Studio

**N16,994,092.50**

<table>
<thead>
<tr>
<th>Key Components</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Equipment</td>
<td>46%</td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
</tr>
<tr>
<td>HD Cameras</td>
<td></td>
</tr>
<tr>
<td>Inverter Installation</td>
<td></td>
</tr>
<tr>
<td>Solar Connectivity</td>
<td></td>
</tr>
<tr>
<td>Technical Accessories</td>
<td></td>
</tr>
<tr>
<td>Fibre Internet Connectivity</td>
<td></td>
</tr>
<tr>
<td>Interactive Screens</td>
<td></td>
</tr>
</tbody>
</table>

*This excludes: Pro-bono professional fees, architectural design and other collaborative/In-kind donations.*

## Virtual/Cluster Learning Training

**N8,726,459.00**

<table>
<thead>
<tr>
<th>Key Components</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Teachers</td>
<td>23%</td>
</tr>
<tr>
<td>Community Volunteers</td>
<td></td>
</tr>
<tr>
<td>Learning Materials</td>
<td></td>
</tr>
<tr>
<td>Program Coordinators</td>
<td></td>
</tr>
<tr>
<td>Operations</td>
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</tr>
</tbody>
</table>

## Virtual Learning Devices

**N4,002,649.10**

<table>
<thead>
<tr>
<th>Key Components</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Tablet</td>
<td>11%</td>
</tr>
<tr>
<td>Laptops</td>
<td></td>
</tr>
<tr>
<td>Internet data</td>
<td></td>
</tr>
<tr>
<td>Power Banks</td>
<td></td>
</tr>
<tr>
<td>Head Phones</td>
<td></td>
</tr>
<tr>
<td>Solar powered charging</td>
<td></td>
</tr>
<tr>
<td>Kiosk</td>
<td></td>
</tr>
</tbody>
</table>

*This excludes: In-Kind donations and collaborative support provided.*

## Covid-19 Intervention

**N2,450,500.00**

<table>
<thead>
<tr>
<th>Key Components</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relief Items</td>
<td>7%</td>
</tr>
<tr>
<td>Sanitary Materials</td>
<td></td>
</tr>
<tr>
<td>Research &amp; community survey</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
</tr>
<tr>
<td>Community support</td>
<td></td>
</tr>
<tr>
<td>Advocacy</td>
<td></td>
</tr>
</tbody>
</table>

*This excludes relief items, logistics support, volunteer support and other relief donations In-kind worth 21.5 million naira provided by partner organizations and individuals.*

## Administrative Cost

**N4,835,000.00**

<table>
<thead>
<tr>
<th>Key Components</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Salary</td>
<td>13%</td>
</tr>
<tr>
<td>Media &amp; Communications</td>
<td></td>
</tr>
<tr>
<td>Fundraising &amp; Marketing</td>
<td></td>
</tr>
<tr>
<td>Office Equipment</td>
<td></td>
</tr>
</tbody>
</table>

*This excludes relief items, logistics support, volunteer support and other relief donations In-kind worth 21.5 million naira provided by partner organizations and individuals.*
THANK YOU FOR YOUR MEDIA SUPPORT
THANKS TO OUR PARTNERS
SLUM2SCHOOL AFRICA WINS THE PRUDENTIAL ZENITH INSURANCE $100,000 AWARD GRANT.

One of the remarkable milestones and achievements of the Virtual Learning Program was winning the Prudential Zenith US$100,000 Award Grant for “Sustainable Innovative Solutions birthed during Covid-19 Pandemic”.

This was done as part of their Corporate Social Responsibility action plan to support the education of underserved children who were affected by the pandemic and was funded by Prudence Foundation, the community investment arm of Prudential Plc in Asia and Africa.

This award enables the support, sustenance and scaling of the program to reach more learners. Slum2School Africa’s goal is to reach 10,000 learners through the Virtual learning and Cluster Learning programs in the next year and this donation is being used to procure additional digital tablets and laptop computers for learners, teachers and facilitators, as well as support part of the operational needs of the Virtual Learning Program and Cluster Learning Program.

The award was presented at the Slum2School Innovation Hub in Lekki, with members of the Prudential Zenith team present including Chucks Igumbor - MD/CEO, Isioma Olowu - Chief Commercial Officer and Bob Omonujo - Head, Corporate Communications. Receiving the award was Slum2School’s Executive Director, Orondaam Otto, Head of Operations, Ruth Diyan Ebe, and other management team leaders.
# OUR LEADERSHIP TEAM

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- Mrs Modupe Adefeso-Olateju
- Justice Amina Adamu Augie
- Mr. Tayo Olosunde
- Mr. Emrys Ijaola
- Mr. Ferdinand Adimefe
- Mr. Orondaam Otto

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- Bunmi Oladehinbo
- Jennifer Jonathan
- Sandra Onyedum
- Emmanuel Togun
- Ajibike Jimoh
- Victor Emaye
- Orondaam Otto
- Akin Ajose-Adeogun
- Gabriel Akerele
- Ife Abioye
- Nurudeen Omotayo
- Nene Ibezim
- Paul Haruna
- Kalu Kalu
- Korede Ibitoye
- Deji Ajibulu
- Emmanuel Alaye-Ifebunmi

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- Elizabeth Musa
- Kehinde Ruth Onasoga
- Sandra Onyedum
- Samuel Audu
- Michael Oguike
- Eme Bassey
- Elizabeth Musa
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- Happiness Sylvester
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- Olumide Idowu
- Oladehinbo Oluwabunmi

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- Mrs. Chinyere Ede
- Mrs. Elizabeth Ada
- Emmanuella Togun
- Lowke Abraham
- Kehinde Onanuga
- Ms. Funmilayo Adebiyi
- Ms. Dayo Oni
- Emmanuella Togun

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- Nestor Uba
- Padonu Judith
- Washinu Lazarus
- Joshua Patience
- Sodagboji Henrietta
- Zannu Joshua
- Joel Joshua
- Hungbeji Bienveni
- Kiloku Joshua
- Mary Sunuvun
- Sunday Ilado
- Ruth Diyan Ebe
- Linda Orajekwe
- Akin Ajose-Adeogun
- Annabel Amabibi
- Nimi Sekerekolu
- Elizabeth Kalu
- Ursula Sebastine
- Sarah Aibo
- Ajibike Jimoh
- Peggy Smart
- Ayodeji Razaq
- Damola Ajayi

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- James Wada
- Joshua Idowu
- Sevo Ruth
- Deborah Jonathan
- Amandine Agoyon
- Aderonke Iwantan
- Florentine Okpoe
- Tope Alabi
- Ann Ezeji
- Olufowobi Rukahiat
- Tope Iroke
- Doris Awanjunju
- Epigha Christopher
- Epigha Stella

## TEACHERS/TRAINERS
- Chigozie Okeke
- Obiye Emmanuel
- Tolulope Oyetunji
- Nkechi Ugbo
- Elin Celeji
- Gbatoimine Queen
- Onanefe Moses
- Mode Merit
- Inright Remilekun Simi
- Semidora Gift Yinkuyefa
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- Timilehin Bello
- Nifemi Aikomo
- Olatayo Olatunde
- Peter Msheila
- Chiso Okoroafor
- Ushang Achu
- Omodara Adeiran
- Oluchukwu Banye
- Rowland Ogbona
- Ogochukwu Ekeochocha
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We are a volunteer-driven developmental organization on a mission to provide quality education for every child irrespective of their location or background, make charity more inclusive for an evolving generation, and provide a platform for every one willing to make a difference in our society.

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